Cypress Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Cypress Elementary School
Street	351 W. Cypress Street
City, State, Zip	Covina, CA 91723
Phone Number	626-974-4300
Principal	Shannon Wyatt
Email Address	swyatt@c-vusd.org
Website	www.c-vusd.org/cypress
County-District-School (CDS) Code	19 64436 6012470

Entity	Contact Information
District Name	Covina-Valley Unified School District
Phone Number	626-974-7000
Superintendent	Richard M. Sheehan, Ed.D.
Email Address	webmasterdo1@c-vusd.org
Website	www.c-vusd.org

School Description and Mission Statement (School Year 2019-20)

Cypress Elementary School is located twenty-five miles east of Los Angeles in the East San Gabriel Valley and has an enrollment of 700 students in grades Transitional Kindergarten through fifth. The school is part of the Covina-Valley Unified School District which is composed of nine elementary schools serving K-5, three middle schools serving grades 6-8, three comprehensive high schools, and one alternative high school. The campus hosts a Kids Korner Daycare.

On the 2017-2018 CAASPP, 56% of students at Cypress met or exceeded the standard in English Language Arts. In Mathematics, 39% of students met or exceeded the standard. We continue to focus on our ELL population and our SED populations along with significant targeted interventions for all of our Kindergarten through fifth grade students who do not meet the standard.

Cypress School is one of nine computer science magnet schools in the Covina-Valley Unified School District. Cypress is a one-to-one school where all students have their own Chromebook or Lenovo and are learning CODE as their second language. This year Cypress is again partnering with Code to the Future. Students grades TK-5th use their 21st Century skills of collaboration, critical thinking, creativity, and communication in an environment where computer science is taught as a normal discipline in the classroom.

As part of our ongoing plan to sustain growth, our leadership team conducts a yearly needs assessment and evaluates our systematic intervention program to ensure that it continues to meet our students' needs. We continue to offer an intervention/extension rotation designed to provide dedicated leveled instruction for 45 minutes daily. Students are tested to determine which intervention they will receive and are retested at each trimester using standards-based STAR and i-Ready reading and math assessments to determine response to intervention. These findings are discussed within the grade level PLC meetings to make adjustments to the students' schedules and are documented in the yearly planning meetings with the principal.

Daily leveled ELD is integrated into daily intervention for Kindergarten through 5th grade students. Cypress teachers are trained in GLAD strategies to help students develop rich vocabulary and concept knowledge.

Currently, 15% of the students are categorized as English Language Learners (ELL) with the majority speaking Spanish. Cypress is a Schoolwide Title I school with 79% of the students on Free or Reduced lunch.   Other demographics include: 3% African-American, 3% Asian, 3% Filipino, 83% Hispanic/Latino, 7% White, 3% African American, and 1% two or more races.

All of the 34 teachers are fully credentialed, meet the ESSA State Standards for highly qualified, and are CLAD certified. Our staff includes four Special Education teachers in our Specialized Academic Instruction Program. In addition, we have 2 Speech and Language Pathologists and a part time Adaptive PE teacher. Cypress also has a Title 1 Intervention Specialist who works with our socioeconomically disadvantaged population, coordinates, and teaches our intervention program.

Cypress Elementary School was constructed in 1956 and had some upgrades in 1994 through a modernization process. The school's playground has been completely renovated and the 4,000 square foot Library Media Center was completed in the 2003-2004 school year.

Cypress is proud to be a Gold Ribbon School and a Title I High Achieving School. The cultures of Cypress students are celebrated and respected through a variety of events throughout the school year including our Read on the Green celebration in March. Cypress has a very active PTA that works in conjunction with the staff to enhance learning opportunities for students through field trips and assemblies. Our Parent University has an active population that helps educate and link parents to school activities and volunteer opportunities. Through PTA, Cypress has developed many community partners that offer services to the Cypress School family.

CYPRESS VISION AND MISSION STATEMENT
At Cypress, we believe that our students will one day change the world. Cypress Elementary School is a caring and collaborative community where students are empowered to own their educational experience. We are committed to providing a safe and nurturing environment and developing self-motivated thinkers who are able to succeed in an ever-changing world. We aim to see learning through the eyes of our students and want students to actively be their own teachers. We want students to be visible learners. To do so, they must continually ask themselves: "Where am I going?", "How am I doing?", and "Where do I go next?". We are committed to a growth mindset and the belief that everyone can get a little bit better every day.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	134
Grade 1	119
Grade 2	101
Grade 3	107
Grade 4	114
Grade 5	126
Total Enrollment	701

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	0.1
Asian	2.9
Filipino	2.7
Hispanic or Latino	84
White	5.8
Two or More Races	1.4
Socioeconomically Disadvantaged	78.3
English Learners	15.1
Students with Disabilities	13.6
Foster Youth	0.9
Homeless	8.7

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	32	34	34	10
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	2
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)

