



Litel (Gerald F.) Elementary School

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

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



Chino Valley Unified School District

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**Assistant Superintendent,
Facilities, Planning, and Operations**

School Description

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

Moreover, Gerald F. Litel Elementary School aspires to educate all students, and we are committed to narrowing deficits for students who struggle. Also, we are committed to teach our students how to become proficient users of technology, and to be able to demonstrate the "4 C's" through creativity, collaboration, critical thinking, and communication. The focus of our faculty is to provide instruction to our students in alignment to the English Language Arts Shifts (1-3), to promote, teach, and provide opportunities for our students to demonstrate critical thinking, to focus on the Standards of Mathematical Practices (1,2,3 4, 5, 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 to build content content through purposeful and active listening.

School-wide SMART goals include the following three goals:

- 1). 70% of all students will Meet or Exceed Standards within the Mathematics portion on the 2019-2020 CAASPP.
- 2). 72% of all students will Meet or Exceed Standards within the English Language Arts portion on the 2019-2020 CAASPP.
- 3). Family involvement will be increased by giving stakeholders the opportunity to provide input on universal foundations every 12 months to increase TFI Feature 1.11 to a score of "2" and an overall Tiered Fidelity Inventory Implementation score of 100%. In addition, the Check In and Check Out (CICO) intervention will be piloted by the team.

The two academic goals will be measured three times yearly and the metric utilized will be the Essential Standards Assessment that will be administered in October, December, and in March.

The Family Involvement goal will be measured twice through internal TFI audits and then through an external TFI audit in March which will be conducted by an outside evaluator.

Programs that continue to appeal to our student learners include a Walk-Through Ancient Civilizations offered to our sixth grade students and a Walk-Through Colonial America offered to our fifth grade students. Our fourth grade students travel to the Mission San Juan Capistrano and they engage in California Days toward the end of the year. In addition, our third grade students attend a play and at least two other field trips during the school year. Our second grade students travel to the Jurupa Science Center while our first grade and Kindergarten students travel to different field trips based on hands on exploration. Our students in need of intervention are provided with "interventive" measures inside the school day while some of our students will be invited to attend an after school math and reading intervention program which is funded by the school. In addition, we have a highly popular Science Detectives offered after school which supports students' love of science through exploration, engagement, enrichment, experimentation, and collaboration. Our GATE students have been afforded the opportunity to participate with a Math Olympiad which promotes critical thinking, problem solving, working to solve rigorous math problems, and the opportunity to collaborate in small groups to solve very challenging math problems.

The "Mission" of Gerald F. 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 to 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 partnership with our parents, believe that student achievement can be attained through a viable, guaranteed curriculum that is undertaken in a safe learning environment where a positive school culture is demonstrated daily. Through teaching and rewarding the school-wide behavioral expectations; THE ROAR, students are taught to (BE RESPONSIBLE, BE OPTIMISTIC, BE ACCOUNTABLE, and BE RESPECTFUL). Further, the faculty of Gerald F. Litel Elementary School will continue to develop as a cadre of learners, the faculty will observe one another through our Collaborative Learning Rounds which will emphasize best educational practices and focus instructional strategies that align with the learning intentions and success criteria which will ultimately lead to improve student learning and increase in student achievement for all learners at the school.

CORE BELIEFS

- 1). All students can learn more than they did last year
- 2). Positive school climate supports student learning
- 3). Collaboration, cooperation, and mutual respect are essential to enriching the lives of students
- 4). High Academic expectations can be met through excellent teaching and active learning
- 5). 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	67
Grade 1	69
Grade 2	77
Grade 3	82
Grade 4	82
Grade 5	78
Grade 6	82
Total Enrollment	537

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.6
Asian	24.8
Filipino	5.2
Hispanic or Latino	39.9
Native Hawaiian or Pacific Islander	0.6
White	23.5
Two or More Races	2.4
Socioeconomically Disadvantaged	33.3
English Learners	15.1
Students with Disabilities	13.2
Homeless	5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Litel (Gerald F.) Elementary School	17-18	18-19	19-20
With Full Credential	25	21.6	22.4
Without Full Credential	0	2	2
Teaching Outside Subject Area of Competence	0	2	0

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

Teacher Misassignments and Vacant Teacher Positions at Litel (Gerald F.) Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0.4

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

On October 3, 2019, the Chino Valley Unified School District's (CVUSD) Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution 2019/2020-18 which certifies as required by Education Code 60119 that (1) sufficient textbooks and instructional materials have been provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and context of the curriculum frameworks in the following subjects: history/social science, mathematics, reading/language arts, and science, (2) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language and/or health classes, (3) laboratory equipment was available for science laboratory classes offered in grades 9-12, inclusive.

