



Litel (Gerald F.) Elementary School

3425 Eucalyptus Avenue • Chino Hills, CA 91709 • 909-591-1336 • Grades K-6

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



Chino Valley Unified School District

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

School Description

The "vision" of Gerald Litel Elementary School is predicated upon a belief and upon a commitment to our students to ensure a quality program for all of our student learners. We, at Litel Elementary School, believe the potential of all students may be attained through high expectations, a positive, safe learning environment, and meaningful communication with the home and our school community. The Litel community is committed to providing an institution where learning becomes intrinsic, centered on enhancing students' intellectual, social, emotional, and physical gifts. Students respect others; learn to view the world in a variety of ways; and live with honesty and purpose as contributing members of society. Additionally, Litel Elementary School will provide students with equity and access, opportunities to think critically, engage in academic discussions, and to prepare our students for college and career readiness.

Litel Elementary School aspires to educate all students and to narrow student deficits as well as to ensure that our students become proficient users of technology, and to be able to demonstrate the "4 C's" through creativity, collaboration, critical thinking, and communication. Additionally, the focus of our faculty is to provide instruction to our students as to the English Language Arts Shifts (1-3), to promote, teach, and provide opportunities for critical thinking, to focus on the Standards of Mathematical Practices (1,2,3,6, 7, and 8)), and to implement positive behavior supports school-wide. Students will be expected to strive to produce quality work, demonstrate understanding of other perspectives by working and/or playing together, and building content through purposeful and active listening.

The "Mission" of Gerald Litel Elementary School is to educate all students in an environment that welcomes student diversity and promotes student collaboration. Further, the faculty aspires to lead and develop instruction as a collective group of learners who recognize that all students are capable of learning more than they did last year. The faculty and staff at Litel Elementary School, in conjunction with our parents, believe that student achievement can be attained through a focused positive school climate and safe, effective learning environment where ALL can succeed academically, socially, and emotionally. Through teaching and rewarding the school-wide behavioral expectations; THE ROAR, students will (BE RESPONSIBLE, BE OPTIMISTIC, BE ACCOUNTABLE, and BE RESPECTFUL). Further, the faculty of Gerald F. Litel Elementary School will collaborate, analyze data, learn together, learn from one another, and plan lessons that improve the overall learning and student achievement of the students at Litel Elementary School. Lastly, to further develop as a collaborative cadre of learners, the faculty will observe one another as well other educators in order to ensure that the best instructional practices are employed to improve student learning and increase student achievement for all learners at Gerald Litel Elementary School.

The goals for Litel Elementary School inclusive (1-5) will be comprised of the following:

1. Increase student achievement through utilizing best instructional practices, through the utilization of the 'Data Analysis Protocols,' and through creating Professional Development at the school that centers and aligns with the Areas of Emphasis, acquiring feedback via teacher surveys, and ensuring that time for developing assessments, analyzing rubrics, and time to design strategic stopping points as well as what and when to assess are the foundation blocks of this goal.
2. Train our faculty to be able to competently and effectively deliver the STEP curriculum which will be supported through Professional Learning Community meetings and 2 District "trainings."

3. To increase the avenues in which to transmit information in a variety of formats which will ultimately enhance our communication with our students, parents, and community members. This effort is being launched with a new electronic newsletter, a revamped Facebook page, a new student store, and more tech time will be devoted to improving our teacher web pages.

4. To continue to exhibit high administrator visibility on campus and in the classrooms, to ensure calibration, support, and meaningful feedback as well as to ensure student safety before, during, and after school.

5. To continue to examine ways to build in additional planning times for teachers and to plan for grade levels to observe one another to support collaboration, best instructional practices, and to grow professionally as educators.