Year and month in which data were collected: 10/30/19

Covina-Valley Unified School District ensures that textbooks and materials are sufficient, current and available for each student in all core classes. Covina-Valley Unified School District held a Public Hearing in the fall of 2019 and determined that each school within the District has sufficient and good quality textbooks, instructional materials, and science lab equipment, pursuant to the settlement of Williams vs. the State of California. All students, including English Learners are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom or to take home. The governing Board approves all textbook adoptions for grades TK-12, which includes verification that instructional materials are aligned with California Content Standards and the State Frameworks.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-5: McGraw-Hill Education: California World of Wonders, c2017 (Adopted in 2017) 6-8: McGraw-Hill Education: StudySync, c2017 (Adopted in 2017) 9-12: McDougal Littell: The Literature of Language CA Edition, c2002 (Adopted in 2003); Glencoe McGraw-Hill Writer's Choice, c2001 (Adopted in 2001)	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	TK-5: Pearson: enVision Math California Common Core, c2015 (Adopted in 2015) 6-8: McGraw-Hill Education: California Math Course 1, 2, and 3, c2015 (Adopted in 2015) 9-12: Pearson/Prentice Hall, Integrated Mathematics Level 1 Common Core, c2014 (Adopted in 2014); Pearson/Prentice Hall: Integrated Mathematics, Level 2 Common Core, c2014 (Adopted in 2015); Pearson/Prentice Hall: Integrated Mathematics, Level 3 Common Core, c2014 (Adopted 2016)	Yes	0%
Science	TK-5: Macmillan/McGraw-Hill: California Science, c2008 (Adopted in 2007) 6: Prentice-Hall California Science Explorer - Focus on Earth Science, c2008 (Adopted in 2007) 7: Prentice-Hall California Science Explorer - Focus on Life Science, c2008 (Adopted in 2007) 8: Prentice-Hall California Science Explorer - Focus on Physical Science, c2008 (Adopted in 2007) 9-12: Glencoe-Biology: An Everyday Experience, c2005 (Adopted in 2005); Prentice Hall Biology: AP Edition, c2005 (Adopted in 2007); Thomson/Delmar Learning: Science of Earth Systems, c2004 (Adopted in 2005); Holt McDougal-McDougal Littell Biology, c2008 (Adopted in 2009); Prentice Hall Chemistry-California Edition, c2007 (Adopted in 2007)	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	TK-5: Studies Weekly: California Studies Weekly, c2017 (Adopted in 2018) 6: TCI: History Alive! The Ancient World, c2017 (Adopted in 2019) 7: TCI: History Alive! The Medieval World and Beyond, c2017 (Adopted in 2019) 8: TCI: History Alive! The U.S. Through Industrialism, c2017 (Adopted in 2019) 9-12: TCI: History Alive! World Connections, c2020 (Adopted in 2019); TCI: History Alive! Pursuing American Ideals, c2019 (Adopted in 2019); TCI: Gov Alive! Power, Politics, and You, c2020 (Adopted in 2019); TCI: Econ Alive! The Power to Choose, c2020 (Adopted in 2019)	Yes	0%
Foreign Language	7-8: Vista Higher Learning: Descubre, Level 1, c2017 (Adopted in 2019) 9-12: Vista Higher Learning: Descubre, Levels 1-2-3, c2017 (Adopted in 2019); EMC Publishing: T'es branche? Levels 1-2-3-4, c2014 (Adopted in 2017)	Yes	0%
Health	TK-5: Great Body Shop (Adopted in 1998) 6-8: Prentice Hall (Adopted in 2007); Positive Prevention Plus (Adopted in 2018) 9-12: Holt, Rinehart & Winston (Adopted in 2004); Positive Prevention Plus (Adopted in 2018)		N/A
Visual and Performing Arts	TK-5: Macmillan/McGraw-Hill (Adopted in 2007)		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Cypress Elementary School was built in 1955 and modernized in 1994. School facilities span nearly 44,000 square feet, and consist of permanent and portable classrooms, a cafeteria, administrative offices, restrooms, and storage rooms. A new Library Media Center was opened in May 2005 with state-of-the-art computer laboratory, wireless internet and an amplification system. The school also received a new marquee, hardscape and new playground equipment. In the summer of 2007 the parking lot was patched and slurry sealed, and all traffic/parking markings and curbs were painted. In June 2009 the cafeteria and all bathrooms were painted. Three portable classrooms and asphalt pads were added to the school site.Twelve portable classrooms received new carpet in the summer of 2014. The facility strongly supports teaching and learning through its ample classroom and playground space.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
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.

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	56	54	53	55	50	50
Mathematics (grades 3-8 and 11)	39	37	37	39	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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	337	330	97.92	2.08	53.94
Male	169	166	98.22	1.78	52.41
Female	168	164	97.62	2.38	55.49
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	11	11	100.00	0.00	63.64
Hispanic or Latino	289	283	97.92	2.08	52.65
Native Hawaiian or Pacific Islander					
White	16	16	100.00	0.00	62.50

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	269	262	97.40	2.60	47.33
English Learners	90	86	95.56	4.44	46.51
Students with Disabilities	57	56	98.25	1.75	23.21
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	25	25	100.00	0.00	28.00

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	339	336	99.12	0.88	36.90
Male	170	168	98.82	1.18	39.29
Female	169	168	99.41	0.59	34.52
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	11	11	100.00	0.00	45.45
Hispanic or Latino	291	288	98.97	1.03	34.72
Native Hawaiian or Pacific Islander					
White	16	16	100.00	0.00	62.50
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	271	268	98.89	1.11	32.09
English Learners	90	90	100.00	0.00	34.44
Students with Disabilities	57	56	98.25	1.75	10.71
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	25	25	100.00	0.00	20.00

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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	15.0	20.5	37.0

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.

