

Wicklund Elementary School

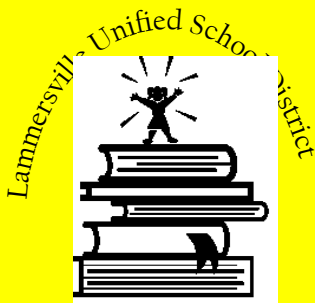


2015-2016 School Accountability Report Card

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Kindergarten through Eight



Superintendent
Dr. Kirk Nicholas
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Board of Education
Mr. Matthew Balzarini
Ms. Sharon Lampel
Ms. Anne Goodrich
Mr. David Pombo
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SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.
- View this SARC online at the school and/or LEA websites.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Mission Statement

The Mission of the Lammersville Unified School District, as a collaborative partnership of families, community members and staff, is to graduate all students with the knowledge and ability to make good choices, to act responsibly, to eventually enter the workforce in a profession of their choice, and to continue lifelong learning.

To accomplish this, LUSD will celebrate literacy, problem solving, and building a successful future by ensuring that all first graders can read and comprehend at grade level, that all fourth graders can read and write at grade level, that all eighth graders are proficient or proficiency prepared for Algebra, and that all twelfth graders graduate college and career ready.

We believe that:

- Every human being is important and has value.
- The freedom and rights enjoyed in society require that individuals take responsibility for their actions.
- The family is the critical element in an individual's development.
- Reaching one's potential requires great effort.
- Expectations profoundly influence our own performance and the performance of others.
- Every person is responsible for making the community a better place.
- Honesty and integrity are essential to building trusting relationships.
- People learn best in a safe, healthy environment.
- Meaningful accomplishment enhances the motivation essential for continued success.

Community Profile (School Year 2016-17)

Lammersville Unified School District is located in the northwest corner of San Joaquin County in the city of Tracy. Lammersville Unified School District consists of Lammersville Elementary School (K-8th), Wicklund Elementary School (K-8th), Sebastian Questa Elementary School (K-8th), Bethany Elementary School (K-8th), Altamont Elementary School (K-8th) and Mountain House High (9th-12th).

Enrollment By Grade Level Or Student Group (School Year 2015-16)

This chart illustrates the enrollment trend by grade level or student group.

Enrollment Trend by Grade Level

	2013-14	2014-15	2015-16
K	71	62	92
1st	95	83	68
2nd	81	91	84
3rd	88	80	90
4th	78	86	80
5th	79	79	89
6th	93	79	72
7th	83	85	83
8th	79	74	91

Enrollment by Student Group

2015-16

	Percentage
Black or African American	9.2%
American Indian or Alaska Native	0.4%
Asian	21.4%
Filipino	9.2%
Hispanic or Latino	22.4%
Native Hawaiian or Pacific Islander	0.3%
White	30.2%
Two or More Races	6.1%
EL Students	8.7%
Socioeconomically Disadvantaged	18.0%
Students with Disabilities	10.0%
Foster Youth	0.4%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Assignment

The district recruits and employs qualified credentialed teachers who meet all credential requirements in accordance with State of California guidelines. This chart displays information about teacher credentials at the school.

Teacher Credential Status

	School			District
	14-15	15-16	16-17	16-17
Fully Credentialed	0	0	29	183
Without Full Credentials	0	0	5	20
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacancies

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	14-15	15-16	16-17
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers (School Year 2015-16)

Federal law requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified." Minimum qualifications include:

- Possession of a Bachelor's Degree;
- Possession of an appropriate California teaching credential; and
- Demonstrated competence in core academic subjects.