CORE BELIEFS

All students can learn more than they did last year

Positive school climate supports student learning

Collaboration, cooperation, and mutual respect are essential to enriching the lives of students

High Academic expectations can be met through excellent teaching and active learning

Parents/guardians are our partners in the educational system

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	65
Grade 1	84
Grade 2	80
Grade 3	69
Grade 4	81
Grade 5	86
Grade 6	67
Grade 7	1
Total Enrollment	533

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0
Asian	21.2
Filipino	4.7
Hispanic or Latino	47.8
Native Hawaiian or Pacific Islander	0.6
White	20.8
Two or More Races	1.9
Socioeconomically Disadvantaged	36.8
English Learners	12.9
Students with Disabilities	14.1
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Litel (Gerald F.) Elementary School	15-16	16-17	17-18
With Full Credential	24	24	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Chino Valley Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	1275.6
Without Full Credential	♦	♦	12
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Litel (Gerald F.) Elementary School	15-16	16-17	17-18
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.

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

On October 5, 2017, the Chino Valley Unified School District's (CVUSD) Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution 2017/2018-20 which certifies as required by Education Code 60119 that (1) sufficient textbooks and instructional materials have been provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and context of the curriculum frameworks in the following subjects: history/social science, mathematics, reading/language arts, and science, (2) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, (3) laboratory equipment was available for science laboratory classes offered in grades 9-12, inclusive.

Textbooks and instructional materials are provided for each student for use in class and to take home. It was determined that each pupil in each school has sufficient textbooks and instructional materials that are aligned to the academic content standards in the core subject areas for the 2017/2018 school year. Additionally, sufficient textbooks and/or instructional materials were provided to each pupil for visual and performing arts.

Textbooks and Instructional Materials	
Year and month in which data were collected: October 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	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) 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) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Textbooks and Instructional Materials Year and month in which data were collected: October 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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 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

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 supervise student dismissal. The staff and student work spaces for this site are cleaned on a regular basis by the school site custodial staff. In addition to regular cleanings, deep cleanings are scheduled and carried out during breaks and vacation periods. The school facility is adequate and has sufficient classrooms, playground, and staff spaces in order to operate efficiently. A planned or recently completed school improvement for this site is a full school modernization project that is scheduled to begin during the 2018/2019 school year.

To ensure sites are clean, safe and functional, Maintenance and Operations department staff conduct inspections at the school sites on a continual basis. School sites may also enter maintenance requests by accessing the School Dude system. After the school site request is entered into the system, a work order is generated, and the Maintenance staff work diligently to complete all work orders in a timely manner. The Maintenance team utilized the Facility Inspection Tool (FIT), a survey instrument developed by the State of California Office of Public School Construction (OPSC), to record inspection results. The District's inspection took place on July 20, 2017, the overall rating of this site's most recent survey is GOOD, and any associated repairs were completed on or before December 30, 2017.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			OFFICE: 1.) Walls have damage from cracks, tears, holes or water damage 2.) Replace lamps ROOM 11 COMPUTER LAB: Stained ceiling tiles ROOM 119: Replace lamps pencil sharpener blades exposed ROOM 13: Replace/repair drawer/cabinet Deficiencies were corrected on or before December 30, 2017
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			ROOM 5: Electrical panel block Deficiencies were corrected on or before December 30, 2017

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Electrical: Electrical		X			GIRLS RESTROOM: 1.) Replace lamps 2.) Locks and other security hardware are not functioning properly OFFICE: 1.) Walls have damage from cracks, tears, holes or water damage 2.) Replace lamps ROOM 120 BACKSTAGE, ROOM 28: Replace lamps ROOM 19: Exposed wires (no voltage, or low voltage i.e. data or communication/phone lines) (phone jack) ROOM 26: Exposed wires (no voltage, or low voltage i.e. data or communication/phone lines) WOMEN'S RESTROOM: Lighting covers are missing, damaged or loose Deficiencies were corrected on or before December 30, 2017
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				FUN CLUB: Water pressure is inadequate (outside) ROOM 2 Kindergarten: Paper towel dispenser missing, soap dispenser missing Deficiencies were corrected on or before December 30, 2017
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				BOYS RESTROOM, ROOM 7: Locks and other security hardware are not functioning properly GIRLS RESTROOM: 1.) Replace lamps 2.) Locks and other security hardware are not functioning properly Deficiencies were corrected on or before December 30, 2017
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	66	65	59	57	48	48
Math	61	59	47	46	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	74	72	97.3	70.8
Male	33	32	97.0	71.9
Female	41	40	97.6	70.0
Asian	15	14	93.3	78.6
Hispanic or Latino	39	39	100.0	61.5
White	11	10	90.9	80.0
Socioeconomically Disadvantaged	24	23	95.8	60.9
Students with Disabilities	19	19	100.0	42.1

