



# Glenmeade Elementary School

15000 Whirlaway Lane • Chino Hills, CA 91709 • 909-393-4087 • 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

Donald L. Bridge, Clerk

Andrew Cruz, Member

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Justin Rendon, Student  
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#### District Administration

Norm Enfield, Ed.D.  
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Associate Superintendent, Business  
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

Glenmeade Elementary School is in an established residential area of Chino Hills. The school site was developed on approximately 9.2 acres of land overlooking the Chino Valley. The land was purchased in 1966 and the first buildings were completed in 1967. School opened for the first time for Glenmeade students in January of 1968. Additional classrooms and a multipurpose room were added to double the student capacity in 1973. In 2012, Glenmeade went through a modernization project that included updating classrooms and repairing the slopes. Glenmeade is scheduled to begin safety and security updates using funds from Measure G in November of 2020.

The Roadrunners of Glenmeade Elementary School show their school spirit by proudly wearing royal blue and yellow. In nature, a group of roadrunners is called a race. Our school motto is "Champions of the R.A.C.E." which is an acronym for Responsibility, Achievement, Character, and Empathy. Working as partners with parents and the community, our staff will establish a safe and secure environment, a positive school climate, and increased student achievement. We work to inspire students to do their best in the present, and dream their dreams for the future, knowing that they are able to make a difference.

Glenmeade Elementary School is staffed with quality individuals who are dedicated, enthusiastic people who work together to provide each child with a quality education. We recognize the uniqueness of every child and are committed to discovering and developing the gifts and talents of each one. We are committed to the belief that within our school the giftedness of every child will be discovered, valued, and shared. All children can learn at high levels, given sufficient time and teaching. Teachers are professionals who know how and when to teach. Discipline is firm, fair, and progressive; administered with a caring attitude for the well-being of all. Parent and community participation are welcomed and encouraged.

Glenmeade Elementary School has three goals within the School Plan for Student Achievement:

1. High-Quality Teaching and Learning Environment - All teachers will receive professional development that supports effective instructional strategies in all academic areas: student engagement through communication and collaboration; aligning learning intentions and success criteria to the Essential Standards in ELA/ELD and Math; continuing PLC with an emphasis on data analysis, instructional alignment, intervention, and enrichment.
2. Connections to and Engagement at School Ensure Student Success - Increased parent engagement, involvement, and leadership will be measured through parent feedback, meeting attendance logs, student attendance data, and student achievement data. Increase student engagement and reduced truant and unexcused absences to increase EOY attendance to 96.5%. Continue Tier I and Tier II behavior supports through the PBIS school-wide system as measured by discipline data and stakeholder response on the 2020-2021 school survey.
3. Preparation for College and Career Beyond Graduation - All teachers will provide quality first best instruction, targeted intervention, and evidence-based programs to ensure academic success for underperforming groups of students, including English Learners and Students with Disabilities.

Additionally, Glenmeade has developed two School Level SMART Goals:

1. On the 2021 ELA and Math CAASPP, the percent of students scoring “Standards Met” and “Standards Exceeded” (combined) in ELA will increase from 53% to 60% and 39% to 45%, respectively.
2. By May 2, 2020, Second Step curriculum will be delivered in all classrooms in its entirety (100%).

Progress indicators used to monitor these goals include teacher-created common formative assessments, District Essential Standards Assessments (ESA), and summative CAASPP assessments. Focusing data analysis and intervention on the 10-12 essential standards in Math and ELA helps ensure that all students have access to a viable, guaranteed curriculum. Teachers monitor progress on formative assessments weekly and the ESA every trimester. This work is done through Professional Learning Communities (PLC) allowing teams of teachers to work together to develop units of study, evaluate data, and plan for intervention and enrichment to ensure all students achieve the essential standards at their grade level.

Glenmeade students are provided with a variety of programs to support academic and social-emotional intervention and enrichment. All classes have access to hands-on learning in the STEM lab, computer labs, and field trips. Intervention opportunities are available both during the school day as well as after school using the Lexia Core 5 reading intervention and Acellus math intervention programs. English Learners are supported through the use of Designated and Integrated English Language Development. Our Title I funding provides for a Bilingual Aide to assist teachers with ELD in the classroom. Students with disabilities are supported according to their individual services to help them access the curriculum. GATE students are provided an opportunity for enrichment each year through a campus event as well as Odyssey of the Mind. Our school-wide PBIS program supports all students with positive reinforcement utilizing a universal student recognition system (Ro-Wards). Student expectations are referred to as the 3 B’s: Be Respectful, Be Responsible, Be Safe. The Second Step SEL curriculum provides instruction and practice with a common language for all students and staff in the area of social-emotional learning. Students who need intervention with behavior are invited to participate in individual or small group behavior intervention counseling. We are also piloting a Check-in Check-out (CICO) system to increase student success with expectations.

