



Levi H. Dickey Elementary School

2840 S. Parco Avenue • Ontario, CA 91761 • 909-947-6693 • Grades K-6

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Chino Valley Unified School District

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Assistant Superintendent,
Facilities, Planning, and Operations

School Description

Our mission statement states: We are a community of professionals whose core purpose is dedicated to utilizing a variety of techniques and resources to ensure and facilitate all students' learning and success while enriching and encouraging positive, powerful, and purposeful thinking.

The Levi Dickey staff has internalized the Mission Statement through the implementation of three main programs. One is we are a No Excuses University. NEU is our overall school culture that guides how we do business at Levi H. Dickey Elementary School. Being a No Excuses University school means that we focus on six exceptions systems: a culture of universal achievement, collaboration, standards alignment, assessments, data management, and interventions. As part of these exceptional systems, we routinely implement a Response to Instruction (RtI) twice a year. In this process, we review the progress of every student on campus to ensure their individual academic and behavioral needs are met. On a weekly basis, we ensure our teachers participate in Professional Learning Communities (PLC). During these weekly meetings, teachers are given the opportunity to do grade-level and vertical articulation. In addition, they focus on the 10-12 essential standards that the district has approved for their grade level where teachers plan their lessons and assessments around. Lastly, teachers utilize PLC time to analyze student data to make necessary course corrections in their lesson delivery and tier 1 intervention that occurs daily in their classrooms. Another program that we focus on here at Levi H. Dickey Elementary School that supports the six NEU exceptional systems, is AVID (Advancement Via Individual Determination). The AVID program provides our teachers with various college readiness strategies that focus on writing, inquiry, collaboration, organization, and reading. To ensure positive student behavior is focused upon; which is the last program that we implement at Levi H. Dickey Elementary School, we have implemented Positive Behavior Intervention Supports (PBIS). PBIS allows a school-wide focus on promoting positive student behaviors, as well as, provide students that are in need of more intensive behavioral supports the opportunity to partake in opportunities that are tailored to their individual needs.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	62
Grade 1	67
Grade 2	74
Grade 3	90
Grade 4	73
Grade 5	70
Grade 6	55
Total Enrollment	491

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.8
Asian	1
Hispanic or Latino	84.7
Native Hawaiian or Pacific Islander	0.2
White	12
Two or More Races	0.2
Socioeconomically Disadvantaged	75.8
English Learners	25.3
Students with Disabilities	12.6
Foster Youth	0.4
Homeless	13.6

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 for Levi H. Dickey	17-18	18-19	19-20
With Full Credential	23.6	22	22
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	1	0

Teacher Credentials for Chino Valley Unified	17-18	18-19	19-20
With Full Credential	◆	◆	1204
Without Full Credential	◆	◆	24
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at Levi H. Dickey Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	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 2019-20)

On October 3, 2019, 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 2019/2020-18 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 and/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 2019/2020 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 2019

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 McGraw-Hill School Education; CA Reading Wonders (Adopted: 2017) The textbooks listed are from most recent adoption: Yes 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) K-5 Pearson Scott Foresman; enVision Math California (Adopted: 2014) 6-8 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	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)* 6-8 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 playground activities. 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, playgrounds, and staff spaces in order to operate efficiently. A recently completed school improvement for this site was the schoolwide keyless access system completed in the 2018/2019 school year and the schoolwide security camera system planned for the 2020/2021 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 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 June 25, 2019, the overall rating of this site's most recent survey is GOOD, and any associated repairs were completed on or before December 30, 2019.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 6/25/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	ROOM 104: 4. Ceiling tiles are stained; 10. Emergency exit is covered or blocked. ROOM 106: 4. Ceiling tiles are missing, damaged, or loose. ROOM 109: 4. Ceiling tiles are stained ROOM 111: 4. Ceiling tiles are stained; Ceiling tiles missing, damaged, or loose; 10. Exit door is blocked. ROOM 128: 4. Ceiling tiles are stained ROOM 129: 4. Ceiling tiles are stained ROOM 142: 4. Ceiling tiles are missing, damaged, or loose. ROOM 144: 4. Ceiling tiles are missing, damaged, or loose. Deficiencies were corrected on or before December 30, 2019
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	ROOM 107: 7. Lighting fixture or bulbs are not working or missing. ROOM 112: 7. Lighting fixture or bulbs are not working or missing. ROOM 113: 7. Lighting fixture or bulbs are not working or missing. ROOM 136: 7. Electrical components are damaged or not functioning properly (electrical plug or plate covers missing) - back of room ROOM 140: 7. Exposed wires (no voltage, or low voltage i.e. data or communication/phones lines) Deficiencies were corrected on or before December 30, 2019
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	ROOM 115: 9. Water leak. Deficiencies were corrected on or before December 30, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	ROOM 103: 10. Emergency exit is covered or blocked. ROOM 104: 4. Ceiling tiles are stained; 10. Emergency exit is covered or blocked. ROOM 111: 4. Ceiling tiles are stained; Ceiling tiles missing, damaged, or loose; 10. Exit door is blocked. ROOM 114: 10. Emergency exit is covered or blocked. Deficiencies were corrected on or before December 30, 2019
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

