

Wicklund Elementary School

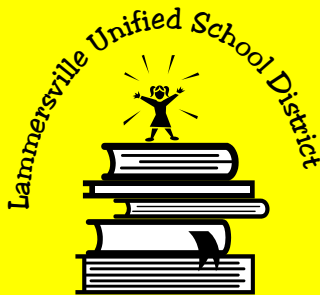


2012-2013 School Accountability Report Card

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Kindergarten through Eight

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Mr. Matthew Balzarini
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Principal's Message

Wicklund Elementary School has been serving the students and families of Mountain House since its doors opened in August of 2004. Wicklund Elementary School is part of the Lammersville School District located west of Tracy, California. The Lammersville School District was founded over 130 years ago. Since its opening, Wicklund Elementary has established itself as a premier academic institution. The school established an outstanding API score of 825 in state testing during its first year. This achievement has ranked Wicklund Elementary as one of the top schools in San Joaquin County. In addition to a rigorous academic program, Wicklund Elementary School embraces high expectations of student behavior and celebrates diversity. The district, staff, community members, parents, and students are very proud of the accomplishments of this brand new school. In reviewing this School Accountability Report Card, I am sure you will be able to see the commitment all stake holders have in continuing to make this a high achieving, student-first school.

Mission Statement

The mission of Wicklund Elementary School is to provide access to a challenging, standards-based education in a safe, supportive environment where they learn to be responsible citizens. At Wicklund Elementary School, we will...

- Work collectively as a team.
- Inspire students to pursue positive interests.
- Commit to meeting the needs of all students.
- Keep a safe and disciplined environment.
- Lead by example.
- Utilize appropriate resources and innovative technology.
- Nurture life-long learners and
- Differentiate curriculum and instruction.

School Profile

Lammersville Joint Unified School District is located in the northwest corner of San Joaquin County in the city of Tracy. Wicklund Elementary School is located three miles north of Tracy in the town of Mountain House, California. The state-of-the-art school is truly at the center of the community and is surrounded by Wicklund Village enabling students to walk to and from the campus. The school is adjacent to a beautiful neighborhood park which is enjoyed by all community members.

Lammersville Joint Unified School District consists of Lammersville Elementary School (K-8th), Wicklund Elementary School (K-8th), Sebastian Questa Elementary School (K-8) and Bethany Elementary School (K-8th). Opening in the fall of 2014, Lammersville is adding Altamont (K-8th) and Mountain House High School. During the 2012-13 school year, Wicklund Elementary School served 725 students in grades kindergarten through eighth, on a traditional calendar system. Student body demographics are illustrated in the table.

Enrollment by Student Group	
2012-13	
	Percentage
African American	11.2%
American Indian	0.3%
Asian	24.7%
Filipino	11.3%
Hispanic or Latino	20.6%
Pacific Islander	0.4%
White	28.0%
Two or More	2.1%
None Reported	1.5%
English Learners	22.9%
Socioeconomically Disadvantaged	21.7%
Students with Disabilities	11.0%

Discipline & Climate for Learning

Students at Wicklund Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school.

The goal of Wicklund Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through the student handbook, and during the year at parent-teacher conferences, Back-to-School Night, and the district's newsletter. The program's design establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives, as well as assertive discipline and conflict resolution tools to further develop personal growth.

The Suspensions and Expulsions table illustrates total cases for the school and district at all grade levels, as well as the percentage of total enrollment (number of suspensions divided by total enrollment). Suspensions and expulsions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions						
	School			District		
	10-11	11-12	12-13	10-11	11-12	12-13
Suspensions	-	60	56	-	89	80
Suspension Rate	-	8.8%	7.7%	-	4.1%	3.4%
Expulsions	-	1	0	-	1	0
Expulsion Rate	-	0.1%	0.0%	-	0.0%	0.0%

Student Recognition

Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include: Student of the Month, academic and citizenship honors, CJSF recognition, DARE program, Presidential Fitness Awards, and perfect attendance. Through the Character Counts program, we teach the Six Pillars of Character. These 6 traits resonate throughout the campus and are honored by students, staff, and community. Our Student of the Month assemblies focus on these traits and students are recognized for demonstrating good character.

