



# Litel (Gerald F.) Elementary School

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

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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



CHINO VALLEY  
UNIFIED SCHOOL DISTRICT

Student Achievement • Safe Schools • Positive School Climate  
Humility • Civility • Service

### Chino Valley Unified School District

5130 Riverside Drive  
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#### District Governing Board

Joe Schaffer, President

Christina Gagnier, Vice President

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Andrew Cruz, Member

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Justin Rendon, Student  
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Services

Grace Park, Ed.D.

Associate Superintendent,  
Curriculum, Instruction,  
Innovation, and Support

Lea Fellows

Assistant Superintendent,  
Curriculum, Instruction,  
Innovation, and Support

Richard Rideout

Assistant Superintendent, Human  
Resources

Gregory J. Stachura

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 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 through purposeful and active listening.

### School-wide SMART goals include the following three goals:

1. 1). 70% of all students will Meet or Exceed Standards within the Mathematics portion on the 2020-2021 CAASPP.
2. 2). 70% of all students will Meet or Exceed Standards within the English Language Arts portion on the 2020-2021 CAASPP.
3. 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 continued to be piloted by the PBIS Tier II team.

The two academic goals will be measured three times yearly and the metric utilized will the Essential Standards Assessment that will be administered in September, November, and in March. The Family Involvement goal will be measured three times yearly as measured by checkpoints that range from 30% to 70% to 100% of all teachers demonstrate that they are teaching the Second Step curriculum with 100% fidelity. This will be calibrated 5-8 times a year.

Depending upon the tier that the District will be designated as will determine what programs may be offered to our students. However, past 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. New this year will be an after school, virtual, GATE Academy which will be offered to our GATE students virtually. The premise of the academy will be to have our students develop designs and experiments and then work to enhance them the following week.

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	69
Grade 1	80
Grade 2	73
Grade 3	84
Grade 4	93
Grade 5	79
Grade 6	83
<b>Total Enrollment</b>	<b>561</b>

## 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.2
Asian	24.2
Filipino	5
Hispanic or Latino	41
Native Hawaiian or Pacific Islander	0.5
White	21.9
Two or More Races	3.4
Socioeconomically Disadvantaged	34.2
English Learners	10.3
Students with Disabilities	12.8
Homeless	5.9

## 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	18-19	19-20	20-21
With Full Credential	21.6	22.4	22
Without Full Credential	2	2	0
Teaching Outside Subject Area of Competence	2	0	0

Teacher Credentials for Chino Valley Unified School District	18-19	19-20	20-21
With Full Credential	♦	♦	1134
Without Full Credential	♦	♦	10
Teaching Outside Subject Area of Competence	♦	♦	0

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

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0.4	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 2020-21)

On October 1, 2020, 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 2020/2021-15 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 a 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 2020/2021 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 and 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 and Science standards.

### Textbooks and Instructional Materials

Year and month in which data were collected: October 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	TK Houghton Mifflin Harcourt; Big Day Pre K Curriculum (Adopted: 2020) K-6 McGraw-Hill School Education; CA Reading Wonders (Adopted: 2017)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	TK Houghton Mifflin Harcourt; Big Day Pre K Curriculum (Adopted: 2020) 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)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	TK Houghton Mifflin Harcourt; Big Day Pre K Curriculum (Adopted: 2020) K-5 Houghton Mifflin Company; Houghton Mifflin California Science (Adopted: 2008)*No (See note above) 6 Pearson Prentice Hall; Focus on California Earth Science (Adopted: 2008)*No (See note above)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	TK Houghton Mifflin Harcourt; Big Day Pre K Curriculum (Adopted: 2020) K-5 Harcourt School Publishers; Reflections: California Series (Adopted: 2007)*No (See note above) 6-8 Holt, Rinehart and Winston; Holt California Social Studies (Adopted: 2007)*No (See note above)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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 that was 100% completed in summer 2020. The schoolwide security camera and keyless access system is also 100% complete.