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	77	71	64	63	60	56

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	22.1	18.6	15.1

* 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	311	309	99.36	65.05
Male	156	155	99.36	61.94
Female	155	154	99.35	68.18
Asian	61	59	96.72	77.97
Filipino	12	12	100	75
Hispanic or Latino	156	156	100	56.41
White	64	64	100	70.31
Socioeconomically Disadvantaged	132	131	99.24	54.96
English Learners	63	61	96.83	63.93
Students with Disabilities	67	67	100	22.39

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	311	311	100	59.49
Male	156	156	100	62.18
Female	155	155	100	56.77
Asian	61	61	100	78.69
Filipino	12	12	100	75
Hispanic or Latino	156	156	100	53.21
White	64	64	100	54.69
Socioeconomically Disadvantaged	132	132	100	53.79
English Learners	63	63	100	60.32
Students with Disabilities	67	67	100	23.88

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

A high degree of community involvement, including parent volunteers, business partnerships, volunteers from the local high schools, and an active PTA work together to enhance the learning environment, and to evaluate and improve the school's programs. Monthly newsletters link the families and school together to support "school to home" communication. Recently, Litel administration has decided to print monthly copies of our parent newsletter which emerged from a "survey form" that was in response to our parents and community. Also, there is a section in every monthly publication in which our wonderful PTA updates and appraises all parents and community members as to time sensitive information as well as opportunities for parent involvement. New this year, based on feedback received from our School Site Council, is the request to explain some of the educational acronyms such as Social-Emotional Learning, our Student Teacher Excellence Program (STEP), and Thinking Maps. A portion of our newsletter will inform parents as to educational programs such as the aforementioned.

Additionally, Litel is a proud partner with our District and we are excited to recommend the Kindergarten Readiness Academy to our parents. The Kindergarten Readiness Academy was first offered to our parents two years ago, and it was a rousing success. The parents attended this 4-week academy with their children and, together, they were able to experience, firsthand, the skills necessary to enter Kindergarten and tackle the Common Core State Standards. Based on parent feedback, support, and attendance, we realized that this was a wonderful way to welcome our students and parents to Litel Elementary School. Further, the parents were able to tour the campus, visit our kindergarten classes, and learn from a former kindergarten teacher. We are optimistic that our academy will continue to grow. This program is now being offered through the District's parent Partnership Network. Another parent favorite is our Art Academy which provides students an opportunity to learn and experience art with a volunteer art teacher and an eager student clientele. The first five-week session of the Art Academy is scheduled to conclude on October 19th. Right on the heels of this Art Academy, another five-week Art Academy will be provided to our students in which their parents can select to attend on either Tuesday or Thursday. The culminating goal of the Art Academy is to provide the students the opportunity to design and paint a mural on the school's handball court.

