

Litel (Gerald F.) Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Litel (Gerald F.) Elementary School
Street	3425 Eucalyptus Avenue
City, State, Zip	Chino Hills, CA 91709
Phone Number	909-591-1336
Principal	Stephenette Graham
Email Address	stephenette_graham@chino.k12.ca.us
School Website	
County-District-School (CDS) Code	36676786106611

2023-24 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	www.chino.k12.ca.us

2023-24 School Description and Mission Statement

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

Moreover, Gerald F. Litel Elementary School aspires to educate all students, and we are committed to narrowing deficits for students who struggle. Also, we are committed to teach our students how to become proficient users of technology, and to be able to demonstrate the "4 C's" through creativity, collaboration, critical thinking, and communication. The focus of our faculty is to provide instruction to our students in alignment to the English Language Arts Shifts (1-3), to promote, teach, and provide opportunities for our students to demonstrate critical thinking, to focus on the Standards of Mathematical Practices (1,2,3 4, 5, 6, 7, and 8), and to implement positive behavior supports school wide. Students will be expected to strive to produce quality work, demonstrate understanding of other perspectives by working and/or playing together, and to build content through purposeful and active listening.

School-wide SMART goals include the following three goals:

- 1). 70% of all students will Meet or Exceed Standards within the Mathematics portion on the 2022-2023 CAASPP.
- 2). 72% of all students will Meet or Exceed Standards within the English Language Arts portion on the 2022-2023 CAASPP.
- 3). Our PBIS SMART Goal is to improve the score of "1" to a score of "2" (1.12) by presenting and reviewing monthly discipline data, and the team will identify an action plan to address concerns evident in data.

The two academic goals will be measured three times yearly and the metric utilized is the Essential Standards Assessment that will be administered in September, November/January, and in March/April.

The PBIS goal will be measured three times yearly as measured by checkpoints that coincide with two internal Tiered Fidelity Inventories (October and March) and an External Tiered Fidelity Inventory (April). This will be calibrated 3 times a year.

2023-24 School Description and Mission Statement

Programs that continue to appeal to our student learners include a Walk-Through Ancient Civilizations offered to our sixth-grade students and a Walk-Through Colonial America offered to our fifth-grade students. Traditionally, our fourth-grade students travel to the Mission San Juan Capistrano, and they engage in California Days toward the end of the year. In addition, our third-grade students attend a play and at least two other field trips during the school year. Our second-grade students travel to the Jurupa Science Center while our first grade and Kindergarten students travel to different field trips based on hands on exploration. Our students in need of intervention are provided with "interventive" measures inside the school day while some of our students will be invited to attend an after-school reading intervention program which is funded by the school. We, also, provide 45 minutes of daily math intervention within the instructional day to support students in improving their understanding of mathematical concepts. In addition, we have a highly popular Science Detectives offered after school which supports students' love of science through exploration, engagement, enrichment, experimentation, and collaboration. Our GATE students have been afforded the opportunity to participate within GATE activities which promote critical thinking and problem solving. Continuing this year will be an after-school GATE Academy which will be offered to our GATE students one time a month. The premise of the academy will be to have our students develop designs and construct experiments and learn from trial and error.

The "Mission" of Gerald F. Litel Elementary School is to educate all students in an environment that welcomes student diversity and promotes student collaboration. Further, the faculty aspires to lead and to develop instruction as a collective group of learners who recognize that all students are capable of learning more than they did last year. The faculty and staff at Litel Elementary School, in partnership with our parents, believe that student achievement can be attained through a viable, guaranteed curriculum that is undertaken in a safe learning environment where a positive school culture is demonstrated daily. Through teaching and rewarding the school-wide behavioral expectations; THE ROAR, students are taught to (BE RESPONSIBLE, BE OPTIMISTIC, BE ACCOUNTABLE, and BE RESPECTFUL). Gerald F. Litel Elementary School just received accolades earning gold status as a PBIS school. Additionally, the faculty of Gerald F. Litel Elementary School will continue to develop as a cadre of learners, the faculty will observe one another through our Collaborative Learning Rounds which will emphasize best educational practices and focus instructional strategies that align with the learning intentions and success criteria which will ultimately lead to improve student learning and increase in student achievement for all learners at the school.

