Glenmeade Elementary School

15000 Whirlaway Lane • Chino Hills, CA 91709 • 909-393-4087 • Grades K-6
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2014-15 School Accountability Report Card
Published During the 2015-16 School Year

Chino Valley Unified School District

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School Description

Glenmeade Elementary School is located in Chino Hills in an established residential area. The school site was developed on approximately 9.2 acres of land overlooking the Chino Valley. The land was purchased in 1966 and the first buildings were completed in 1967. School opened for the first time for Glenmeade students in January 1968. Additional classrooms and a multipurpose room were added to double the student capacity in 1973. In 2012, Glenmeade went through a modernization project that include updating classrooms and repairing the slopes.

The mission of Glenmeade Elementary School is to work as partners with the school staff, the students, the parents and the community, to provide a safe and secure environment, a positive school climate, and increased student achievement. Our goal is to inspire students to do their best in the present, and dream their dreams for the future, knowing that they are able to make a difference. Our school motto reflects this belief that "Every Child Makes a Difference."

Glenmeade's mascot is the "Roadrunner." The front of the school has a colorful mural depicting this indigenous animal. Students show their school spirit by wearing the school logo and the school colors of yellow and royal blue. Glenmeade students understand a group of Roadrunners is called a race. We strive to be champions of the r.a.c.e. meaning we all lead by example daily in our school unit. Our primary purpose is academic and our curriculum is rigorous. Our teachers are committed to the belief that all children can succeed and learn, and they work to motivate students to reach their highest potential. It is our highest goal that every child is challenged and successful.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 an 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 Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school at 909-393-4087 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	97
Grade 1	56
Grade 2	92
Grade 3	68
Grade 4	75
Grade 5	80
Grade 6	81
Total Enrollment	549

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	1.1
Asian	5.3
Filipino	1.8
Hispanic or Latino	67.8
White	22.4
Two or More Races	1.6
Socioeconomically Disadvantaged	60.8
English Learners	20
Students with Disabilities	18.4
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 Credentials			
Glenmeade Elementary School	**13-14**	**14-15**	**15-16**
With Full Credential	21.8	25.8	22.5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Chino Valley Unified School District	**13-14**	**14-15**	**15-16**
With Full Credential	♦	♦	1257.8
Without Full Credential	♦	♦	12
Teaching Outside Subject Area of Competence	♦	♦	8

Teacher Misassignments and Vacant Teacher Positions at this School			
Glenmeade Elementary School	**13-14**	**14-15**	**15-16**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	100.0	0.0
Districtwide		
All Schools	96.5	3.5
High-Poverty Schools	95.4	4.6
Low-Poverty Schools	97.7	2.3

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

On October 14, 2015, the Chino Valley Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution 2015/2016-30 which certifies as required by Education Code 60119 that (1) sufficient textbooks and instructional materials have been provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and context of the curriculum frameworks in the following subjects: history/social science, mathematics, reading/language arts, and science, (2) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, (3) laboratory equipment was available for science laboratory classes offered in grades 9-12, inclusive.

Textbooks and instructional materials are provided for each student for use in class and to take home. It was determined that each pupil in each school has sufficient textbooks and instructional materials that are aligned to the academic content standards in the core subject areas for the 2015/2016 school year.

Note: These materials are not from the most recent State Board adoption. The District elected to wait for new additions of State Board approved materials that would be aligned with current Common Core State Standards. To ensure alignment with current state standards the McDougal Littell Reading and Language Arts textbook is being supplemented with English Language Arts (ELA) units of study that were written by our ELA teachers using the rigorous curriculum design model. These supplemental units were focused on Common Core State Standards. Our District will begin the adoption process for new ELA materials in early April 2016.

