

Glenmeade Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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.

Internet Access

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

2022-23 School Contact Information

School Name	Glenmeade Elementary School
Street	15000 Whirlaway Lane
City, State, Zip	Chino Hills, CA 91709
Phone Number	909-393-4087
Principal	Adrienne Chase
Email Address	adrienne_chase@chino.k12.ca.us
School Website	
County-District-School (CDS) Code	36676786035554

2022-23 District Contact Information

District Name	Chino Valley Unified School District
Phone Number	(909) 628-1201
Superintendent	Norm Enfield, Ed.D.
Email Address	Email: There is a common format for e-mail addresses for every district employee:
District Website Address	www.chino.k12.ca.us

2022-23 School Overview

School Description and Mission Statement

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.

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. Through a positive and safe school environment, Glenmeade guarantees every child a rigorous curriculum that allows all Roadrunners to become collaborators, problem solvers, and critical thinkers who persevere in the face of challenges and become citizens of the highest character.

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 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. Parent and community participation are welcomed and encouraged. Discipline is firm, fair, and progressive; administered with a caring attitude for the well-being of all. Restorative practices are utilized along with our school-wide commitment to Positive Behavioral Interventions & Supports (PBIS).

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:
 - a. Calibrating the PLC's understanding of the rigor of each essential standard to ensure the creation of relevant success criteria ("I can" statements).
 - b. Relevant success criteria ("I can" statements) are posted and reviewed so that students know what they must know and be able to do to be proficient with the essential standards.

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- c. Student self-evaluation using the success criteria at the end of each lesson; student self-reflection at the end of each unit and summative assessment.
 - d. Continuing Professional Learning Community (PLC) team format with an emphasis on data analysis to effectively implement "WIN Time" in ELA and Math as it has been developed for Glenmeade students.
 - e. Building teacher leadership capacity.
2. Connections to and Engagement at School Ensure Student Success - Connections and engagement within our school community will be achieved through the following areas:
- a. School Culture – Overall feeling of safety through PBIS school-wide system. By the April 2023 External TFI, we will score a 2 out of 2 on Tier 2 TFI feature 2.5 by establishing multiple options for Tier 2 interventions that are documented and using data to assess their effectiveness. This will allow us to increase our participation in Tier 2 interventions to 37 students. (SMART Goal)
 - b. Parent Engagement – Increased parent engagement, involvement, and leadership will be measured through parent feedback, meeting attendance logs, student attendance data, and student achievement data.
 - c. School Attendance – Increase student engagement and reduce truant and unexcused absences to increase EOY attendance to 94%.
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:
- a. On the 2023 CAASPP, the percent of students scoring "Standards Met" and "Standards Exceeded" (combined) in ELA will increase from 62% to 63%, and in math will increase from 49% to 53% (SMART Goal).
 - b. English Learners and Students with Disabilities will show an increase in the number of students meeting standards according to the Essential Standards Assessment throughout the year and SBAC results at the end of the year.

Progress indicators used to monitor these goals include teacher-created Common Formative Assessments (CFA), District Essential Standards Assessments (ESA), and summative CAASPP assessments. Focusing data analysis and intervention on the 10-12 essential standards in ELA and Math helps ensure that all students have access to a guaranteed and viable 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 extension during WIN Time to ensure all students achieve the essential standards at their grade level. WIN stands for "What I Need" and provides tiered interventions to all students for 30 minutes in both ELA and Math, four days a week.

Glenmeade students are provided with a variety of programs to support academic intervention, extension, and enrichment. All classes have access to hands-on learning in the STEM lab, 1:1 Chromebooks in the classroom, school library, and field trips. Tier 3 intervention opportunities are available both during the school day with our Intervention Teacher 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 support our Level 1 English Learners, LTELs, and Newcomers. 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 campus programs that include an after-school Science Enrichment Program and access to BreakoutEDU technology programs.