CORE BELIEFS

- 1). All students can learn more than they did last year
- 2). Positive school climate supports student learning
- 3). Collaboration, cooperation, and mutual respect are essential to enriching the lives of students
- 4). High Academic expectations can be met through excellent teaching and active learning
- 5). Parents/guardians are our partners in the educational system

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	52
Grade 1	83
Grade 2	91
Grade 3	81
Grade 4	80
Grade 5	81
Grade 6	85
Total Enrollment	553

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5%
Male	51.5%
American Indian or Alaska Native	0.2%
Asian	30%
Black or African American	2%
Filipino	4.2%
Hispanic or Latino	38.7%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	5.4%
White	17.7%
English Learners	10.1%
Foster Youth	0.4%
Homeless	2.5%
Socioeconomically Disadvantaged	27.1%
Students with Disabilities	11.6%

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)	18.40	89.35	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)	2.00	9.68	33.50	2.75	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	13.30	1.10	12115.80	4.41
Unknown	0.20	0.97	59.50	4.89	18854.30	6.86
Total Teaching Positions	20.60	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)	25.70	99.42	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)	0.00	0.19	22.50	1.84	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.39	21.20	1.74	11953.10	4.28
Unknown	0.00	0.00	56.70	4.62	15831.90	5.67
Total Teaching Positions	25.80	100.00	1227.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	2.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00	0.00
Local Assignment Options	0.00	0.10
Total Out-of-Field Teachers	0.00	0.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On October 5, 2023, 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 2023/2024-16 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 2023/2024 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 2023

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) 6 Discovery Education, Inc.; Grade 6 Science Techbook: California Volume 1 Unit 1 and 2 (Adopted: 2022) 6 Discovery 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

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 construction of the new administrative office building, and modernization of the MPR and school library is currently in progress.

To ensure sites are clean, safe, and functional, Maintenance and Operations department staff conduct inspections at the school sites on a continual basis. School sites may also enter maintenance requests by accessing the School Dude system. After the school site request is entered into the system, a work order is generated, and the Maintenance staff works diligently to complete all work orders in a timely manner. The Maintenance team utilized the Facility Inspection Tool (FIT), a survey instrument developed by the State of California Office of Public School Construction (OPSC), to record inspection results. The District's inspection took place from November 22, 2023 through December 12, 2023, and the overall rating of this site's most recent survey is GOOD, and any associated repairs were completed on or before December 29, 2023.

Year and month of the most recent FIT report

11/22/2023 - 12/12/2023

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 have holes or stains Room 30: 4: (D) Ceiling tiles have holes or stains 9: (D) Water pressure is inadequate Room 31: 4: (D) Ceiling tiles have holes or stains Room 32: 4: (D) Ceiling tiles have holes or stains Room 34: 4: (D) Ceiling tiles have holes or stains 9: (D) Water pressure is inadequate Room H20: 4: (D) Ceiling tiles are missing
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Room 30: 4: (D) Ceiling tiles have holes or stains 9: (D) Water pressure is inadequate Room 34: 4: (D) Ceiling tiles have holes or stains 9: (D) Water pressure is inadequate Room E8: 9: (D) Water pressure is inadequate
Safety:	X			

School Facility Conditions and Planned Improvements

Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	70	69	58	60	47	46
Mathematics (grades 3-8 and 11)	62	66	44	46	33	34