Textbooks and Instructional Materials Year and month in which data were collected: October 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	TK MacMillan/McGraw-Hill; Little Treasurers (All Day National Kit, Read Aloud Big Books, Trade Books, plus additional components) (Adopted: 2012) K-6 Houghton Mifflin Company; HM California Reading (Adopted: 2003) **The textbooks listed are from most recent adoption:** No* **Percent of students lacking their own assigned textbook:** 0
Mathematics	TK MacMillan/McGraw-Hill; Little Treasurers (All Day National Kit, Read Aloud Big Books, Trade Books, plus additional components) (Adopted: 2012) TK Center for Innovation in Education; Math Their Way (Adopted: 2012) K-5 Pearson Scott Foresman; enVision Math California (Adopted: 2014) 6 Houghton Mifflin & Harcourt, Big Ideas Math, Course 1, Course 2, and Course 3 (Adopted: 2015) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	TK MacMillan/McGraw-Hill; Little Treasurers (All Day National Kit, Read Aloud Big Books, Trade Books, plus additional components) (Adopted: 2012) K-5 Houghton Mifflin Company; Houghton Mifflin California Science (Adopted: 2008) 6 Pearson Scott Foresman; Scott Foresman Focus on California Earth Science (Adopted: 2008) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	TK MacMillan/McGraw-Hill; Little Treasurers (All Day National Kit, Read Aloud Big Books, Trade Books, plus additional components) (Adopted: 2012) K-5 Harcourt School Publishers; Reflections: California Series (Adopted: 2007) 6 Holt, Rinehart and Winston; Holt California Social Studies (Adopted: 2007) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Chino Valley Unified School District provides a safe, clean environment for students, staff, and parents. Custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is in place to keep all classrooms and facilities well-maintained and provide an environment that is conducive to learning. The school site complies with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

Safety concerns are the number one priority of Chino Valley Maintenance and Operations department. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Classrooms, bathrooms, and general areas are kept in good repair and receive basic cleaning on a daily basis. Detailed cleaning is done during vacation periods.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Girls RR -dirty/not maintained regularly Deficiencies were corrected December 2015.
Electrical: Electrical	X			Room: 20-electrical panel blocked Room: 34-electrical outlet covers are missing, damaged, or loose Deficiencies were corrected December 2015.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Teacher workroom-sink/fountain not working Deficiencies were corrected December 2015.
Safety: Fire Safety, Hazardous Materials	X			Room: 28-fire extinguisher not properly mounted, out of date/tag missing Deficiencies were corrected December 2015.
Structural: Structural Damage, Roofs	X			Room: 1, Cafeteria-damage to exterior paint, plaster, or finish Deficiencies were corrected December 2015.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room: 36-gate broken, damaged, or missing Upper area-fencing has holes Deficiencies were corrected December 2015.
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
		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], Science California Standards Tests); and

• The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**		
	School	**District**	**State**
ELA	46	55	44
Math	35	42	33

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	44	56	62	63	67	64	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	19.00	30.40	25.30

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	64
All Student at the School	62
Male	61
Female	63
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	55
White	87
Socioeconomically Disadvantaged	23
English Learners	25
Students with Disabilities	53
Foster Youth	--