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

Highly Qualified Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	100.0%	0.0%

Instructional Materials (School Year 2016-17)

Lammersville Joint Unified held a public hearing on September 7, 2016, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in December 2016 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
3rd-6th	English/Language Arts	Benchmark Education Company	2016	Yes	0.0%
K-2	English/Language Arts	Houghton Mifflin	2016	Yes	0.0%
7th-8th	English/Language Arts	Houghton Mifflin	2016	Yes	0.0%
K-5	History/Social Science	McGraw-Hill	2007	Yes	0.0%
6th-8th	History/Social Science	Teacher's Curriculum Institute	2006	Yes	0.0%
K-8th	Mathematics	Engage NY	2016	Yes	0.0%
3rd-5th	Science	FOSS	2007	Yes	0.0%
6th-8th	Science	Glencoe	2008	Yes	0.0%
K-2	Science	Houghton Mifflin	2007	Yes	0.0%

School Facilities (School Year 2016-17)

Wicklund Elementary School facilities were completed in 2004. There are 40 permanent classrooms, a library, computer lab, staff room, a multipurpose room, and three playgrounds for primary and upper-grade students.

Cleaning Process

The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance & Repair

District maintenance staff ensures that work orders and the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The table shows the results of the most recent school facilities inspection provided by the district, collected in December 2016. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 05/11/2016				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior		X		Rm-306: Several broken hinges. Rm-517: Several stained ceiling tiles. Rm-604 Stained ceiling tiles. (Work order submitted.)
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			Rm-114: Several burned out lights. (Work order submitted.)
Restrooms/Fountains	X			Rm's-100 & 206: Low water pressure. Rm-207: Fountain broken. (Work order submitted.)
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress (CAASPP) (School Year 2014–15)

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. The paper-pencil assessments include the Science assessments for grades five, eight, and ten; the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years, and Science (grades 5, 8, and 10) for the past three school years.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	53	55	--	58	62	--	44	48
Mathematics (Grades 3-8 and 11)	--	41	42	--	48	52	--	34	36
Science (Grades 5, 8, and 10)	72	65	66	72	70	69	60	56	54

The following table displays school-wide data for all students who took the Science assessment in grades five, eight, and and/or ten, broken down by student group.

California Assessment of Student Performance and Progress - Science				
Student Groups	Science			
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	186	184	98.92	65.76
Male	90	89	98.89	60.67
Female	96	95	98.96	70.53
Black or African American	14	14	100	42.86
Asian	45	45	100	77.78
Filipino	24	23	95.83	73.91
Hispanic or Latino	37	37	100	45.95
White	56	55	98.21	69.09
Socioeconomically Disadvantaged	14	14	100	64.29
English Learners	15	15	100	53.33
Students with Disabilities	27	26	96.3	34.62

The following tables display information on student achievement by student groups for the school in ELA and Mathematics for grades three through eight and eleven.

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

California Assessment of Student Performance and Progress - Grade 3

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	92	90	97.83	47.78	90	97.83	47.78
Male	57	56	98.25	46.43	56	98.25	50
Female	35	34	97.14	50	34	97.14	44.12
Black or African American	11	10	90.91	30	10	90.91	10
Asian	23	23	100	86.96	23	100	73.91
Hispanic or Latino	20	19	95	26.32	19	95	31.58
White	30	30	100	36.67	30	100	50
Socioeconomically Disadvantaged	15	15	100	33.33	15	100	20
Students with Disabilities	12	12	100	16.67	12	100	25

California Assessment of Student Performance and Progress - Grade 4

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	80	78	97.5	38.46	78	97.5	43.59
Male	47	46	97.87	34.78	46	97.87	41.3
Female	33	32	96.97	43.75	32	96.97	46.88
Asian	18	17	94.44	64.71	17	94.44	47.06
Hispanic or Latino	20	20	100	10	20	100	35
White	25	25	100	44	25	100	48

California Assessment of Student Performance and Progress - Grade 5

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	94	93	98.94	50.54	93	98.94	45.16
Male	51	51	100	47.06	51	100	52.94
Female	43	42	97.67	54.76	42	97.67	35.71
Asian	23	23	100	60.87	23	100	60.87
Hispanic or Latino	18	18	100	27.78	18	100	22.22
White	33	32	96.97	59.38	32	96.97	43.75
Students with Disabilities	18	18	100	22.22	18	100	16.67

