Townsend (Robert O.) Junior High School

15359 Ilex Drive • Chino Hills, CA 91709 • 909-591-2161 • Grades 7-8
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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Chino Valley Unified School District

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Assistant Superintendent, Curriculum, Instruction, Innovation, and Support

Richard Rideout
Assistant Superintendent, Human Resources

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Assistant Superintendent, Facilities, Planning, and 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 2018, the percentage of students meeting or exceeding standards on the Smarter Balanced Assessment maintained at 64% in Language Arts and increased from 59% to 63% in Mathematics. 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 have embraced 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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 7	570
Grade 8	563
Total Enrollment	1,133

2017-18 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	3.8
American Indian or Alaska Native	0.4
Asian	17.2
Filipino	6.7
Hispanic or Latino	44.9
Native Hawaiian or Pacific Islander	0.3
White	23.4
Socioeconomically Disadvantaged	34.7
English Learners	5.1
Students with Disabilities	12.6
Foster Youth	0.4

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	**16-17**	**17-18**	**18-19**
With Full Credential	44.8	45.2	42.2
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Chino Valley Unified School District	**16-17**	**17-18**	**18-19**
With Full Credential	♦	♦	1199.9
Without Full Credential	♦	♦	22
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School			
Townsend (Robert O.) Junior	**16-17**	**17-18**	**18-19**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	0

* Note: "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 2018-19)

On October 4, 2018, 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.*Please note: In reference to materials not from a most recent State Board Adoption (SBE): In November 2017, the California State Board of Education approved a list of History/Social Science programs for districts to consider for their new adoption. CVUSD elected to continue to use current District adopted materials while further studying program options provided on the SBE list to consider for a future piloting process. CVUSD reviewed current District adopted materials and determined that they meet current history/social science standards.

Textbooks and Instructional Materials Year and month in which data were collected: October 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	7-8 Houghton Mifflin Harcourt; California Collections Student Edition (Adopted: 2018) 7-8 Houghton Mifflin; Scholastic; Read 180 (Adopted: 2011) **The textbooks listed are from most recent adoption:**　　Yes **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:**　　No **Percent of students lacking their own assigned textbook:**　0

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 supervises student dismissal. The staff and student workspaces 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, and on July 1, 2018, CVUSD began using the Raptor Visitor Management System (RAPTOR) at all school sites to strengthen campus safety.

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 works 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 October 25, 2018, the overall rating of this site's most recent survey is GOOD, and any associated repairs were completed on or before December 30, 2018.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/25/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Room 317: ceiling tiles missing, damaged, or loose Room 408: 1. ceiling tiles missing, damaged, or loose 2. lighting fixture or bulbs are not working or missing 3. improper usage of extension cords or extension cord trip hazard Deficiencies correction on or before December 30, 2018.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Boys Locker Room Restroom: 1. flooring is excessively dirty/stained 2. lighting fixture or bulbs are not working or missing Boys Restroom MPR: flooring is excessively dirty/stained Girls Locker Room Restroom: 1. flooring is excessively dirty/stained 2. lighting fixture or bulbs are not working or missing Girls Restroom MPR: flooring is excessively dirty/stained Room 410: flooring is excessively dirty/stained Room 411: flooring is excessively dirty/stained Deficiencies correction on or before December 30, 2018.
Electrical: Electrical	Poor	Boys Locker Room Restroom: 1. flooring is excessively dirty/stained 2. lighting fixture or bulbs are not working or missing Girls Locker Room Restroom: 1. flooring is excessively dirty/stained 2. lighting fixture or bulbs are not working or missing Girls Locker Room: lighting fixture or bulbs are not working or missing MPR: lighting fixture or bulbs are not working or missing Room 203: 1. lighting fixture or bulbs are not working or missing 2. lighting covers are missing, damaged, or loose Room 302: improper usage of extension cords or extension cord trip hazard Room 303: improper usage of extension cords or extension cord trip hazard Room 304: lighting fixture or bulbs are not working or missing Room 306: lighting fixture or bulbs are not working or missing Room 313: improper usage of extension cords or extension cord trip hazard Room 315: 1. lighting fixture or bulbs are not working or missing 2. improper usage of extension cords or extension cord trip hazard Room 316: lighting fixture or bulbs are not working or missing Room 401: lighting fixture or bulbs are not working or missing