Textbooks and instructional materials are provided for each student for use in class and to take home. It was determined that each pupil in each school has sufficient textbooks and instructional materials that are aligned to the academic content standards in the core subject areas for the 2019/2020 school year. Additionally, sufficient textbooks and/or instructional materials were provided to each pupil for visual and performing arts.*Please note: In reference to materials not from a most recent State Board Adoption (SBE): In November 2017, the California State Board of Education approved a list of History/Social Science programs for districts to consider for their new adoption. CVUSD elected to continue to use current District adopted materials while further studying program options provided on the SBE list to consider for a future piloting process. CVUSD reviewed current District adopted materials and determined that they meet current history/social science standards.

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>TK MacMillan/McGraw-Hill; Little Treasures (All Day National Kit, Read Aloud Big Books, Trade Books, plus additional components) (Adopted: 2012)</p> <p>K-6 McGraw-Hill School Education; CA Reading Wonders (Adopted: 2017)</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Mathematics	TK MacMillan/McGraw-Hill; Little Treasures (All Day National Kit, Read Aloud Big Books, Trade Books, plus additional components) (Adopted: 2012) K-5 Pearson Scott Foresman; enVision Math California (Adopted: 2014) 6-8 Houghton Mifflin & Harcourt, Big Ideas Math, Course 1, Course 2, and Course 3 (Adopted: 2015) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	TK MacMillan/McGraw-Hill; Little Treasures (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 Treasures (All Day National Kit, Read Aloud Big Books, Trade Books, plus additional components) (Adopted: 2012) K-5 Harcourt School Publishers; Reflections: California Series (Adopted: 2007)* 6-8 Holt, Rinehart and Winston; Holt California Social Studies (Adopted: 2007)* The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Chino Valley Unified School District (CVUSD) makes it a priority to maintain safe, clean, and effective school sites for our students, staff, and parents. The safety of students is of paramount importance to CVUSD. In the morning, staff supervision is provided to watch the cafeteria, entrance gates, and playground activities. During lunch and recess times, noon ground supervisors and teachers monitor students to ensure students interact safely. At the end of the school day, staff supervises student dismissal. The staff and student workspaces for this site are cleaned on a regular basis by the school site custodial staff. In addition to regular cleanings, deep cleanings are scheduled and carried out during breaks and vacation periods. The school facility is adequate and has sufficient classrooms, playgrounds, and staff spaces in order to operate efficiently. A planned or recently completed school improvement for this site is a full school modernization project currently in progress and a schoolwide security camera and keyless access system in progress.

To ensure sites are clean, safe and functional, Maintenance and Operations department staff conduct inspections at the school sites on a continual basis. School sites may also enter maintenance requests by accessing the School Dude system. After the school site request is entered into the system, a work order is generated, and the Maintenance staff works diligently to complete all work orders in a timely manner. The Maintenance team utilized the Facility Inspection Tool (FIT), a survey instrument developed by the State of California Office of Public School Construction (OPSC), to record inspection results. The District's inspection took place on August 8, 2019, the overall rating of this site's most recent survey is EXEMPLARY, and any associated repairs were completed on or before December 30, 2019.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/8/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Room 32: 4. Ceiling tiles are stained. Room 34: 4. Ceiling tiles are stained. Deficiencies were corrected on or before December 30, 2019
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	68	67	58	58	50	50
Math	64	65	46	47	38	39

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	17.1	27.6	27.6

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	321	313	97.51	67.09
Male	177	173	97.74	64.74
Female	144	140	97.22	70.00
Black or African American	--	--	--	--
Asian	75	69	92.00	78.26
Filipino	18	18	100.00	66.67
Hispanic or Latino	134	133	99.25	60.15
Native Hawaiian or Pacific Islander	--	--	--	--
White	75	74	98.67	71.62
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	116	113	97.41	53.10
English Learners	69	62	89.86	66.13
Students with Disabilities	59	57	96.61	36.84
Homeless	17	17	100.00	0.00

