



Townsend (Robert O.) Junior High School

15359 Ilex Drive • Chino Hills, CA 91709 • 909-591-2161 • Grades 7-8

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Chino Valley Unified School District

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District Governing Board

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**Assistant Superintendent,
Curriculum, Instruction,
Innovation, and Support**
Gregory J. Stachura
**Assistant Superintendent,
Facilities, Planning & Operations**

School Description

Townsend Junior High School ensures all students' learning and enhances personal responsibility for success.

Vision

Townsend Junior High School will work as a unified, collaborative team to facilitate student learning. Moving forward, we will use systematic practices that empower student excellence.

Robert O. Townsend Junior High School opened in 1986 and was the first junior high in Chino Hills. In 2001, and 2013 Townsend was recognized by the State Department of Education as a California Distinguished School. Townsend's Academic Performance Index (API) from 2010 to 2013 grew 53 points to an API score of 900. In 2016, the percentage of students meeting or exceeding standards on the Smarter Balanced Assessment increased from 67% to 72% in Language Arts and from 50% to 60% in Mathematics. This success is a culmination of Townsend's teachers working in Professional Learning Communities which center on the 3 Big Ideas, "Focus on Learning, Collaborative Culture, and Focus on Results." We are embracing the 21st Century path, teaching the Common Core State Standards to work toward College and Career Readiness. STEAM (science, technology, engineering, art, and math) courses are offered at Townsend, and these courses encourage students to explore 21st century skills. Academics are recognized through our Renaissance Rallies. Townsend's commitment to student learning recognizes that students need strategic paths to follow. Using the Multi-Tiered Systems of Support model for academics and behavior, we provide counseling and strategic supports to address individual student needs. Through our Character Credits program, students are recognized each month for demonstrating the Townsend Expectations of "Be Safe, Be Respectful, Be Responsible." At Townsend we set and monitor student goals to ensure all students are successfully working toward their potential.

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 and 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 principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	511
Grade 8	566
Total Enrollment	1,077

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	0.3
Asian	15.5
Filipino	5.9
Hispanic or Latino	45.3
Native Hawaiian or Pacific Islander	0.2
White	25.3
Two or More Races	3.5
Socioeconomically Disadvantaged	31.6
English Learners	3.9
Students with Disabilities	12.4
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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			
Townsend (Robert O.) Junior High School	15-16	16-17	17-18
With Full Credential	44	44.8	45.2
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Chino Valley Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	1275.6
Without Full Credential	♦	♦	12
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Townsend (Robert O.) Junior	15-16	16-17	17-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

On October 5, 2017, the Chino Valley Unified School District's (CVUSD) 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 2017/2018-20 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 2017/2018 school year. Additionally, sufficient textbooks and/or instructional materials were provided to each pupil for visual and performing arts.*Note: CVUSD is currently in the process of piloting 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.

Textbooks and Instructional Materials Year and month in which data were collected: October 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	7-8 McDougal Littell; McDougal Littell Reading and Language Arts Program Adopted: 2003) 7-8 Scholastic; Read 180 (Adopted: 2011) The textbooks listed are from most recent adoption: *No Percent of students lacking their own assigned textbook: 0
Mathematics	7-8 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	7-8 Pearson Prentice Hall; Prentice Hall California Science Explorer, Focus on Earth, Life, and Physical Science (Adopted: 2008) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	7-8 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
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Chino Valley Unified School District (CVUSD) makes it a priority to maintain safe, clean, and effective school sites for our students, staff, and parents. The safety of students is of paramount importance to CVUSD. In the morning, staff supervision is provided to watch the cafeteria, entrance gates, and school grounds. During lunch and recess times, noon ground supervisors and teachers monitor students to ensure students interact safely. At the end of the school day, staff supervise student dismissal. The staff and student work spaces for this site are cleaned on a regular basis by the school site custodial staff. In addition to regular cleanings, deep cleanings are scheduled and carried out during breaks and vacation periods. The school facility is adequate and has sufficient classrooms, playground, and staff spaces in order to operate efficiently. A planned or recently completed school improvement for this site is a full school modernization project and science lab renovations that are scheduled to begin during the 2018/2019 school year.