California Assessment of Student Performance and Progress - Grade 6

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	72	70	97.22	62.86	70	97.22	44.29
Male	38	38	100	63.16	38	100	42.11
Female	34	32	94.12	62.5	32	94.12	46.88
Asian	17	17	100	82.35	17	100	64.71
Hispanic or Latino	19	19	100	47.37	19	100	21.05
White	15	14	93.33	71.43	14	93.33	42.86
Students with Disabilities	12	12	100	16.67	12	100	25

California Assessment of Student Performance and Progress - Grade 7

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	84	82	97.62	59.76	82	97.62	37.8
Male	46	44	95.65	47.73	44	95.65	29.55
Female	38	38	100	73.68	38	100	47.37
Asian	16	16	100	87.5	16	100	75
Hispanic or Latino	17	17	100	52.94	17	100	29.41
White	30	28	93.33	53.57	28	93.33	35.71
Socioeconomically Disadvantaged	15	15	100	60	15	100	46.67
Students with Disabilities	11	10	90.91	40	10	90.91	20

California Assessment of Student Performance and Progress - Grade 8

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	92	91	98.91	71.43	91	98.91	36.26
Male	39	38	97.44	55.26	38	97.44	23.68
Female	53	53	100	83.02	53	100	45.28
Asian	22	22	100	86.36	22	100	77.27
Filipino	16	15	93.75	80	15	93.75	40
Hispanic or Latino	19	19	100	68.42	19	100	21.05
White	23	23	100	69.57	23	100	17.39

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

Physical Performance Testing (School Year 2015-16)

In the spring of each year, the schools of Lammersville Unified School District are required by the State to administer a physical fitness test to students in grades five, seven and nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extension Strength, Upper Body Strength, and Flexibility. Students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). The percentage of students who met the standards is displayed in the chart.

Percentage of Students in Healthy Fitness Zone			
2015-16			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.6%	11.0%	64.8%
7	14.0%	14.0%	60.5%

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Parent & Community Involvement (School Year 2016-17)

Parents and the community are very supportive of the educational program at Wicklund Elementary School. Opportunities for involvement and active participation include: School Site Council, Wicklund School Foundation, and other Ad-Hoc school committees. Parents are also welcome to volunteer in the classroom, and for school events.

Contact Information

Parents who wish to participate in Wicklund Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (209) 836-7200, or visit the district's website at <http://www.lammersvilleschooldistrict.net>.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension and expulsion rates; and
- Other local measures on the sense of safety.

Discipline & Climate for Learning

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	13-14	14-15	15-16	13-14	14-15	15-16
School	0.00	1.25	5.41	0.00	0.00	0.00
District	0.00	1.24	2.96	0.00	0.00	0.00
State	4.36	3.80	3.65	0.10	0.09	0.09

Safe School Plan (School Year 2016-17)

The safety of students and staff is a primary concern at Wicklund Elementary School. The School Site Safety Plan is revised annually in February by staff and the School Site Council. Key elements of the plan focus on student and staff awareness of emergency drills and procedures. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring students and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

Students are supervised throughout the day by administration, instructional staff, and parent volunteers. The designated drop off and pick up area is the front and back of the school. Visitors to the campus must register at the office and receive identification badges that must be displayed at all times.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

	Federal Intervention Programs	
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2013-2014
Year in PI	-	Year 1
# of Title I Schools Currently In PI	-	1
% of Title I Schools Currently In PI	-	0.00%