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	321	318	99.07	64.78
Male	177	175	98.87	64.00
Female	144	143	99.31	65.73
Black or African American	--	--	--	--
Asian	75	74	98.67	75.68
Filipino	18	18	100.00	66.67
Hispanic or Latino	134	133	99.25	57.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	75	74	98.67	70.27
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	116	114	98.28	55.26
English Learners	69	67	97.10	67.16
Students with Disabilities	59	58	98.31	31.03
Homeless	17	17	100.00	0.00

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

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. 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 PBIS; Positive Behavior Intervention Supports. Lastly, the principal will continue to inform the parents of new developments regarding the modernization of the campus.

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 four 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 presented at the Family Learning Network partnership which is housed at the adult school. Speaking of Kindergarten, enrollment for our incoming kindergarten students is now offered on-line. In addition, all incoming registered kindergarten students are offered a brief ten to fifteen assessment that informs our kindergarten team as to skills already learned and skills that students still need to practice prior to beginning Kindergarten. Then, this information is shared with the parents and they still have the entire summer to prepare for kindergarten equipped with an action plan of skills to work on or enhance.

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. A vital 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 an 8 week STEM enrichment program dedicated to engineering followed by two-6 week sessions dedicated to art.

For more information regarding opportunities for parental involvement for the 2019 - 2020 school year, please contact Terese Chavez at (909) 591-1336.

State Priority: School Climate

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

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

School Safety Plan

Each school has a detailed School Site Safety Plan for emergencies that is annually reviewed, updated, and discussed by the School Site Council. The date on which the School Site Safety Plan was last annually reviewed was March 2019, and the plans are reviewed monthly by the School Site Council. Each staff member is assigned a specific responsibility in the event of an emergency. Staff members are trained in the plan's components and procedures. Fire, earthquake, and intruder drills are held on a regular basis so that all students and staff are familiar with emergency procedures. Emergency supplies are located on each campus in the event of an emergency.

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

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

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

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

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

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

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0.58
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.44
Psychologist	0.5
Social Worker	
Nurse	0.33
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	4.0
Other	1.0

* 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.

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	22	1	2		21	1	2		27		3	
1	28		3		24		3		27		2	
2	25		3		28		3		25		3	
3	22		3		22	1	3		27		3	
4	25	1	2		31		2		24	1	2	
5	32		3		29		3		29		3	
6	24	1	2		25	1	3		22	1	3	
Other**					2	1						

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

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

Professional Development provided for Teachers

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

The Chino Valley Unified School District is committed to high-quality Professional Learning to support the instructional capacity of teachers and leaders. Professional learning opportunities are aligned to CVUSD's Area of Emphasis for 4C's-Critical Thinking and Collaboration; Common Core ELA Shifts; Common Core Math: Standards of Mathematical Practices; NGSS-Elementary-Deepening Understanding of Three-Dimensional Learning of NGSS (Early Transition Phase); Historical Inquiry; Positive School Culture; Timeline Feedback on Formative Assessments; Collaboration Strategies for Students; Building Stronger Connection with Students; Integration of Technology and Use of Digital Tools; Accessing, Processing, and Analyzing Data; and Professional Learning Communities. These areas were identified by the Teaching and Learning Task Force as focus areas for our district in 2019-20. Professional learning opportunities are evaluated through survey results, feedback, and next steps from end-users. Professional learning opportunities are varied in its delivery: district-wide days during school hours, after-school workshops, site-based PD offerings, and volunteer sessions. Implementation for learning is supported through Site-Based PD from Site Administrators and coaching opportunities from Instructional Coaches.

FY 2017-18 Teacher and Administrative Salaries

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

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	40%	34%
Administrative Salaries	6%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$9,989	\$2,455	\$7,534	\$84,350
District	N/A	N/A	\$7,811	\$83,150.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-3.6	1.4
School Site/ State	0.4	2.3

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

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

Types of Services Funded

The District's general fund includes monies for:

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

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

DataQuest

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

Internet Access

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