2022-23 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	332	331	99.70	0.30	68.88
Female	157	157	100.00	0.00	73.89
Male	175	174	99.43	0.57	64.37
American Indian or Alaska Native	--	--	--	--	--
Asian	108	108	100.00	0.00	76.85
Black or African American	--	--	--	--	--
Filipino	16	16	100.00	0.00	75.00
Hispanic or Latino	116	116	100.00	0.00	60.34
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	21	100.00	0.00	76.19
White	60	59	98.33	1.67	69.49
English Learners	28	28	100.00	0.00	50.00
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	40.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	98	98	100.00	0.00	53.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	54	100.00	0.00	25.93

2022-23 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	331	330	99.70	0.30	66.57
Female	156	156	100.00	0.00	67.95
Male	175	174	99.43	0.57	65.32
American Indian or Alaska Native	--	--	--	--	--
Asian	107	107	100.00	0.00	82.08
Black or African American	--	--	--	--	--
Filipino	16	16	100.00	0.00	56.25
Hispanic or Latino	116	116	100.00	0.00	59.48
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	21	100.00	0.00	57.14
White	60	59	98.33	1.67	62.71
English Learners	27	27	100.00	0.00	59.26
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	46.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	98	98	100.00	0.00	53.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	54	100.00	0.00	33.33

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	58.14	52.56	35.24	36.02	29.47	30.29

2022-23 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	78	78	100.00	0.00	52.56
Female	46	46	100.00	0.00	52.17
Male	32	32	100.00	0.00	53.13
American Indian or Alaska Native	0	0	0	0	0
Asian	26	26	100.00	0.00	69.23
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	23	23	100.00	0.00	43.48
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	18	18	100.00	0.00	55.56
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	19	100.00	0.00	36.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	98.7	98.7	98.7	98.7	98.7

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.

2023-24 Opportunities for Parental Involvement

A high degree of community involvement, including parent volunteers, business partnerships, and an active PTA work together to enhance the learning environment, and to evaluate and improve the school's programs. Monthly newsletters link the families and school together to support "school to home" communication. Also, there is a section in every monthly publication in which our wonderful PTA updates and appraises all parents and community members as to time sensitive information as well as opportunities for parent involvement. New last year, is that a monthly publication, The ROAR Report is disseminated to parents to apprise them of all things current with PBIS. A portion of our newsletter will inform parents as to educational programs such as PBIS; Positive Behavior Intervention Supports. Also, we have added a Facebook page, Twitter, and Instagram page, and information is shared via the PTA website. Students are recognized via our Litel website, via the Google Classrooms, and within Padlets that have been inserted to display school spirit and student videos. Further, information is posted almost daily within the Aeries parent Square to update parents on a variety of important topics, dine-out nights, and activities.

Additionally, Litel is a proud partner with our District, and we are excited to recommend the Kindergarten Readiness Academy to our parents. The Kindergarten Readiness Academy was first offered to our parents seven years ago, and it was a rousing success. The parents attended this 4-week academy with their children and, together, they were able to experience, firsthand, the skills necessary to enter Kindergarten and tackle the Common Core State Standards. Based on parent feedback, support, and attendance, we realized that this was a wonderful way to welcome our students and parents to Litel Elementary School. Further, the parents were able to tour the campus, visit our kindergarten classes, and learn from a former kindergarten teacher. We are optimistic that our academy will continue to grow. This program is now presented at the Family Learning Network partnership which is housed at the adult school. Speaking of Kindergarten, enrollment for our incoming kindergarten students is now offered on-line. In addition, all incoming registered kindergarten students are offered a brief ten to fifteen assessment that informs our kindergarten team as to skills already learned and skills that students still need to practice prior to beginning Kindergarten. Then, this information is shared with parents, and they still have the entire summer to prepare for kindergarten equipped with an action plan of skills to work on or enhance.