Average Class Size and Class Size Distribution

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	14	15	16	14	15	16	14	15	16	14	15	16
By Grade Level												
K	36	21	24	-	1	-	3	2	3	1	-	-
1	38	21	23	-	1	-	4	3	3	1	-	-
2	20	22	24	3	-	-	1	4	3	-	-	-
3	49	20	23	1	4	-	3	-	4	1	-	-
4	53	32	31	-	-	-	2	5	3	2	1	-
5	33	29	30	1	-	-	4	3	3	1	-	-
6	27	28	24	2	4	-	22	13	4	1	2	-
7	-	-	32	-	-	-	-	-	2	-	-	-
8	-	-	26	-	-	-	-	-	3	-	-	-
K-3	-	-	24	-	-	-	-	-	13	-	-	-
3-4	-	-	27	-	-	-	-	-	7	-	-	-
4-8	-	-	29	-	-	-	-	-	15	-	-	-
Other	-	10	-	-	3	-	-	-	-	-	-	-
By Subject Area												
English	-	15	26	-	1	-	-	-	22	-	-	-
Mathematics	5	-	24	1	-	-	-	-	22	-	-	1
Science	-	28	26	-	-	-	-	3	24	-	-	-
Social Science	-	-	26	-	-	-	-	-	23	-	-	-

Staff Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the last three years the district offered three staff development days. Staff development days offer teachers a broad-based variety of professional growth opportunities in curriculum, teaching strategies, effective school practices and methodologies. During the 2015-16 school year, staff focused on Common Core, professional learning communities and engagement strategies.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Tracy and Mountain House, which contain numerous computer workstations.

Counseling & Support Staff (School Year 2015-16)

In addition to academics, the staff at Wicklund Elementary School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. The Speech/Language Specialist is shared with the other schools in the district.

A Gifted And Talented Education (GATE) program is offered to students who qualify. A differentiated curriculum is provided in all content areas which is accelerated and interdisciplinary.

Wicklund Elementary School offers English Language Learner (ELL) students additional classroom help with instructional aides and Cross-cultural Language Academic Development (CLAD) certified teachers during our Direct Instruction Group (DIG) time. Instructional strategies focus on academic English and accessing the core curriculum.

Wicklund Elementary School offers several programs for students with special needs, including on-site SDC, RSP and Speech programs. Students needing more restrictive classroom settings are referred to county SELPA operated programs.

The table indicates the resources available to all students at Wicklund Elementary School. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Bilingual Aide	1	0.8
Instructional Aides	1	1
Library Aide	1	0.6
Psychologist	1	As Needed
Resource Specialist Program (RSP) Teacher	2	2.0
Special Education Aides	3	2.4
Speech/Language Aide	1	0.8
Speech/Language Specialist	1	0.6

District Revenue Sources (Fiscal Year 2015-16)

In addition to general state funding, Lammersville Unified School District receives state and federal funding for the following categorical, special education and support programs:

- Home-to-School Transportation
- Peer Assistance & Review
- Economic Impact Aid (EIA)
- Federal, ECIA/ESEA/IASA
- Gifted and Talented Pupils
- Class Size Reduction
- School Improvement Program (SIP)
- Tobacco Use Prevention Education (TUPE)
- Federal, Special Education, Entitlement per UDC
- Federal Drug/Alcohol/Tobacco Funds

District Expenditures (Fiscal Year 2014-15)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2014-15 school year. The chart provides a comparison of the school's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,658
From Supplemental/Restricted Sources	\$290
From Basic/Unrestricted Sources	\$4,369
District	
From Basic/Unrestricted Sources	\$1,352
Percentage of Variation between School & District	223.2%
State	
From Basic/Unrestricted Sources	\$5,677
Percentage of Variation between School & State	-23.0%

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

School Site Teacher Salaries (Fiscal Year 2014-15)

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from school districts throughout the state having between 1,500 to 4,999 Average Daily Attendance (ADA). The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$56,007
District	\$56,741
Percentage of Variation	-1.3%
School & State	
All Unified School Districts	\$67,348
Percentage of Variation	-16.8%

Teacher & Administrative Salaries (School Year 2014-15)

The table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts' budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website, www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2014-15		
	District	State
Beginning Teachers	\$42,004	\$42,063
Mid-Range Teachers	\$61,913	\$64,823
Highest Teachers	\$81,401	\$84,821
Elementary School Principals	\$96,970	\$101,849
Middle School Principals	-	\$107,678
High School Principals	\$118,720	\$115,589
Superintendent	\$165,000	\$169,152
Salaries as a Percentage of Total Budget		
Teacher Salaries	37.0%	35.0%
Administrative Salaries	6.0%	6.0%