



Hidden Trails Elementary School

2250 Ridgeview Drive • Chino Hills, CA 91709-5177 • 909-597-0288 • 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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District Governing Board

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Assistant Superintendent,
Curriculum, Instruction,
Innovation, and Support

Richard Rideout

Assistant Superintendent, Human
Resources

Gregory J. Stachura

Assistant Superintendent,
Facilities, Planning, and Operations

Mission:

It is the mission of Hidden Trails Elementary School to inspire students to become responsible, respectful, life-long learners, capable of problem-solving, and to ensure high levels of learning for each student. Through mutual respect within the total school community, our children will grow and learn in a positive atmosphere where faculty, staff, students, and parents together are enthusiastic about the teaching and learning process.

Vision:

We believe that the most promising strategy for achieving the mission of our school is to develop our capacity to function as a professional learning community. We envision a school in which staff: Unites to achieve a common purpose and develop SMART goals
Works together – interdependently – and in collaborative teams
Seeks and implements promising strategies for improving student learning on a continuous basis
Monitors each student's progress on a frequent basis
Demonstrates a personal commitment to the academic success and general well-being of each student
Fosters student development through the implementation of PBIS strategies and supports

Collective Commitments:

In order to fulfill our fundamental purpose and become the school we describe in our vision statement, each member of the staff commits to the following:

I will be a positive, contributing member of my collaborative team.

I will teach the essential learnings of our agreed-upon curriculum.

I will monitor each student's learning on an ongoing basis through classroom and team-developed formative assessments.

I will use evidence of student learning to inform and improve my practice and to better meet the needs of individual students.

I will work with my colleagues to achieve our SMART goals.

I will seek out the most promising practices to support student learning.

I will keep parents informed of the progress of their children.

Schoolwide Goals:

We will monitor the following indicators to mark our progress:

Increase in student achievement in Language Arts on multiple measures, as measured by performance on local, district, state, and national assessments (benchmarks, FAST, , unit assessments, SBAC)

Increase in student achievement in Mathematics on multiple measures, as measured by performance on local, district, state, and national assessments (benchmarks, FAST, SBAC)

Decrease the number of suspensions and office referrals through our PBIS implementation as measured by AERIES discipline data

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 | 47 |
| Grade 1 | 50 |
| Grade 2 | 62 |
| Grade 3 | 76 |
| Grade 4 | 71 |
| Grade 5 | 92 |
| Grade 6 | 68 |
| Total Enrollment | 466 |

2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 3.4 |
| Asian | 39.9 |
| Filipino | 9 |
| Hispanic or Latino | 30.3 |
| Native Hawaiian or Pacific Islander | 0.4 |
| White | 13.9 |
| Two or More Races | 3 |
| Socioeconomically Disadvantaged | 25.5 |
| English Learners | 15.5 |
| Students with Disabilities | 10.1 |
| Foster Youth | 1.1 |
| Homeless | 3.4 |

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 Hidden Trails | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | 22 | 20 | 19 |
| Without Full Credential | 1 | 1 | 1 |
| Teaching Outside Subject Area of Competence | 0 | 1 | 0 |

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

Teacher Misassignments and Vacant Teacher Positions at Hidden Trails Elementary School

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

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

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

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

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

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

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|------------------------|---|
| Reading/Language Arts | TK MacMillan/McGraw-Hill; Little Treasurers (All Day National Kit, Read Aloud Big Books, Trade Books, plus additional components) (Adopted: 2012) K-6 McGraw-Hill School Education; CA Reading Wonders (Adopted: 2017) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Mathematics | TK MacMillan/McGraw-Hill; Little Treasurers (All Day National Kit, Read Aloud Big Books, Trade Books, plus additional components) (Adopted: 2012) K-5 Pearson Scott Foresman; enVision Math California (Adopted: 2014) 6-8 Houghton Mifflin & Harcourt, Big Ideas Math, Course 1, Course 2, and Course 3 (Adopted: 2015) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | TK MacMillan/McGraw-Hill; Little Treasurers (All Day National Kit, Read Aloud Big Books, Trade Books, plus additional components) (Adopted: 2012) K-5 Houghton Mifflin Company; Houghton Mifflin California Science (Adopted: 2008) 6 Pearson Scott Foresman; Scott Foresman Focus on California Earth Science (Adopted: 2008) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| History-Social Science | TK MacMillan/McGraw-Hill; Little Treasurers (All Day National Kit, Read Aloud Big Books, Trade Books, plus additional components) (Adopted: 2012) K-5 Harcourt School Publishers; Reflections: California Series (Adopted: 2007)* 6-8 Holt, Rinehart and Winston; Holt California Social Studies (Adopted: 2007) * The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0 |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Chino Valley Unified School District (CVUSD) makes it a priority to maintain safe, clean, and effective school sites for our students, staff, and parents. The safety of students is of paramount importance to CVUSD. In the morning, staff supervision is provided to watch the cafeteria, entrance gates, and playground activities. During lunch and recess times, noon ground supervisors and teachers monitor students to ensure students interact safely. At the end of the school day, staff supervises student dismissal. The staff and student workspaces for this site are cleaned on a regular basis by the school site custodial staff. In addition to regular cleanings, deep cleanings are scheduled and carried out during breaks and vacation periods. The school facility is adequate and has sufficient classrooms, playgrounds, and staff spaces in order to operate efficiently. A planned or recently completed school improvement for this site is a full school modernization project planned beginning in the 2020/2021 school year and a schoolwide security camera and keyless access system planned for the 2020/2021 school year.