To ensure sites are clean, safe and functional, Maintenance and Operations department staff conduct inspections at the school sites on a continual basis. School sites may also enter maintenance requests by accessing the School Dude system. After the school site request is entered into the system, a work order is generated, and the Maintenance staff work diligently to complete all work orders in a timely manner. The Maintenance team utilized the Facility Inspection Tool (FIT), a survey instrument developed by the State of California Office of Public School Construction (OPSC), to record inspection results. The District's inspection took place on July 2, 2017, the overall rating of this site's most recent survey is GOOD, and any associated repairs were completed on or before December 30, 2017.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: July 2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			LIBRARY 503: 1.) Stained ceiling tiles 2.) Thermostat obstructed Deficiencies corrected on or before December 30, 2017
Interior: Interior Surfaces			X	LIBRARY 503: 1.) Stained ceiling tiles 2.) Thermostat obstructed MEDIA CENTER: 1.) Replace lamps 2.) Ceiling tiles are missing, damaged or loose ROOM 104: Emergency exit unmarked/blocked ROOM 301: 1.) Lighting covers are missing, damaged or loose 2.) Ceiling tiles are missing damaged or loose ROOM 303: Walls have damage from cracks, tears, holes or water damage ROOMS 305, 409, 410, 411, 412, 501, 502, 506, 507, 509: Ceiling tiles are missing, damaged or loose ROOM 306: 1.) Lighting covers are missing, damaged or loose 2.) Replace lamps ROOM 315: Repair wall surface, needs paint ROOM 316: 1.) Repair wall surface, needs paint 2.) Replace lamps ROOM 317: 1.) Ceiling tiles are missing, damaged or loose 2.) Stained ceiling tiles 3.) Flooring is excessively dirty/stained ROOM 404: 1.) Ceiling tiles are missing, damaged or loose. 2.) Lighting covers are missing, damaged or loose ROOM 417P: 1.) Electrical outlet covers or light switch covers are damaged or missing 2.) Stained ceiling tiles ROOM 418P: Stained ceiling tiles STAFF LOUNGE: 1.) Replace lamps 2.) Walls have damage from cracks, tears, holes or water damage Deficiencies corrected on or before December 30, 2017
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: July 2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Electrical: Electrical			X		LUNCH AREA, ROOM 203: Lighting covers are missing, damaged or loose MEDIA CENTER: 1.) Replace lamps 2.) Ceiling tiles are missing, damaged or loose Room 103, 312, 314, 416P, 419P, TEXT ROOM 513, TEACHERS PREP/DRESSING ROOMS: Replace lamps ROOM 301: 1.) Lighting covers are missing, damaged or loose 2.) Ceiling tiles are missing damaged or loose ROOM 306: 1.) Lighting covers are missing, damaged or loose 2.) Replace lamps ROOM 316: 1.) Repair wall surface, needs paint 2.) Replace lamps ROOM 404: 1.) Ceiling tiles are missing, damaged or loose. 2.) Lighting covers are missing, damaged or loose ROOM 417P: 1.) Electrical outlet covers or light switch covers are damaged or missing 2.) Stained ceiling tiles STAFF LOUNGE: 1.) Replace lamps 2.) Walls have damage from cracks, tears, holes or water damage Deficiencies corrected on or before December 30, 2017
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				BOYS LOCKER ROOM: Rest rooms partition missing hardware MEDIA CENTER BOYS RESTROOM: 1.) Sink/fountain fixture are loose 2.) Rest rooms partition missing hardware Deficiencies corrected on or before December 30, 2017
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
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] 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 grade 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	71	64	59	57	48	48
Math	61	59	47	46	36	37

* 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 Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	73	77	64	63	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	14	25.1	44.1

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	526	518	98.5	77.0
Male	282	278	98.6	77.7
Female	244	240	98.4	76.3
Black or African American	24	24	100.0	58.3
Asian	78	77	98.7	92.2
Filipino	41	41	100.0	92.7
Hispanic or Latino	221	219	99.1	65.8
White	150	145	96.7	83.5
Two or More Races	11	11	100.0	100.0
Socioeconomically Disadvantaged	164	163	99.4	64.4
English Learners	11	10	90.9	40.0
Students with Disabilities	55	54	98.2	31.5