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/25/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		Room 404: lighting fixture or bulbs are not working or missing Room 405: lighting fixture or bulbs are not working or missing Room 408: 1. ceiling tiles are missing damaged, or loose 2.lighting fixture or bulbs are not working or missing 3. improper usage of extension cords or extension cord trip hazard Room 412: improper usage of extension cords or extension cord trip hazard Room 415: 1.lighting fixture or bulbs are not working or missing 2. lighting covers are missing Room 416: 1. lighting fixture or bulbs are not working or missing 2. improper usage of extension cords or extension cord trip hazard Room 417: lighting fixture or bulbs are not working or missing Room 419: lighting fixture or bulbs are not working or missing Room 506: lighting fixture or bulbs are not working or missing Room 507: lighting fixture or bulbs are not working or missing Room314: lighting fixture or bulbs are not working or missing Deficiencies correction on or before December 30, 2018.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Outside Drinking Fountain Between Rooms. 402 & 403: water pressure too high or too low Deficiencies correction on or before December 30, 2018.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	64.0	64.0	57.0	58.0	48.0	50.0
Math	59.0	63.0	46.0	46.0	37.0	38.0

Note: 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.

Note: ELA and 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.

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	13.7	30.3	34.2

* 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.

School Year 2017-18 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	1140	1124	98.60	64.32
Male	590	580	98.31	56.72
Female	550	544	98.91	72.43
Black or African American	40	40	100.00	52.50
American Indian or Alaska Native	--	--	--	--
Asian	196	188	95.92	76.60
Filipino	70	70	100.00	77.14
Hispanic or Latino	515	510	99.03	53.73
Native Hawaiian or Pacific Islander	--	--	--	--
White	265	264	99.62	70.83
Two or More Races	44	42	95.45	85.71
Socioeconomically Disadvantaged	415	410	98.80	48.54
English Learners	138	132	95.65	35.61
Students with Disabilities	145	139	95.86	17.99
Foster Youth	--	--	--	--

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 2017-18 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	1,140	1,129	99.04	63.33
Male	590	584	98.98	60.62
Female	550	545	99.09	66.24
Black or African American	40	40	100	47.5
American Indian or Alaska Native	--	--	--	--
Asian	196	193	98.47	86.53
Filipino	70	70	100	72.86
Hispanic or Latino	515	510	99.03	49.22
Native Hawaiian or Pacific Islander	--	--	--	--
White	265	264	99.62	71.21
Two or More Races	44	42	95.45	80.95
Socioeconomically Disadvantaged	415	412	99.28	47.09
English Learners	138	137	99.28	40.88
Students with Disabilities	145	140	96.55	13.57
Foster Youth	--	--	--	--

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 school site

Opportunities for Parental Involvement (School Year 2018-19)
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, Technology and Academic Resources 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 with their participation in campus fundraisers and with 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 2018, 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	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	2.3	2.6	1.5
Expulsions Rate	0.1	0.1	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.2	2.5	1.7
Expulsions Rate	0.1	0.1	0.0
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
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.

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)	1.59
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.6
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	4.0
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)											
	Average Class Size			**Number of Classrooms***							
				1-22			**23-32**			**33+**		
Subject	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English	26.0	26.0	26.0	13	13	14	21	20	15	13	14	19
Mathematics	28.0	28.0	27.0	4	3	7	14	16	22	5	2	13
Science	30.0	31.0	30.0	2	2	4	20	17	14	14	16	20
Social Science	29.0	31.0	29.0	4	2	4	22	16	19	12	18	16

*   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 Shifts; Common Core Math: Standards of Mathematical Practices; NGSS-Elementary-Deepening Understanding of Three-Dimensional Learning of NGSS (Early Transition Phase); Historical Inquiry; Positive School Culture; Timeline Feedback on Formative Assessments; Collaboration Strategies for Students; Building Stronger Connection with Students; Integration of Technology and Use of Digital Tools; Accessing, Processing, and Analyzing Data; and Professional Learning Communities. These areas were identified by the Teaching and Learning Task Force as focus areas for our district in 2018-19. 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 2016-17 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$47,271	$47,903
Mid-Range Teacher Salary	$78,551	$74,481
Highest Teacher Salary	$98,979	$98,269
Average Principal Salary (ES)	$120,794	$123,495
Average Principal Salary (MS)	$122,989	$129,482
Average Principal Salary (HS)	$136,169	$142,414
Superintendent Salary	$230,000	$271,429
Percent of District Budget		
Teacher Salaries	41.0	35.0
Administrative Salaries	6.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$9,716	$2,535	$7,181	$82,665
District	♦	♦	$7,914	$83,516
State	♦	♦	$7,125	$80,764
Percent Difference: School Site/District			-9.7	-1.0
Percent Difference: School Site/ State			0.8	2.3

*   Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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 https://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.