Homework

Homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students within guidelines established by the district. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and are responsible for reviewing homework assignments with their child. Each student is provided with a student planner or homework folder by the Parents' Organization Wicklund School Foundation, to help organize their assignments.

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: after-school sports, ASB Student Council, Pentathlon, Science & Math Olympiad, California Junior Scholastic Federation, and intramural sports program.

Enrollment By Grade

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. More importantly, attendance is critical to academic achievement and regular daily attendance is a priority. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Independent study is available for students that require extended leaves from school. The school monitors student attendance very closely and reports excess unexcused absences to designated authorities. The chart illustrates the trend in enrollment for the last three years.

Enrollment Trend by Grade Level

	2010-11	2011-12	2012-13
K	-	72	96
1st	-	87	72
2nd	-	82	96
3rd	-	70	70
4th	-	83	74
5th	-	75	91
6th	-	67	80
7th	-	75	70
8th	-	74	76

Class Size

The table indicates the average class size, as well as the number of classes offered in reference to their enrollments.

Class Size Distribution

Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
11	12	13	11	12	13	11	12	13	11	12	13	
By Grade Level												
K	32	24	32	1	-	1	4	3	4	1	-	1
1	29	34	29	1	4	1	3	-	3	1	1	1
2	32	47	32	1	4	1	4	-	4	1	1	1
3	28	23	28	1	1	1	3	2	3	1	-	1
4	32	41	32	1	-	1	4	4	4	2	2	2
5	28	29	28	2	2	2	4	3	4	1	1	1
6	19	31	19	13	1	13	21	4	21	-	14	-

Counseling & Support Staff (School Year 2012-13)

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 at Wicklund Elementary School.

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 two 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.

Instructional Materials (School Year 2013-14)

The school district held a public hearing on September 5, 2013, 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 September, 2013 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

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	8	6.5
Speech/Language Aide	1	0.8
Speech/Language Specialist	1	0.6

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English/ Language Arts	Houghton Mifflin	2009	Yes	0.0%
6th-8th	English/ Language Arts	McDougal Littell	2002	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-5	Mathematics	Harcourt	2009	Yes	0.0%
6th-8th	Mathematics	Holt	2009	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%

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Tracy branch of the Stockton-San Joaquin County Public Library, which contains numerous computer workstations. Please call toll free (866) 805-READ for hours of operation and additional information.

Library Information

The library, staffed by a part-time library aide, is stocked with thousands of books that are available for students to check out. Classrooms visit the library on a regular basis and students are encouraged to utilize the library's resources during their breaks.

Computer Resources

Computer skills and concepts integrated throughout the standard curriculum prepare students for technological growth and opportunities. Each classroom at Wicklund Elementary School has a minimum of one Internet-accessible computer. There is also one computer lab on campus containing thirty computers. Students receive computer-assisted instruction on a regular schedule.

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Lammersville Joint Unified School District. These measure students' actual progress as well as the effectiveness of the instructional program. Additional site assessments for the site include English Language Learners Assessment, Special Education assessments, and numerous assessments tied to the curriculum.

Academic Performance Index (School Year 2012-13)

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the current Growth API at the school, district, and state level.

2013 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	537	837	1,738	873	4,655,989	790
Black or African American	63	695	147	761	296,463	708
Asian	132	907	422	938	406,527	906
Filipino	72	851	271	902	121,054	867
Hispanic or Latino	105	791	316	806	2,438,951	744
White	142	869	488	878	1,200,127	853
Two or More Races	13	888	45	883	125,025	824
Socioeconomically Disadvantaged	122	790	318	818	2,774,640	743
English Learners	128	816	387	859	1,482,316	721
Students with Disabilities	87	608	224	670	527,476	615

API School Results			
	2010	2011	2012
Statewide	-	-	7
Similar Schools	-	-	1
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	-	-19	-15
Asian			
Actual API Change	-	-8	-8
Hispanic or Latino			
Actual API Change	-	5	-25
White			
Actual API Change	-	-28	-11
Socioeconomically Disadvantaged			
Actual API Change	-	-35	9

