Briggs (Lyle S.) Fundamental School

11880 Roswell Avenue • Chino, CA 91710-4130 • 909-628-6497 • Grades K-8
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2015-16 School Accountability Report Card
Published During the 2016-17 School Year

Chino Valley Unified School District

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Assistant Superintendent, Business Services

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Assistant Superintendent, Human Resources

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Assistant Superintendent, Curriculum, Instruction, Innovation, and Support

Gregory J. Stachura
Assistant Superintendent, Facilities, Planning & Operations

School Description

In partnership with our parent community, Lyle S. Briggs Fundamental will provide a safe, challenging, cross-disciplinary education in which the students are encouraged to develop and demonstrate strong and caring character traits, intercultural understanding and respect, and a life-long commitment to inquiry and knowledge. As a K-8 School of Choice, we are implementing programs and methodologies to support the implementation of the Common Core State Standards in a meaningful and engaging format for our students. In addition to meeting students' academic needs, we are continuing to support the whole student with the implementation of Positive Behavior Supports and the Second Step Curriculum to identify and provide support for students' behavioral and mental health challenges. As our transition to the CCSS continues, the school is constantly exploring multiple means for students to express academic proficiency. This includes providing project-based opportunities as well as increased exposure to technology in the classroom to support student learning in a multitude of capacities.

Lyle S. Briggs Fundamental Teachers are guiding our students in striving to find their greatness. Project Based Learning (PBL) and Science, Technology, Engineering, Arts and Mathematics (STEAM) serves as a broad umbrella for how the curriculum is imparted along with new and innovative Next Generation Science Standards (NGSS). Students will tackle Kindergarten through eighth grade school concepts while incorporating the 4 Cs of 21st Century learning – critical thinking, communication, collaboration, and creativity, all through the STEAM lens of authentic, project-based instruction.

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.

2015-16 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	75
Grade 1	78
Grade 2	77
Grade 3	83
Grade 4	91
Grade 5	93
Grade 6	90
Grade 7	120
Grade 8	128
Total Enrollment	835

2015-16 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.8
American Indian or Alaska Native	0
Asian	2.4
Filipino	1
Hispanic or Latino	72
Native Hawaiian or Pacific Islander	0.1
White	23
Two or More Races	0.7
Socioeconomically Disadvantaged	50.8
English Learners	8.3
Students with Disabilities	8.9
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Briggs (Lyle S.) Fundamental School	**14-15**	**15-16**	**16-17**
With Full Credential	38.5	37.3	36.5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Chino Valley Unified School District	**14-15**	**15-16**	**16-17**
With Full Credential	♦	♦	36.5
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Briggs (Lyle S.) Fundamental	**14-15**	**15-16**	**16-17**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	100.0	0.0
Districtwide		
All Schools	97.0	3.0
High-Poverty Schools	95.4	4.6
Low-Poverty Schools	98.6	1.4

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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

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

Textbooks and Instructional Materials Year and month in which data were collected: October 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	TK MacMillan/McGraw-Hill; Little Treasurers (All Day National Kit, Read Aloud Big Books, Trade Books, plus additional components) (Adopted: 2012) K-6 Houghton Mifflin Company; HM California Reading (Adopted: 2003) 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:** 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) TK Center for Innovation in Education; Math Their Way (Adopted: 2012) K-5 Pearson Scott Foresman; enVision Math California (Adopted: 2014) 6 Houghton Mifflin & Harcourt, Big Ideas Math, Course 1, Course 2, and Course 3 (Adopted: 2015) 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	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) 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	TK MacMillan/McGraw-Hill; Little Treasurers (All Day National Kit, Read Aloud Big Books, Trade Books, plus additional components) (Adopted: 2012) K-5 Harcourt School Publishers; Reflections: California Series (Adopted: 2007) 6 Holt, Rinehart and Winston; Holt California Social Studies (Adopted: 2007) 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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Room: Boys RR - Stained ceiling tiles Deficiencies were corrected on or before December 30, 2016.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Room: 27 - Flooring is excessively dirty/stained Rooms: 19, 12, 13, 4 - Accumulated refuse, dirt, grime Deficiencies were corrected on or before December 30, 2016.
Electrical: Electrical	X			Rooms: 17, 15 - Light fixture not working Rooms: 19, 14 - Outlet covers/light switch cover damaged/missing Deficiencies were corrected on or before December 30, 2016.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: September 2015