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	69	67	97.1	24	39	16	21
	4	73	73	100.0	30	30	32	8
	5	80	80	100.0	25	15	30	30
	6	81	81	100.0	22	33	33	11
Male	3		30	43.5	20	43	20	17
	4		35	47.9	34	34	26	6
	5		44	55.0	32	11	32	25
	6		40	49.4	30	28	33	10
Female	3		37	53.6	27	35	14	24
	4		38	52.1	26	26	37	11
	5		36	45.0	17	19	28	36
	6		41	50.6	15	39	34	12
Black or African American	3		1	1.4	--	--	--	--
	4		1	1.4	--	--	--	--
	5		3	3.8	--	--	--	--
Asian	3		2	2.9	--	--	--	--
	4		5	6.8	--	--	--	--
	5		4	5.0	--	--	--	--
	6		2	2.5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Filipino	4		2	2.7	--	--	--	--
	5		3	3.8	--	--	--	--
Hispanic or Latino	3		51	73.9	25	43	18	14
	4		51	69.9	31	25	33	10
	5		54	67.5	28	13	35	24
	6		59	72.8	25	36	27	12
White	3		11	15.9	27	18	18	36
	4		13	17.8	31	46	23	0
	5		16	20.0	13	25	19	44
	6		18	22.2	6	33	50	11
Two or More Races	3		2	2.9	--	--	--	--
	4		1	1.4	--	--	--	--
	6		2	2.5	--	--	--	--
Socioeconomically Disadvantaged	3		46	66.7	22	46	17	15
	4		43	58.9	30	33	35	2
	5		52	65.0	37	12	25	27
	6		50	61.7	26	32	32	10
English Learners	3		14	20.3	36	64	0	0
	4		13	17.8	92	8	0	0
	5		12	15.0	75	17	0	8
	6		4	4.9	--	--	--	--
Students with Disabilities	3		15	21.7	53	40	0	7
	4		14	19.2	71	21	7	0
	5		17	21.3	65	18	12	6
	6		23	28.4	70	26	4	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	69	67	97.1	22	27	36	15
	4	73	73	100.0	32	40	23	5
	5	80	80	100.0	36	29	16	19
	6	81	81	100.0	38	35	17	10
Male	3		30	43.5	13	40	23	23
	4		35	47.9	34	43	11	11
	5		44	55.0	39	23	18	20
	6		40	49.4	40	30	18	13
Female	3		37	53.6	30	16	46	8
	4		38	52.1	29	37	34	0
	5		36	45.0	33	36	14	17
	6		41	50.6	37	39	17	7
Black or African American	3		1	1.4	--	--	--	--
	4		1	1.4	--	--	--	--
	5		3	3.8	--	--	--	--
Asian	3		2	2.9	--	--	--	--
	4		5	6.8	--	--	--	--
	5		4	5.0	--	--	--	--
	6		2	2.5	--	--	--	--
Filipino	4		2	2.7	--	--	--	--
	5		3	3.8	--	--	--	--
Hispanic or Latino	3		51	73.9	22	27	39	12
	4		51	69.9	39	37	18	6
	5		54	67.5	43	31	13	13
	6		59	72.8	41	36	15	8
White	3		11	15.9	27	27	18	27
	4		13	17.8	15	38	38	8
	5		16	20.0	13	25	31	31
	6		18	22.2	28	39	22	11
Two or More Races	3		2	2.9	--	--	--	--
	4		1	1.4	--	--	--	--
	6		2	2.5	--	--	--	--
Socioeconomically Disadvantaged	3		46	66.7	20	30	43	7
	4		43	58.9	37	44	16	2
	5		52	65.0	46	23	17	13
	6		50	61.7	42	34	16	8

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven							
Student Group	**Grade**	**Number of Students**		**Percent of Students**				
		Enrolled	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
English Learners	3		14	20.3	29	50	21	0
	4		13	17.8	69	31	0	0
	5		12	15.0	92	0	0	8
	6		4	4.9	--	--	--	--
Students with Disabilities	3		15	21.7	67	13	13	7
	4		14	19.2	71	29	0	0
	5		17	21.3	76	18	0	6
	6		23	28.4	96	4	0	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

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 schoolsite.

Opportunities for Parental Involvement
Glenmeade Elementary School is privileged to have the support and involvement of the parents and community. Volunteers play a vital role at our school by working in classrooms on a daily basis, sharing fine arts lessons through Picture Person, and sponsoring events through our local school or PTA organization. Numerous events include an annual Back to School Meet and Greet, Open House, Movie Night, Silent Auction, Family Fun Nights, Read-A-thon, Jog-a-thon, Book Fairs, Holiday Toy and Food Drive, Literacy Day, Talent Show , School Smarts, Family Stories, On the Road to Learning and school programs or assemblies. Glenmeade also has parent representation on the School Site Council, English Language Advisory Council and the PTA.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
• Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan
Each school has a detailed School Site Safety Plan for emergencies. Each staff member is assigned a specific responsibility in the event of an emergency. Staff members are trained in the plan's components and procedures. Fire, earthquake, and intruder drills are held on a regular basis so that all students and staff are familiar with emergency procedures. Emergency supplies are located on each campus in the event of an emergency.