### 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            | 96                 |
| Grade 1                 | 58                 |
| Grade 2                 | 50                 |
| Grade 3                 | 65                 |
| Grade 4                 | 56                 |
| Grade 5                 | 62                 |
| Grade 6                 | 61                 |
| <b>Total Enrollment</b> | <b>448</b>         |

## 2019-20 Student Enrollment by Group

| Group                               | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 1.3                         |
| Asian                               | 8.3                         |
| Filipino                            | 3.6                         |
| Hispanic or Latino                  | 65.8                        |
| Native Hawaiian or Pacific Islander | 0.9                         |
| White                               | 16.5                        |
| Two or More Races                   | 2.9                         |
| Socioeconomically Disadvantaged     | 55.1                        |
| English Learners                    | 13.4                        |
| Students with Disabilities          | 20.1                        |
| Foster Youth                        | 0.7                         |
| Homeless                            | 7.4                         |

## 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 Glenmeade Elementary School | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential                                | 25    | 22.7  | 22    |
| Without Full Credential                             | 0     | 0     | 0     |
| Teaching Outside Subject Area of Competence         | 0     | 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 Glenmeade 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     | 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  |
|-------------------------------|---|
| <b>Reading/Language Arts</b>  | TK Houghton Mifflin Harcourt; Big Day Pre K Curriculum (Adopted: 2020)<br>K-6 McGraw-Hill School Education; CA Reading Wonders (Adopted: 2017)<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0   |
| <b>Mathematics</b>            | TK Houghton Mifflin Harcourt; Big Day Pre K Curriculum (Adopted: 2020)<br>K-5 Pearson Scott Foresman; enVision Math California (Adopted: 2014)<br>6-8 Houghton Mifflin & Harcourt, Big Ideas Math, Course 1, Course 2, and Course 3 (Adopted: 2015)<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0                                |
| <b>Science</b>                | TK Houghton Mifflin Harcourt; Big Day Pre K Curriculum (Adopted: 2020)<br>K-5 Houghton Mifflin Company; Houghton Mifflin California Science (Adopted: 2008)*No (See note above)<br>6 Pearson Prentice Hall; Focus on California Earth Science (Adopted: 2008)*No (See note above)<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0  |
| <b>History-Social Science</b> | TK Houghton Mifflin Harcourt; Big Day Pre K Curriculum (Adopted: 2020)<br>K-5 Harcourt School Publishers; Reflections: California Series (Adopted: 2007)*No (See note above)<br>6-8 Holt, Rinehart and Winston; Holt California Social Studies (Adopted: 2007)*No (See note above)<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><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 recently completed school improvement for this site was the 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 November 23, 2020, 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><br>Gas Leaks, Mechanical/HVAC, Sewer                       | Good             |  |
| <b>Interior:</b><br>Interior Surfaces                                      | Good             | Room 15: 4. Ceiling tiles missing, damaged or loose<br>Workroom: 4. Ceiling tiles missing, damaged or loose; 9. Water pressure too high or low<br>Deficiencies were corrected on or before December 30, 2020 |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation       | Good             |  |
| <b>Electrical:</b><br>Electrical   | Good             |  |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | Good             | Room 18: 9. Water pressure too high or low<br>Workroom: 4. Ceiling tiles missing, damaged or loose; 9. Water pressure too high or low<br>Deficiencies were corrected on or before December 30, 2020          |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | Good             |  |
| <b>Structural:</b><br>Structural Damage, Roofs                             | Good             |  |
| <b>External:</b><br>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     | 53           | N/A          | 58             | N/A            | 50          | N/A         |
| Math    | 38           | 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 | 20           | 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)

Glenmeade Elementary School is fortunate to have the support and involvement of our parents and the community. Parent engagement and involvement is a key component to the success of our school, and volunteers are provided with a variety of ways to be involved. The most influential groups on our campus include the School Site Council, Parent Teacher Association (PTA), English Learner Advisory Committee (ELAC), and the Comprehensive School Safety Plan Committee. These groups of parents play an important role in developing and evaluating the school goals mentioned above.

Other volunteer opportunities include helping teachers in the classroom, prepping materials for teachers, providing art lessons through Art Academy, PBIS Tier 1 team, Partnerships for Learning Network (PFLN), and helping to sponsor events planned by our PTA. The school also hosts events throughout the year to encourage parent engagement and involvement. This includes our annual Meet and Greet, Back to School Night, Open House, Dine-out Nights, Movie Night, Silent Auction, Family Fun Nights, Parent Education Nights, Read-A-Thon, 100 Mile Club, Book Fairs, Holiday Toy and Food Drive, Character Day, Talent Show, and other assemblies or events. Our administration and community liaison provide workshop opportunities that include chats with the principal, School Smarts, Family Stories, and On the Road to Learning.



**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 | 2.3            | 2.2            | 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                 | 2                       | 2                        |                        | 25                 | 1                       | 3                        |                        | 24                 |                         | 4                        |                        |
| 1           | 24                 |                         | 2                        |                        | 29                 |                         | 2                        |                        | 18                 | 1                       | 2                        |                        |
| 2           | 23                 |                         | 2                        |                        | 21                 | 1                       | 2                        |                        | 24                 |                         | 2                        |                        |
| 3           | 21                 | 1                       | 2                        |                        | 27                 |                         | 2                        |                        | 20                 | 2                       | 1                        |                        |
| 4           | 18                 | 1                       | 2                        |                        | 23                 | 1                       | 2                        |                        | 26                 |                         | 2                        |                        |
| 5           | 29                 |                         | 3                        |                        | 27                 |                         | 2                        |                        | 29                 |                         | 2                        |                        |
| 6           | 22                 | 2                       |                          | 2                      | 26                 | 1                       | 3                        |                        | 28                 |                         | 2                        |                        |
| Other**     | 14                 | 1                       |                          |                        |                    |                         |                          |                        | 13                 | 2                       |                          |                        |

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

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

**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/).

**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.

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

| Level       | Total    | Restricted | Unrestricted | Average Teacher Salary |
|-------------|----------|------------|--------------|------------------------|
| School Site | \$11,562 | \$3,064    | \$8,498      | \$81,151               |
| 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 | 1.2          | -6.2                   |
| School Site/ State   | 9.2          | -2.3                   |

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