Overall Rating	Exemplary	Good	Fair	Poor	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] 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

	CAASPP Results for All Students - Three-Year Comparison								
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**								
	School			**District**			**State**		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	65	71	66	67	64	63	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	17.2	30.1	19.4
7	28	21.2	16.1

* 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 for All Students					
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	46	56	56	59	44	48
Math	40	43	43	47	34	36

* 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	222	221	99.6	66.1
Male	105	104	99.1	66.4
Female	117	117	100.0	65.8
Hispanic or Latino	161	161	100.0	62.1
White	56	55	98.2	74.6
Socioeconomically Disadvantaged	101	101	100.0	64.4
English Learners	13	13	100.0	15.4
Students with Disabilities	21	21	100.0	28.6

* 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.

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	82	81	98.8	42.5
	4	91	91	100.0	61.5
	5	93	93	100.0	47.3
	6	89	88	98.9	62.5
	7	121	119	98.3	53.8
	8	129	128	99.2	62.5
Male	3	42	42	100.0	42.9
	4	45	45	100.0	55.6
	5	48	48	100.0	37.5
	6	40	40	100.0	42.5
	7	63	62	98.4	48.4
	8	57	56	98.3	46.4
Female	3	40	39	97.5	42.1
	4	46	46	100.0	67.4
	5	45	45	100.0	57.8
	6	49	48	98.0	79.2
	7	58	57	98.3	59.6
	8	72	72	100.0	75.0
Hispanic or Latino	3	54	53	98.2	38.5
	4	65	65	100.0	55.4
	5	67	67	100.0	41.8
	6	68	67	98.5	64.2
	7	97	95	97.9	53.7
	8	94	94	100.0	57.5
White	3	18	18	100.0	44.4
	4	24	24	100.0	75.0
	5	23	23	100.0	56.5
	6	17	17	100.0	58.8
	7	15	15	100.0	40.0
	8	33	32	97.0	75.0
Socioeconomically Disadvantaged	3	32	32	100.0	41.9
	4	42	42	100.0	52.4
	5	28	28	100.0	64.3
	6	26	26	100.0	65.4
	7	59	58	98.3	50.0
	8	73	73	100.0	64.4
English Learners	3	12	12	100.0	25.0

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
		Number of Students		**Percent of Students**	
Student Group	**Grade**	**Enrolled**	**Tested**	**Tested**	**Standard Met or Exceeded**
Students with Disabilities	5	12	12	100.0	33.3
	6	16	16	100.0	31.3
	7	18	17	94.4	29.4

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes 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 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
		Number of Students		**Percent of Students**	
Student Group	**Grade**	**Enrolled**	**Tested**	**Tested**	**Standard Met or Exceeded**
All Students	3	82	81	98.8	48.1
	4	91	91	100.0	48.4
	5	93	93	100.0	37.6
	6	89	88	98.9	45.5
	7	121	119	98.3	37.8
	8	121	119	98.3	37.8
Male	3	42	42	100.0	52.4
	4	45	45	100.0	60.0
	5	48	48	100.0	35.4
	6	40	40	100.0	42.5
	7	63	62	98.4	33.9
	8	63	62	98.4	33.9
Female	3	40	39	97.5	43.6
	4	46	46	100.0	37.0
	5	45	45	100.0	40.0
	6	49	48	98.0	47.9
	7	58	57	98.3	42.1
	8	58	57	98.3	42.1
Hispanic or Latino	3	54	53	98.2	35.9
	4	65	65	100.0	38.5
	5	67	67	100.0	31.3
	6	68	67	98.5	44.8
	7	97	95	97.9	33.7
	8	97	95	97.9	33.7