Assigned staff monitors school grounds daily before, during, and after school. The District policy regarding campus visitors is enforced by requiring everyone to check in at the school office and obtain a visitor's badge. A visitor sign-in log is located in the school office and all visitors must sign in before going onto the campus. In addition, all visitors must wear an identifying badge while on campus. To increase security, all gates remain locked during the school day, so visitors must enter campus through the school office.

The Chino Valley Unified School District is committed to providing an environment that fosters health and safety, in both form and function. This commitment extends to the process of developing and maintaining a comprehensive Emergency and Disaster Preparedness Plan as a part of the District's Safe Schools Plan and is evident from the individual site to the overall District. These plans delineate actions to protect all students while they are at school. The plans are designed with the help of security staff members, local law enforcement, local fire, and emergency management, and public health officials as required by Education Code 32280-32282.

Plans are reviewed and updated yearly in accordance with Education Code 32286. These plans include procedures to respond to critical incidents, such as fire, earthquake, or intruders. School personnel practice these drills regularly.

The primary purpose of the Chino Valley Unified School District Emergency and Disaster Preparedness Plan is to define roles and responsibilities at the site and between the site and district office management. The Emergency and Disaster Preparedness Plan establishes the minimum requirements for school and site plans throughout the District. This Plan meets the requirements of the Standardized Emergency Management System (SEMS) as mandated by California Code of Regulations, Sections 2400-2450, and the National Incident Management System (NIMS) as mandated by Government Code 8607. It also meets the requirements for earthquake preparedness found in Title 5 (California State Education Code, Sections 35295-35297).

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	1.21	2.49	2.19
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	4.05	3.80	3.32
Expulsions Rate	0.06	0.05	0.08
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2009-2010
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement		13
Percent of Schools Currently in Program Improvement		86.7

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	26	19	24	1	3		3	3	4			
1	30	29	26				2	3	2			
2	28	29	26				3	2	3			
3	23	28	26	1			3	3	3			
4	33	30	31				1	2	2	1		
5	33	29	31					3	2	2		
6	28	31	28	1		1	2	3	3			
Other		11	6		1	2						

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.4
Psychologist	0.5
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	1.2
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* 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.

Professional Development provided for Teachers

The Chino Valley Unified School District is committed to high quality Professional Learning to support the instructional capacity of teachers and leaders. Professional learning opportunities are aligned to CVUSD's Area of Emphasis for Common Core ELA, Common Core Math, 4C's-Critical Thinking, Student Behavior, Instructional Technology and Formative Assessments. These areas were identified by the Teaching and Learning Task Force as focus areas for our district in 2015-16. Professional learning opportunities are evaluated through survey results, feedback, and next steps from End-Users. Professional learning opportunities are varied in its delivery: district-wide days during school hours, after-school workshops and volunteer sessions. Implementation for learning is supported through Site-Based PD from Site Administrators and coaching opportunities from Intervention Specialists.

FY 2013-14 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$44,129	$43,165
Mid-Range Teacher Salary	$73,330	$68,574
Highest Teacher Salary	$92,400	$89,146
Average Principal Salary (ES)	$109,686	$111,129
Average Principal Salary (MS)	$113,566	$116,569
Average Principal Salary (HS)	$127,787	$127,448
Superintendent Salary	$200,000	$234,382
Percent of District Budget		
Teacher Salaries	43%	38%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$7,970	$2,159	$5,811	$72,749
District	♦	♦	$5,945	$78,442
State	♦	♦	$5,348	$72,971
Percent Difference: School Site/District			-2.3	-5.0
Percent Difference: School Site/ State			23.9	2.9

* Cells with ♦ do not require data.

Types of Services Funded

The district's general fund includes monies for:
1. General operations- services, materials, and support to the general education.
2. Specific education-programs offering appropriate, individualized education to students with special needs.
3. Special projects- monies from agencies (e.g., federal, state) earmarked for specific services.
4. Transportation
5. Maintenance and operations
6. District administration
7. LCFF/LCAP- Serves targeted students of the district See District's LCAP plan located on www.cvusd.k12.ca.us

Each school in the district receives an instructional budget based upon enrollment, programs and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

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.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.