Glenmeade is also committed to social-emotional teaching and intervention. Our Gold Implementation Awarded winning school-wide PBIS program supports all students with positive reinforcement utilizing a universal student recognition system (Ro-Ward). Student expectations are referred to as the 3 B's: Be Respectful, Be Responsible, Be Safe. 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, Check-In Check-Out (CICO), or any other MTSS-B intervention program developed by our PBIS Tier 2 team.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	99
Grade 1	40
Grade 2	54
Grade 3	50
Grade 4	52
Grade 5	62
Grade 6	57
Total Enrollment	414

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.9
Male	54.1
American Indian or Alaska Native	0.0
Asian	10.4
Black or African American	1.9
Filipino	4.3
Hispanic or Latino	63.3
Native Hawaiian or Pacific Islander	0.5
Two or More Races	4.1
White	14.0
English Learners	11.8
Foster Youth	0.0
Homeless	3.4
Migrant	0.0
Socioeconomically Disadvantaged	47.1
Students with Disabilities	18.1



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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.90	94.33	1103.10	90.57	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	8.40	0.69	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.19	33.50	2.75	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	0.94	13.30	1.10	12115.80	4.41
Unknown	1.10	4.50	59.50	4.89	18854.30	6.86
Total Teaching Positions	26.40	100.00	1218.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.10	94.43	1120.50	91.33	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.80	0.48	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	0.85	22.50	1.84	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.43	21.20	1.74	11953.10	4.28
Unknown	1.00	4.26	56.70	4.62	15831.90	5.67
Total Teaching Positions	23.50	100.00	1227.00	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.20

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.20	0.00
Local Assignment Options	0.00	0.10
Total Out-of-Field Teachers	0.20	0.10

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	5.20
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.20	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On October 6, 2022, 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 2022/2023-16 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 2022/2023 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.

Year and month in which the data were collected

October 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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)	Yes	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)	Yes	0
Science	TK Houghton Mifflin Harcourt; Big Day Pre K Curriculum (Adopted: 2020) K-5 Twig Education; Twig Science (Adopted: 2022)*No (See note above) 6 Discover Education, Inc.; Grade 6 Science Techbook: California Volume 1 Unit 1 and 2 (Adopted: 2022) 6 Discover Education, Inc.; Grade 6 Science Techbook: California Volume 2 Unit 3 and 4 (Adopted: 2022)	Yes	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; Ancient Civilizations (Adopted: 2007)*No (See note above)	Yes	0
Foreign Language			

Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

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 is the installation of classroom ViewSonic's has been completed. Construction of the administrative office building is scheduled to begin late 2023.

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 from November 1, 2022 through December 8, 2022, the overall rating of this site's most recent survey is EXEMPLARY, and any associated repairs were completed on or before December 30, 2022.

Year and month of the most recent FIT report

11/01/2022 - 12/08/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Room 29: 4: (D) Ceiling tiles are missing.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	62	N/A	58	N/A	47
Mathematics (grades 3-8 and 11)	N/A	49	N/A	44	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	220	218	99.09	0.91	62.39
Female	99	99	100.00	0.00	62.63
Male	121	119	98.35	1.65	62.18
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	22	21	95.45	4.55	61.90
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	137	136	99.27	0.73	60.29
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	39	39	100.00	0.00	71.79
English Learners	17	16	94.12	5.88	18.75
Foster Youth	0	0	0.00	0.00	0.00
Homeless	12	11	91.67	8.33	63.64
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	106	105	99.06	0.94	57.14
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	49	49	100.00	0.00	22.45

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	220	219	99.55	0.45	49.32
Female	99	99	100.00	0.00	46.46
Male	121	120	99.17	0.83	51.67
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	22	22	100.00	0.00	68.18
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	137	136	99.27	0.73	41.91
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	39	39	100.00	0.00	61.54
English Learners	17	17	100.00	0.00	35.29
Foster Youth	0	0	0.00	0.00	0.00
Homeless	12	11	91.67	8.33	54.55
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	106	105	99.06	0.94	42.86
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	49	49	100.00	0.00	14.29

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	44.26	NT	35.24	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	61	61	100	0	44.26
Female	23	23	100	0	34.78
Male	38	38	100	0	50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	41	41	100	0	43.9
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	31	100	0	32.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100	0	25