Our School Site Council, English Language Learner Advisory Committee, GATE Committee, LCAP Forum, and Safe School Committee are also among the variety of committees that parents and staff participate in at Litel. We are very fortunate to have parents who see the value in volunteering as evidenced in a number of ways. Parents assist in the classroom, chaperone field trips, they volunteer to load the buses during and after science camp, they volunteer during our highly successful after school program, Science Detectives, and they bring high and positive energy, and a strong sense of "volunteerism," that we are truly fortunate to have them support all of our students. Litel Elementary School has a very active Parent Teacher Association involved in the Picture Person Program, membership drives, fundraisers, school events, assemblies, and Family Fun Nights. Parent and student volunteers dedicate thousands of hours to assist our staff in the enhancement of the educational programs at Litel Elementary School. One endeavor that would not have been possible without the dedication and contributions of our PTA was the acquisition and purchase of an electronic marquee which is able to illuminate salient information to our parents and community members in 'real time.' Another contribution that the PTA made to Litel was their financial backing for the very popular Student of the Month program that recognizes students in an intimate luncheon in which parents are invited to participate in celebrating their children. The students receive two certificates; one for academic recognition and one for a food certificate. The parents and students love this program which is made available through the Herculean efforts of the PTA. The Fun Club daycare program is a partner-in-education program designed to benefit our students and parents. In addition, The Litel staff acknowledges how very fortunate we are to have the support from the many members of the community for the benefit of our students. Lastly, based on parent surveys, Litel Elementary School offers after-school enrichment in the area of STEM. Three different sessions are being offered this school year including designing a video game (Mario), a Journey to Mars, and the Flight of an Astronaut.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Each school has a detailed School Site Safety Plan for emergencies that is annually reviewed, updated, and discussed by the School Site Council. The date on which the School Site Safety Plan was last annually reviewed was March 2017, and the plans are reviewed monthly by the School Site Council. Each staff member is assigned a specific responsibility in the event of an emergency. Staff members are trained in the plan's components and procedures. Fire, earthquake, and intruder drills are held on a regular basis so that all students and staff are familiar with emergency procedures. Emergency supplies are located on each campus in the event of an emergency.

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

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

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

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Counselor (Social/Behavioral or Career Development)	0.34
Library Media Services Staff (Paraprofessional)	0.4
Psychologist	0.4
Nurse	0.33
Speech/Language/Hearing Specialist	1.0
Resource Specialist	1.3
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*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	20	26	26	1	0		2	3	3		0	
1	27	23	23		0		2	3	3		0	
2	27	22	21		0		2	3	3		0	
3	27	26	26		0		3	3	3		0	
4	27	29	29		0		3	3	3		0	
5	32	32	33		0		2	2	1		0	1
6	28	34	28	1	0	1	3	0			2	2
Other			15			1						

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

Professional Development provided for Teachers

The Chino Valley Unified School District is committed to high quality Professional Learning to support the instructional capacity of teachers and leaders. Professional learning opportunities are aligned to CVUSD's Area of Emphasis for 4C's-Critical Thinking and Collaboration, Common Core ELA, Common Core Math, Positive Student Behavior, Instructional Technology, Timely Feedback on Formative Assessments, and Historical Inquiry. These areas were identified by the Teaching and Learning Task Force as focus areas for our district in 2017-18. Professional learning opportunities are evaluated through survey results, feedback, and next steps from end-users. Professional learning opportunities are varied in its delivery: district-wide days during school hours, after-school workshops, site based- PD offerings and volunteer sessions. Implementation for learning is supported through Site-Based PD from Site Administrators and coaching opportunities from Instructional Coaches.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,894	\$47,808
Mid-Range Teacher Salary	\$76,263	\$73,555
Highest Teacher Salary	\$96,096	\$95,850
Average Principal Salary (ES)	\$116,526	\$120,448
Average Principal Salary (MS)	\$117,928	\$125,592
Average Principal Salary (HS)	\$132,309	\$138,175
Superintendent Salary	\$230,000	\$264,457
Percent of District Budget		
Teacher Salaries	41%	35%
Administrative Salaries	6%	5%

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

Types of Services Funded

The District's general fund includes monies for:

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

Each school in the District receives an instructional budget based upon enrollment, programs and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies. In addition, sites may receive program funding for GATE, AVID, CTE, Professional Development, Title I and Title III to provide additional support to the students.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,368	\$2,347	\$7,020	\$79,112
District	♦	♦	\$7,395	\$79,870
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			-5.1	-0.9
Percent Difference: School Site/ State			6.8	-0.1

* Cells with ♦ do not require data.