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 November 23, 2020, and the overall rating of this site's most recent survey is EXEMPLARY, and any associated repairs were completed on or before December 30, 2020.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: 11/23/2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	67	N/A	58	N/A	50	N/A
Math	65	N/A	47	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	35	N/A	37	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 2020-21)

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. Also, there is a section in every monthly publication in which our wonderful PTA updates and appries 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. Also, we have added a Facebook page, and Instagram page, and information is shared via the PTA website. Students are recognized via our Litel website, via the Google Classrooms, and within Padlets that have been inserted to display school spirit and student videos.

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 five 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. These programs are avaiable depending on the status of COVID-19.



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. Note: these programs will continue virtually until the county passes through the tiered system which permits parents volunteers and the congregation of both students and parents.

For more information regarding opportunities for parental involvement for the 2020 - 2021 school year, please contact Wendy Graves at (909) 591-1336 or at [wendy\\_graves@chino.k12.ca.us](mailto:wendy_graves@chino.k12.ca.us).

For more information regarding opportunities to join and to participate within the PTA, please email PTA President, Corrie Frausto, at [corrie\\_frausto@chino.k12.ca.us](mailto:corrie_frausto@chino.k12.ca.us).

For more information regarding opportunities to join our ELAC (English Language Advisory Committee, please email Sharyn Maccharles at [sharyn\\_maccharles@chino.k12.ca.us](mailto:sharyn_maccharles@chino.k12.ca.us).

For more information regarding our GATE (Gifted and Talented Education) program, please email Sharyn Maccharles at [sharyn\\_maccharles@chino.k12.ca.us](mailto:sharyn_maccharles@chino.k12.ca.us)

For more information regarding opportunities to join our School Site Council, please email principi, Joe Durkin, at [joe\\_durkin@chino.k12.ca.us](mailto:joe_durkin@chino.k12.ca.us).

#### **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 (School Year 2020-2021)**

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 2020, 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**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	1.7	1.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			2.5
Expulsions			0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**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 Pupils to Academic Counselor (School Year 2019-2020)**

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 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.5

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	1	2		27		3		23		3	
1	24		3		27		2		26		3	
2	28		3		25		3		24		3	
3	22	1	3		27		3		21	1	3	
4	31		2		24	1	2		29		3	
5	29		3		29		3		29		2	
6	25	1	3		22	1	3		33		1	
Other**	2	1							16	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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
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. Additionally, professional development is provided for new special education teachers covering areas such as compliance, development of Individualized Learning Programs (IEPs), classroom management, and effective instructional strategies. The Special Education Department supports school site staff with Crisis Prevention Intervention (CPI) training regularly as well as options for trainings in areas such as Universal Design for Learning, Collaboration and Coteaching, Writing IEPs for Educational Benefit, and Special Education Training for Administrators. The Chino Teacher Induction Program provides mentor training to its large quantity of in-house teacher-mentors and limited structured professional development for its induction teacher candidates. All mentors are provided two, 5 hour days of synchronous training, followed by 9, 90-minute, monthly mentor meetings, for a total of 23.5 hours of targeted mentor training. Induction candidates, then, are provided with 39.5 hours of professional development and individual support as part of their induction program.

### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,180	\$50,029
Mid-Range Teacher Salary	\$81,724	\$77,680
Highest Teacher Salary	\$102,978	\$102,143
Average Principal Salary (ES)	\$118,120	\$128,526
Average Principal Salary (MS)	\$119,136	\$133,574
Average Principal Salary (HS)	\$133,183	\$147,006
Superintendent Salary	\$270,542	\$284,736

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	39.0	33.0
Administrative Salaries	6.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,468	\$2,551	\$7,917	\$77,004
District	N/A	N/A	\$8,398	\$86,352
State	N/A	N/A	\$7,750	\$83,052

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-5.9	-11.4
School Site/ State	2.1	-7.6

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

**Types of Services Funded**

The District's general fund includes monies for:

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

**California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.