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	**Grade**	**Number of Students**		**Percent of Students**	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
White	3	18	18	100.0	72.2
	4	24	24	100.0	70.8
	5	23	23	100.0	47.8
	6	17	17	100.0	52.9
	7	15	15	100.0	46.7
	8	15	15	100.0	46.7
Socioeconomically Disadvantaged	3	32	32	100.0	43.8
	4	42	42	100.0	33.3
	5	28	28	100.0	39.3
	6	26	26	100.0	46.1
	7	59	58	98.3	31.0
	8	59	58	98.3	31.0
English Learners	3	12	12	100.0	25.0
Students with Disabilities	5	12	12	100.0	33.3
	6	16	16	100.0	18.8
	7	18	17	94.4	23.5
	8	18	17	94.4	23.5

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes 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 Parental Involvement State Priority (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)
Our strongest tradition continues to be our parent involvement. Parents sponsor a variety of activities throughout the year. Parent volunteers take an active role in the classroom assisting with daily instruction as well as special projects. An active Parent Faculty Association (PFA) supports and reinforces student achievement and responsibility. This support stems from fund raising programs developed by our parents. Our parents are also actively involved in our elementary art program called "Picture Person." Additionally, parents sit on various boards and committees which include School Site Council, PFA board, safety committee, discipline and dress code committee, and organizing committees for Family Fun Night, Holiday Boutique, Book fairs, Field Day, Mother/Son and Father/Daughter Dinner, and many fund raising projects.

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

School Safety Plan

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

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

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

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

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

Suspensions and Expulsions			
School	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	0.1	2.4	1.6
Expulsions Rate	2.6	0.0	0.0
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	3.8	3.3	3.2
Expulsions Rate	0.1	0.1	0.1
State	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	Not in PI	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		86.7

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.5
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	0.5
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	0.9
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

*   One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)											
Grade	Average Class Size			Number of Classrooms*								
	2013-14	2014-15	2015-16	1-20			21-32			33+		
				2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	28	24	25			0	3	3	3			0
1	30	27	26			0	3	3	3			0
2	30	27	26			0	3	3	3			0
3	31	27	28			0	3	3	3			0
4	31	31	30			0	3	3	3			0
5	31	23	31		1	0	3	3	3			0
6	31	31	30			0	3	3	3			0
Other		7	7		1	1						

Average Class Size and Class Size Distribution (Secondary)											
Subject	Average Class Size			Number of Classrooms*								
	2013-14	2014-15	2015-16	1-22			23-32			33+		
				2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	27	28	22	2	2	7	8	3	6	3	5	0
Mathematics	24	23	25	7	4	2	6	4	6	1		2
Science	30	25	25		2	1	8	8	6	2		2
Social Science	30	25	25		2	5	8	6	6	2	2	0

* 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 Common Core ELA, Common Core Math, 4C's-Critical Thinking, Student Behavior, Instructional Technology and Formative Assessments. These areas were identified by the Teaching and Learning Task Force as focus areas for our district in 2015-16. Professional learning opportunities are evaluated through survey results, feedback, and next steps from End-Users. Professional learning opportunities are varied in its delivery: district-wide days during school hours, after-school workshops and volunteer sessions. Implementation for learning is supported through Site-Based PD from Site Administrators and coaching opportunities from Intervention Specialists.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,894	$45,092
Mid-Range Teacher Salary	$72,057	$71,627
Highest Teacher Salary	$96,096	$93,288
Average Principal Salary (ES)	$114,607	$115,631
Average Principal Salary (MS)	$118,830	$120,915
Average Principal Salary (HS)	$130,574	$132,029
Superintendent Salary	$230,000	$249,537
Percent of District Budget		
Teacher Salaries	43%	37%
Administrative Salaries	5%	5%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8,105	1,860	6,245	83,905
District	♦	♦	6,192	$81,554
State	♦	♦	$5,677	$75,837
Percent Difference: School Site/District			0.9	2.9
Percent Difference: School Site/ State			10.0	10.6

* Cells with ♦ do not require data.

Types of Services Funded

The district's general fund includes monies for:

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district 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.