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	"1,104"	"1,082"	98.01	64.11
Male	578	567	98.1	59.72
Female	526	515	97.91	68.93
Black or African American	44	44	100	60.47
Asian	176	166	94.32	82.53
Filipino	59	59	100	76.27
Hispanic or Latino	494	487	98.58	55.85
White	280	278	99.29	64.75
Two or More Races	45	42	93.33	71.43
Socioeconomically Disadvantaged	386	376	97.41	47.73
English Learners	123	114	92.68	39.47
Students with Disabilities	140	139	99.29	22.3

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,104	1,090	98.73	59.17
Male	578	570	98.62	58.07
Female	526	520	98.86	60.38
Black or African American	44	43	97.73	55.81
Asian	176	174	98.86	82.76
Filipino	59	59	100	76.27
Hispanic or Latino	494	488	98.79	47.54
White	280	278	99.29	60.79
Two or More Races	45	42	93.33	73.81
Socioeconomically Disadvantaged	386	381	98.7	41.47
English Learners	123	123	100	38.21
Students with Disabilities	140	139	99.29	17.99

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (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 (School Year 2017-18)

Parents support Townsend teachers by monitoring student progress through Gradealert.com, Aeries Parent Portal, and the Townsend website. Parents are able to access their child's academic records electronically from any device. It is expected that parents work as a team with teachers to help students succeed in class. In addition to parents attending Back-to-School Night and Open House, we offer four informational workshops for parents which include: Transitioning to Junior High Night, Brain Research on the Adolescent Mind Night, Drugs and Social Media Issues Night, and a Motivational Speaker Night to help parents support their teenager in a variety of ways. Townsend has an active PTSA that coordinates activities to support classrooms. Parents can serve on various PTSA committees and participate in various activities on campus throughout the year. Parents also run our general store after school, and during events. Our band and dance team have parent booster groups to support their programs. We also have parent members serving on our GATE Advisory Committee, English Learner Advisory Committee, and School Site Council. Our parents are also very supportive in their donations of classroom supplies. Parents are always welcome to visit classrooms to see the great things going on at Townsend.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (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 that is annually reviewed, updated, and discussed by the School Site Council. The date on which the School Site Safety Plan was last annually reviewed was March 2017, and the plans are reviewed monthly by the School Site Council. 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	2014-15	2015-16	2016-17
Suspensions Rate	4.6	2.3	2.6
Expulsions Rate	0.1	0.1	0.1
District	2014-15	2015-16	2016-17
Suspensions Rate	3.3	3.2	2.5
Expulsions Rate	0.1	0.1	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		13
Percent of Schools Currently in Program Improvement		72.2

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	0.4
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.6
Nurse	0.5
Resource Specialist	3.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	1122

* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	25	27	26	18	22	13	23	17	21	10	17	13
Mathematics	28	28	28	3	5	4	17	20	14	3	35	5
Science	31	31	30	2	2	2	16	17	20	17	17	14
Social Science	30	30	29	2	2	4	23	19	22	11	16	12

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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 4C's-Critical Thinking and Collaboration, Common Core ELA, Common Core Math, Positive Student Behavior, Instructional Technology, Timely Feedback on Formative Assessments, and Historical Inquiry. These areas were identified by the Teaching and Learning Task Force as focus areas for our district in 2017-18. 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, site based- PD offerings and volunteer sessions. Implementation for learning is supported through Site-Based PD from Site Administrators and coaching opportunities from Instructional Coaches.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,894	\$47,808
Mid-Range Teacher Salary	\$76,263	\$73,555
Highest Teacher Salary	\$96,096	\$95,850
Average Principal Salary (ES)	\$116,526	\$120,448
Average Principal Salary (MS)	\$117,928	\$125,592
Average Principal Salary (HS)	\$132,309	\$138,175
Superintendent Salary	\$230,000	\$264,457
Percent of District Budget		
Teacher Salaries	41%	35%
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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,132	\$2,299	\$6,833	\$88,561
District	♦	♦	\$7,395	\$79,870
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			-7.6	10.9
Percent Difference: School Site/ State			3.9	11.8

* 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. In addition, sites may receive program funding for GATE, AVID, CTE, Professional Development, Title I and Title III to provide additional support to the students.

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 and the county. 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.