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98.4	98.4	98.4	98.4	100

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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 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 Meet and Greet, Back to School Night, Open House, Dine-out Nights, PTA Family Fun Nights, Parent Education Nights, Book Fairs, Fun Run, Holiday Toy and Food Drive, Trimester Awards Assemblies, Grade Level Performances, School-Wide Talent Show, and other assemblies or school events. Our Administration and Community Liaison provide workshop opportunities that include Coffee with the Principal, 12 Powers of Family Business, and On the Road to Learning.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	445	428	144	33.6
Female	202	193	61	31.6
Male	243	235	83	35.3
American Indian or Alaska Native	0	0	0	0.0
Asian	48	47	7	14.9
Black or African American	10	8	1	12.5
Filipino	18	18	4	22.2
Hispanic or Latino	279	270	107	39.6
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	18	17	4	23.5
White	63	59	17	28.8
English Learners	57	55	11	20.0
Foster Youth	0	0	0	0.0
Homeless	19	17	5	29.4
Socioeconomically Disadvantaged	219	208	85	40.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	92	89	43	48.3

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.65	1.61	2.45
Expulsions	0.00	0.08	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.36	2.67	0.20	3.17
Expulsions	0.00	0.00	0.00	0.06	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Each school has a detailed School Site Safety Plan for emergencies that is annually reviewed, updated, and discussed by the School Site Council. The date on which the School Site Safety Plan was last annually reviewed was March 2022, and the plans are reviewed monthly by the School Site Council. Each staff member is assigned a specific responsibility in the event of an emergency. Staff members are trained in the plan's components and procedures. Fire, earthquake, and intruder drills are held on a regular basis so that all students and staff are familiar with emergency procedures. Emergency supplies are located on each campus in the event of an emergency.

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

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

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

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

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		4	
1	18	1	2	
2	24		2	
3	20	2	1	
4	26		2	
5	29		2	
6	28		2	
Other	13	2		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	9	7	1	
1	17	2		
2	8	4	1	
3	17	3		
4	11	5		
5	10	5		
6	19	1	2	
Other	9	5	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	5	1	
1	17	2		
2	23		2	
3	15	1	2	
4	25		2	
5	14	2	2	
6	13	2	2	
Other	6	7		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.5

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,191	\$4,233	\$9,958	\$85,809
District	N/A	N/A	\$9,647	\$88,458
Percent Difference - School Site and District	N/A	N/A	3.2	-3.0
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	40.6	0.5

2021-22 Types of Services Funded

The District's general fund includes monies for:

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

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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,914	\$51,081
Mid-Range Teacher Salary	\$79,938	\$77,514
Highest Teacher Salary	\$106,608	\$105,764
Average Principal Salary (Elementary)	\$123,494	\$133,421
Average Principal Salary (Middle)	\$124,556	\$138,594
Average Principal Salary (High)	\$139,243	\$153,392
Superintendent Salary	\$288,509	\$298,377
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

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 the Essential Standards, Positive School Culture; Timeline Feedback on Formative Assessments; Collaboration Strategies for Students; Integration of Technology and Use of Digital Tools; Accessing, Processing, and Analyzing Data; and Professional Learning Communities.

For the 2022-23 school year, the Areas of Emphasis are Student Engagement through Collaborative Communication and Professional Learning Communities. Student Engagement through Collaborative Communication includes preparing to engage, listening, engaging, and responding, and self-reflection. Professional Learning Communities address the following 4 description questions/student observables: (1) What do we want all students to learn?/Students are aware of the essential standards/learning targets/success criteria (2) How do we know if the students are learning it?/Students use rubrics, reflection sheets, success criteria, to self-assess their learning, and students are provided the opportunity to demonstrate the mastery of their learning through multiple opportunities (3) What will we do if the students are not learning it?/Students participate in differentiated instruction based on not meeting the learning targets (i.e. small group, individual) (4) What will we do when students have learned it?/Students participate in extension based on the mastery of learning targets.

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 Education 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 Valley Teacher Induction Program provides initial and on-going 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 one, 5-hour day of synchronous training, followed by five bi-monthly new mentor on-going support meetings, as well as alternating monthly mentor meetings, for a total of 15 hours of targeted mentor training. These mentor meetings provide coaching support for mentors to address the local need for teachers that are organized around supporting new teachers regarding social-emotional learning, promoting teacher self-awareness, providing positive behavioral supports for students, multi-tiered systems of support for students, and universal design for learning. Induction candidates are provided with three hours of targeted program support, fifteen hours of required self-selected professional development, and weekly, one-hour, mentor-facilitated opportunities for individual support with a focus on offering structured feedback and coaching as part of their induction program.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement		3	2