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	43	35	58	58	50	50
Math	24	24	46	47	38	39

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 Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	32.9	26.0	15.1

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	295	292	98.98	34.59
Male	130	128	98.46	25.78
Female	165	164	99.39	41.46
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	258	256	99.22	33.59
White	26	26	100.00	42.31
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	236	234	99.15	31.20
English Learners	109	108	99.08	28.70
Students with Disabilities	55	54	98.18	12.96
Foster Youth	--	--	--	--
Homeless	47	46	97.87	2.13

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 2018-19 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	295	293	99.32	23.55
Male	130	129	99.23	21.71
Female	165	164	99.39	25.00
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	258	257	99.61	21.79
White	26	26	100.00	46.15
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	236	235	99.58	21.28
English Learners	109	109	100.00	18.35
Students with Disabilities	55	54	98.18	18.52
Foster Youth	--	--	--	--
Homeless	47	47	100.00	0.00

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 2019-20)

Levi Dickey Elementary School is committed to supporting parent and community relationships by using the six levels of involvement as part of our partnership for learning practices. The six levels of involvement are:

Parenting: We promote and support parenting skills and the family's primary role in encouraging children's learning at each grade level. We assist personnel to work effectively with our diverse families.

Communication: We utilize a school website, monthly bulletins, phone blasts, parent notices, parent university classes, On the Road to Learning, Readers' Café, Family Literacy Classes, Pastries with the Principal, and progress reports and report cards. In addition, we provide parent classes to communicate to our parents regarding curriculum, instruction, assessments, school programs and student progress and behavior through timely and effective communication. In addition, we pride ourselves in communicating with our parents in ways that fit their needs or English proficiency.

Volunteering: We expand the recruitment of parent volunteers through our community liaison, training, and recognition of family and community volunteers by providing opportunities for families to contribute from home, the workplace, and other community-based sites.

Learning at Home: We promote family involvement in learning activities at home including homework, computer-based learning programs, and other curriculum-related activities.

Decision-making: We include students, parents, and community members as partners in planning and decision-making. This includes reviewing state and federal laws and regulations pertinent to family involvement, School Site Council involvement, our English Learner Advisory Committee (ELAC), Partnership for Learning Committee, and our Parent-Teacher Organization.

Collaborating with Community: We coordinate resources and services for students and families with businesses, agencies, and service organizations. We also utilize the district's HOPE center as a resource for our community in addition to the outreach our community liaison provides.

Levi Dickey hosts NEU/AVID parent workshops and Pastries with the Principal meetings to help guide our parents through the world of 21st century learning. These workshops offer courses in Math, English Language Arts, Family Literacy, LCAP, Mental Health Awareness, Internet Safety, PBIS (Positive Behavior Intervention Supports) and a community event. These classes will aid our parents in supporting Levi Dickey and their child. Levi Dickey is a No Excuses University and an AVID (Advancement Via Individual Determination) school that prepares our students to be responsible, respectful, safe and college ready. In addition, Levi Dickey focuses on the whole child to ensure a positive learning environment that is fun and educational for every student.

Other opportunities for parent involvement is through various committees held on our site and at the district. Parents can be part of our very active PTO (Parent Teacher Organization). They can do so by attending their monthly meetings or by emailing them at pto.levidickey@gmail.com. Parents can also participate in the school's School Site Council, English Language Advisory Committee, District Local Control Accountability Plan Committee, and District English Language Advisory Committee. Lastly, parents are always welcomed to volunteer in their child's classroom.

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 2019, 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.5	0.7	0.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	1.7	1.6
Expulsions Rate	0.1	0.0	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0.58
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.44
Psychologist	0.4
Social Worker	
Nurse	0.33
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	3.0
Other	

* 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 (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	26		3		24		3		21	2	1	
1	28		3		24		3		22		3	
2	26		2		27		3		25		3	
3	25		3		28		3		23		4	
4	30		2		34			2	28		2	
5	25		3		20	1	2		29		3	
6	27		3		27		3		28		2	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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 2019-20. 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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,216	\$48,612
Mid-Range Teacher Salary	\$80,122	\$74,676
Highest Teacher Salary	\$100,959	\$99,791
Average Principal Salary (ES)	\$125,255	\$125,830
Average Principal Salary (MS)	\$126,519	\$131,167
Average Principal Salary (HS)	\$141,670	\$144,822
Superintendent Salary	\$230,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	40%	34%
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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,579	\$2,334	\$8,244	\$86,909
District	N/A	N/A	\$7,811	\$83,150.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	5.4	4.4
School Site/ State	9.4	5.3

Note: Cells with N/A values 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.