Adequate Yearly Progress (School Year 2012-13)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/Language Arts (ELA) by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in ELA and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the table.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
API School Results	Yes	Yes	Yes	Yes
Graduation Rate	N/A	N/A	N/A	N/A

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2013-2014
Year in PI (2013-14)	-	Year 1
# of Schools Currently in PI	-	1
Percentage of Schools in PI	-	0.00%

California Standards Test (School Year 2012-13)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	*	67	64	*	73	72	54	56	55
Mathematics	*	66	64	*	70	71	49	50	50
Science	*	71	76	*	75	74	57	60	59
History/Social Science	*	63	67	*	60	68	48	49	49

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	72	71	74	68
School	64	64	76	67
African American/ Black	38	32	60	60
American Indian	*	*	*	*
Asian	77	82	83	83
Filipino	69	74	95	71
Hispanic or Latino	54	51	58	57
White	72	70	90	69
Males	57	58	75	65
Females	72	72	77	69
Socioeconomically Disadvantaged	39	42	*	*
English Learners	24	29	50	*
Students with Disabilities	32	29	46	23
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

Physical Fitness (School Year 2012-13)

In the spring of each year, the school is required by the State to administer a physical fitness test to students. 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).

Percentage of Students in Healthy Fitness Zone			
2012-13			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	11.2%	23.6%	49.4%
7	18.2%	22.7%	40.9%

Teacher Assignment

Lammersville Unified School District recruits and employs only the most qualified credentialed teachers.

	Teacher Credential Status			
	School			District
	10-11	11-12	12-13	12-13
Fully Credentialed	30	35	26	85
Without Full Credentials	0	0	0	2
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential.

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 year.

	Misassignments/Vacancies		
	11-12	12-13	13-14
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 2012-13)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. 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 25 percent or less.

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

Curriculum Development

All curriculum development at Lammersville School District revolves around the Common Core State Standards. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of the curriculum is an ongoing process.

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 web site at <http://www.lammersvilleschooldistrict.net>.

Parent & Community Involvement

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.

School Facilities

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. 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: 03/28/2012				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			8YÜWJYbWm / ' FY a YXJU' Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2013-14 school year the district allocated \$74,735 for the deferred maintenance program. This represents 0.47% of the district's general fund budget. For a complete listing of the district's deferred maintenance projects, please contact the district office.

Safe School Plan

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.

Data Sources

Data within the SARC was provided by the school district, retrieved from the 2012-13 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data web site.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

Substitute Teachers

Generally, the district does not experience any problems finding qualified substitute teachers. On rare occasions when a substitute teacher is not available for an absent teacher, credentialed staff or administrators assume the role of the substitute.

School Site Teacher Salaries (Fiscal Year 2011-12)

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	\$56,128
District	\$54,927
Percentage of Variation	2.2%
School & State	
State	\$63,166
Percentage of Variation	-11.2%

Teacher & Administrative Salaries (Fiscal Year 2011-12)

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 web site, www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2011-12		
	District	State
Beginning Teachers	\$38,307	\$38,578
Mid-Range Teachers	\$58,107	\$59,799
Highest Teachers	\$71,634	\$78,044
Elementary School Principals	\$96,361	\$95,442
Middle School Principals	-	\$98,080
High School Principals	-	\$106,787
Superintendent	\$180,000	\$150,595
Salaries as a Percentage of Total Budget		
Teacher Salaries	0.4%	0.4%
Administrative Salaries	0.1%	0.1%

District Expenditures (Fiscal Year 2011-12)

Lammersville Unified School District spent an average of \$6,078 to educate each student (based on 2011-12 audited financial statements). The table provides a comparison of a school's per-pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,696
From Supplemental/Restricted Sources	\$924
From Basic/Unrestricted Sources	\$3,772
District	
From Basic/Unrestricted Sources	\$648
Percentage of Variation between School & District	482.1%
State	
From Basic/Unrestricted Sources	\$5,537
Percentage of Variation between School & State	-31.9%

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