2023-24 Opportunities for Parental Involvement

Our School Site Council, English Language Learner Advisory Committee, GATE Committee, LCAP Forum, and Safe School Committee are also among the variety of committees that parents, and staff participate in at Litel. We are very fortunate to have parents who see the value in volunteering as evidenced in several ways. Parents assist in the classroom, chaperone field trips, they volunteer to load the buses during and after science camp, they volunteer during our highly successful after school program, Science Detectives, and they bring high and positive energy, and a strong sense of "volunteerism," that we are truly fortunate to have them support all our students. Litel Elementary School has a very active Parent Teacher Association involved in the Picture Person Program, membership drives, fundraisers, school events, assemblies, and Family Fun Nights. Parent and student volunteers dedicate thousands of hours to assist our staff in the enhancement of the educational programs at Litel Elementary School. A vital contribution that the PTA made to Litel was their financial backing for the very popular Student of the Month program that recognizes students in an intimate luncheon in which parents are invited to participate in celebrating their children. The students receive two certificates: one for academic recognition and one for a food certificate. The parents and students love this program which is made available through the Herculean efforts of the PTA. The Fun Club daycare program is a partner-in-education program designed to benefit our students and parents. New this year, the Fun Club has provided extra homework support after school. In addition, The Litel staff acknowledges how very fortunate we are to have the support from the many members of the community for the benefit of our students.

For more information regarding opportunities for parental involvement for the 2020 - 2021 school year, please contact Erin Kelly at (909) 591-1336 or at erin_kelly@chino.k12.ca.us.

For more information regarding opportunities to join and to participate within the PTA, please email PTA President, Jasmine Sosa, and her information is located on the PTA tab heading under the Litel website

For more information regarding opportunities to join our ELAC (English Language Advisory Committee), please email stephenette_graham@chino.k12.ca.us.

For more information regarding our GATE (Gifted and Talented Education) program, please email Stephenette Graham at (stephenette_graham@chino.k12.ca.us)

For more information regarding opportunities to join our School Site Council, please email principal, Joe Durkin, at joe_durkin@chino.k12.ca.us

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	593	580	67	11.6
Female	283	276	33	12.0
Male	310	304	34	11.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	182	177	8	4.5
Black or African American	14	14	1	7.1
Filipino	26	23	1	4.3
Hispanic or Latino	228	224	38	17.0
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	31	30	3	10.0
White	100	100	14	14.0
English Learners	81	77	2	2.6
Foster Youth	4	4	0	0.0
Homeless	29	24	4	16.7
Socioeconomically Disadvantaged	195	184	28	15.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	88	85	16	18.8

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.82	0.17	0.36	2.67	2.87	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.06	0.09	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.17	0
Female	0	0
Male	0.32	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.44	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.14	0

2023-24 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 2023, 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.

2023-24 School Safety Plan

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.

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	21	2	1	
1	19	1	3	
2	23		3	
3	18	1	3	
4	26		3	
5	21	2	2	
6	22	1	2	
Other	5	5		

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	22	1	2	
1	20	3	1	
2	26		3	
3	18	1	3	
4	25		3	
5	25		3	
6	21	1	3	
Other	5	7		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	13	2	2	0
1	17	4	1	0
2	18	2	3	0
3	20	1	3	0
4	20	1	3	0
5	20	1	3	0
6	14	3	3	0
Other	2	1	0	0

2022-23 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

2022-23 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	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$14,339	\$5,139	\$9,200	\$89,771.89
District	N/A	N/A	\$10,137	\$88,567
Percent Difference - School Site and District	N/A	N/A	-9.7	1.4
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	27.6	2.1

Fiscal Year 2022-23 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$51,754	\$55,550
Mid-Range Teacher Salary	\$81,257	\$80,703
Highest Teacher Salary	\$108,367	\$109,418
Average Principal Salary (Elementary)	\$125,319	\$137,703
Average Principal Salary (Middle)	\$126,640	\$143,760
Average Principal Salary (High)	\$145,784	\$159,021
Superintendent Salary	\$294,279	\$319,443
Percent of Budget for Teacher Salaries	35.55%	30.35%
Percent of Budget for Administrative Salaries	5.03%	4.87%

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 2023-24 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 with 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 equity, 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.

Professional Development

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	2	2