To ensure sites are clean, safe and functional, Maintenance and Operations department staff conduct inspections at the school sites on a continual basis. School sites may also enter maintenance requests by accessing the School Dude system. After the school site request is entered into the system, a work order is generated, and the Maintenance staff works diligently to complete all work orders in a timely manner. The Maintenance team utilized the Facility Inspection Tool (FIT), a survey instrument developed by the State of California Office of Public School Construction (OPSC), to record inspection results. The District's inspection took place on July 10, 2019, the overall rating of this site's most recent survey is GOOD, and any associated repairs were completed on or before December 30, 2019.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/10/2019

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | ROOM 26: 4. Ceiling tiles are missing, damaged, or loose; 7. Lighting fixture or bulbs are not working or missing. WORKROOM: 4. Ceiling tiles are stained. Deficiencies were corrected on or before December 30, 2019 |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | ROOM 26: 4. Ceiling tiles are missing, damaged, or loose; 7. Lighting fixtures or bulbs are not working or missing. ROOM 28: 7. Lighting fixtures or bulbs are not working or missing. ROOM 30: 7. Lighting fixtures or bulbs are not working or missing. ROOM 36: 7. Lighting fixtures or bulbs are not working or missing. Deficiencies were corrected on or before December 30, 2019 |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | ROOM 20: 8. Water pressure too high or low. ROOM 21: 8. Sink/fountain fixture is loose. ROOM 35 FUN CLUB: 8. Sink/fountain fixture is loose. ROOM 5: 8. Water pressure too high or low. ROOM 6: 8. Water pressure too high or low. ROOM 8: 8. Water pressure too high or low. WORKROOM: 8. Water pressure too high or low. Deficiencies were corrected on or before December 30, 2019 |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | ROOM 32: 15. Locks and other security hardware are not functioning properly. Deficiencies were corrected on or before December 30, 2019 |
| Overall Rating | Good | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA | 75 | 73 | 58 | 58 | 50 | 50 |
| Math | 69 | 70 | 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 | 18.0 | 30.3 | 7.9 |

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 | 311 | 304 | 97.75 | 72.70 |
| Male | 141 | 139 | 98.58 | 64.75 |
| Female | 170 | 165 | 97.06 | 79.39 |
| Black or African American | -- | -- | -- | -- |
| Asian | 113 | 111 | 98.23 | 80.18 |
| Filipino | 29 | 29 | 100.00 | 86.21 |
| Hispanic or Latino | 106 | 103 | 97.17 | 66.99 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 40 | 40 | 100.00 | 62.50 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 88 | 85 | 96.59 | 68.24 |
| English Learners | 63 | 58 | 92.06 | 68.97 |
| Students with Disabilities | 42 | 41 | 97.62 | 41.46 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |

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 | 311 | 309 | 99.36 | 70.45 |
| Male | 141 | 140 | 99.29 | 64.75 |
| Female | 170 | 169 | 99.41 | 75.15 |
| Black or African American | -- | -- | -- | -- |
| Asian | 113 | 113 | 100.00 | 84.82 |
| Filipino | 29 | 29 | 100.00 | 82.76 |
| Hispanic or Latino | 106 | 106 | 100.00 | 56.60 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 40 | 40 | 100.00 | 60.00 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 88 | 88 | 100.00 | 59.09 |
| English Learners | 63 | 63 | 100.00 | 69.84 |
| Students with Disabilities | 42 | 41 | 97.62 | 51.22 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |

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)

Since Hidden Trails Elementary School truly believes in the concept of "It Takes a Village to Raise a Child", the key to success at Hidden Trails Elementary is the total commitment to excellence and the cooperation among our staff, parents and community. At the beginning of the year students take home a volunteer information form, which includes a myriad of volunteer opportunities at school. Parents comprise a majority of School Site Council, English Learner Advisory Committee, and the PTA Board. These groups participate in decision-making at Hidden Trails.

Our parents, via an active PTA, host many events throughout the year. They are involved in bringing in and funding many of our on-campus assemblies as well as our off campus field trips for all grade levels. They plan and host many of our culminating classroom activities as well as the end-of-year activities. They help with daily tasks or routine yearly projects. Our parents plan the yearbook and help to capture the special moments that take place here on our campus. The parents support our staff and teachers by hosting many lunches, deserts, and fun activities or games to keep the feeling of appreciation alive. The parents who help out in the classrooms add to making our school feel the connection with the home as well as the safety of the community.

State Priority: School Climate

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

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

School Safety Plan

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

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

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

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

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

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 1.1 | 0.2 | 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 | 0.2 |
| Social Worker | |
| Nurse | 0.33 |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | 4.5 |
| Other | |

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 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 | 24 | | 2 | | 22 | | 2 | | 24 | | 2 | |
| 1 | 24 | | 3 | | 27 | | 2 | | 25 | | 2 | |
| 2 | 24 | | 3 | | 27 | | 3 | | 31 | | 2 | |
| 3 | 25 | | 3 | | 25 | | 3 | | 25 | | 3 | |
| 4 | 30 | | 2 | | 28 | | 3 | | 24 | | 3 | |
| 5 | 30 | | 3 | | 24 | | 3 | | 31 | | 3 | |
| 6 | 20 | 1 | 3 | | 25 | | 3 | | 23 | | 3 | |
| Other** | | | | | | | | | | | | |

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

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

Professional Development provided for Teachers

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

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

FY 2017-18 Teacher and Administrative Salaries

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

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

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

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.

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

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|----------|------------|--------------|------------------------|
| School Site | \$10,502 | \$1,974 | \$8,528 | \$97,366 |
| 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 | 8.8 | 15.8 |
| School Site/ State | 12.7 | 16.6 |

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.