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)

Parents and the community are very supportive of the educational program at Cypress Elementary School. Numerous programs and activities are enriched by the generous contributions made by a large number of local businesses and the following groups and organizations: Lions Club, Local Assistance League, Rotary, and the Parent Teacher Association (PTA). Cypress is also supported by many local businesses including WalMart, the Credit Union of Southern California, McDonald's, KMart, Target, Buckboard BBQ, Island's, Covina Bowl, Hometown Buffet, Horace Mann, Wright Designs, and In-N-Out.

The school holds many events throughout the school year in which parents and community members can get involved. These events include School Site Council meetings, English Language Advisory Council meetings, PTA meetings, Day of the Children Festival, adult education, evening parent involvement meetings, Family Reading Night, Walk Your Child to School Day, and Red Ribbon Week. The PTA newsletter and various flyers are sent home throughout the year to keep parents informed of these events. A monthly calendar is sent home in English and Spanish to keep parents informed of events at Cypress Elementary School. In addition, our webpage, Facebook, Remind 101 and marquee post regular event updates.

Parents who wish to participate in Cypress Elementary School's leadership teams, school committees, school activities, or become volunteers may contact school office personnel at (626) 974-4300.

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.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.2	1.0	0.4	3.5	3.6	2.3	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

Safety of students and staff is a primary concern at every school throughout the District. Each school complies with laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted regularly throughout the school year. Each school annually participates in the "Great California ShakeOut". The school's Safe School Plans are reviewed annually by a law enforcement officer (usually our School Resource Officers from West Covina and Covina Police Departments). The document is "fluid" and updates are completed as needed. For example, updates are completed if a school discipline policy is added or modified, changes are made to the campus map, additions and/or modifications are made to the telephone trees, etc. All visitors must check in at the school office and wear a visitor badge while on school grounds. During lunch, recesses, and before and after school, staff members supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. The Comprehensive School Safety Plan was developed by administrators, other school staff members, and Los Angeles County Office of Education staff members. It is reviewed, approved, and evaluated by the School Site Council in cooperation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include the following: child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and suspension and expulsion policies. The plan is reviewed annually with school staff. An updated copy is available to the public at the school and District Office.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	20	3	4		24		6		20	2	5	
1	22		5		25		4		22		5	
2	25		4		21	3	2		25		4	
3	21	1	4		23		5		23		4	
4	28	1		3	28		4		29		4	
5	27	1		3	26	1	4		25	1	4	
Other**					5	3			9	2		

*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.

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

Title	Ratio
Academic Counselors*	.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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	3.0
Resource Specialist (non-teaching)	4.5

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7,649	$1,412	$6,237	$82,298
District	N/A	N/A	$6,919	$86,785.00
Percent Difference - School Site and District	N/A	N/A	-10.4	-7.4
State	N/A	N/A	$7,506.64	$82,031.00
Percent Difference - School Site and State	N/A	N/A	-27.5	0.1

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 (Fiscal Year 2018-19)

In addition to State general funding, Covina-Valley Unified School District receives State and Federal categorical funding for the following special programs:
- Title I, II, III, IV
- State Compensatory Education
- Special Education
- Home-to-School Transportation
- Tobacco Use Prevention Education
- Carl Perkins
- Regional Occupational Program

These funds are used for personnel, materials, supplies, equipment, parent involvement, and professional development to help close the achievement gap for all students. Personnel costs include Title I Intervention teachers, EL TOSA, additional counselor hours, additional hours for before/after school tutoring. Materials and supplies include supplemental programs for reading, math, and mental health.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47,376	$51,374
Mid-Range Teacher Salary	$82,396	$80,151
Highest Teacher Salary	$102,687	$100,143
Average Principal Salary (Elementary)	$130,968	$126,896
Average Principal Salary (Middle)	$134,300	$133,668
Average Principal Salary (High)	$141,900	$143,746
Superintendent Salary	$298,464	$245,810
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	113	113	107

Covina-Valley provides over 100 days of dedicated professional development each year. Professional development is aligned to the Local Control Accountability Plan (LCAP), Common Core State Standards, student needs, and professional needs. Professional Development is provided during the school day and on modified Tuesdays.

The district provided professional development in the following areas:
- Focused Schools Workshops (6 days)
- Computer Science and Coding (15 days)
- Thinking Maps/Write from the Beginning and Beyond (5 days)
- i-Ready Workshops (9 days)
- Student Achievement Systems and Data (12 days)
- UCI Math (20 days)
- NGSS Standards (20 days)
- Principal Workshops (20 days)