



Litel (Gerald F.) Elementary School

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

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



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

Chino Valley Unified School District

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District Governing Board

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Grace Park, Ed.D.
**Assistant Superintendent,
Curriculum, Instruction,
Innovation, and Support**
Gregory J. Stachura
**Assistant Superintendent,
Facilities, Planning & Operations**

School Description

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

Litel Elementary School aspires to educate all students and to narrow student deficits as well as to ensure that our students become proficient users of technology, and to be able to demonstrate the "4 C's" through creativity, collaboration, critical thinking, and communication. Additionally, the focus of our faculty is to provide instruction to our students as to the English Language Arts Shifts (1-2), to promote, teach, and provide opportunities for critical thinking, to focus on the Standards of Mathematical Practices (1,3, and 6), and to implement positive behavior supports schoolwide. Students will be expected to strive to produce quality work, demonstrate understanding of other perspectives by working and/or playing together, and building content through purposeful and active listening.

The "Mission" of Gerald 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 develop instruction as a collective group of learners who recognize that all students are capable of learning more than they did last year. Further, the faculty of Gerald F. Litel Elementary School will collaborate, analyze data, learn together, learn from one another, and plan lessons that improve the overall learning and student achievement of the students at Litel Elementary School. Lastly, to further develop as a collaborative cadre of learners, the faculty will observe one another as well other educators in order to ensure that the best instructional practices are employed to improve student learning and increase student achievement for all learners at Gerald Litel Elementary School.

The goals for Litel Elementary School inclusive (1-5) will be comprised of the following:

1. Increase student achievement through utilizing best instructional practices, through the utilization of the 'Data Analysis Protocols,' and through creating Professional Development at the school that centers and aligns with the Areas of Emphasis, acquiring feedback via teacher surveys, and ensuring that time for developing assessments, analyzing rubrics, and time to design strategic stopping points as well as what and when to assess are the foundation blocks of this goal.
2. Train our faculty to be able to competently and effectively deliver the STEP curriculum which will be supported through Professional Learning Community meetings and 2 District "trainings."
3. To increase the avenues in which to transmit information in a variety of formats which will ultimately enhance our communication with our students, parents, and community members. This effort is being launched with a new electronic newsletter, a revamped Facebook page, a new student store, and more tech time will be devoted to improving our teacher web pages.

4. To continue to exhibit high administrator visibility on campus and in the classrooms, to ensure calibration, support, and meaningful feedback as well as to ensure student safety before, during, and after school.
5. To continue to examine ways to build in additional planning times for teachers and to plan for grade levels to observe one another to support collaboration, best instructional practices, and to grow professionally as educators.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	79
Grade 1	73
Grade 2	67
Grade 3	83
Grade 4	90
Grade 5	74
Grade 6	74
Total Enrollment	540

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0
Asian	19.4
Filipino	6.1
Hispanic or Latino	46.9
Native Hawaiian or Pacific Islander	0.2
White	22.8
Two or More Races	3
Socioeconomically Disadvantaged	33
English Learners	14.4
Students with Disabilities	12.8
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Litel (Gerald F.) Elementary School	14-15	15-16	16-17
With Full Credential	22	24	24
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Chino Valley Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	24
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Litel (Gerald F.) Elementary	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	97.0	3.0
High-Poverty Schools	95.4	4.6
Low-Poverty Schools	98.6	1.4

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

On October 6, 2016, 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 2016/2017-10 which certifies as required by Education Code 60119 that (1) sufficient textbooks and instructional materials have been provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and context of the curriculum frameworks in the following subjects: history/social science, mathematics, reading/language arts, and science, (2) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language 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 2016/2017 school year.

*Please note: In reference to materials not from a most recent State Board adoption: CVUSD elected to wait for new additions of State Board approved materials that would be aligned with current Common Core State Standards. To ensure alignment with current state standards, the K-6 Houghton Mifflin Company; HM California Reading textbook was supplemented with English Language Arts (ELA) units of study that were written by our ELA teachers using the rigorous curriculum design model, while also focusing on Common Core State Standards. In November 2015, the California State Board of Education approved a list of ELA/ELD programs for districts to consider for their new adoption. CVUSD studied the program options available, and continued to use and refine the ELA/ELD Units of Study in order to make an informed choice for the new adoption. In April 2016, the K-6 Adoption Committee was formed and began the adoption process. In mid-May, the K-6 Adoption Committee voted to only pilot McGraw Hill in 40 classrooms across the District and in 20 schools. In January 2017, the new K-6 ELA/ELD materials will be submitted for Board approval. Once Board approved, these materials will be available in classrooms in the 2017-2018 school year.

Textbooks and Instructional Materials Year and month in which data were collected: October 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	TK MacMillan/McGraw-Hill; Little Treasurers (All Day National Kit, Read Aloud Big Books, Trade Books, plus additional components) (Adopted: 2012) K-6 Houghton Mifflin Company; HM California Reading (Adopted: 2003) The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Mathematics	TK MacMillan/McGraw-Hill; Little Treasurers (All Day National Kit, Read Aloud Big Books, Trade Books, plus additional components) (Adopted: 2012) TK Center for Innovation in Education; Math Their Way (Adopted: 2012) K-5 Pearson Scott Foresman; enVision Math California (Adopted: 2014) 6 Houghton Mifflin & Harcourt, Big Ideas Math, Course 1, Course 2, and Course 3 (Adopted: 2015) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	TK MacMillan/McGraw-Hill; Little Treasurers (All Day National Kit, Read Aloud Big Books, Trade Books, plus additional components) (Adopted: 2012) K-5 Houghton Mifflin Company; Houghton Mifflin California Science (Adopted: 2008) 6 Pearson Scott Foresman; Scott Foresman Focus on California Earth Science (Adopted: 2008) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	TK MacMillan/McGraw-Hill; Little Treasurers (All Day National Kit, Read Aloud Big Books, Trade Books, plus additional components) (Adopted: 2012) K-5 Harcourt School Publishers; Reflections: California Series (Adopted: 2007) 6 Holt, Rinehart and Winston; Holt California Social Studies (Adopted: 2007) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Chino Valley Unified School District provides a safe, clean environment for students, staff, and parents. Custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is in place to keep all classrooms and facilities well-maintained and provide an environment that is conducive to learning. The school site complies with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

Safety concerns are the number one priority of Chino Valley Maintenance and Operations department. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Classrooms, bathrooms, and general areas are kept in good repair and receive basic cleaning on a daily basis. Detailed cleaning is done during vacation periods.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: October 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Rooms: Admin office, E6, E5, 29A, 30, H23, 32, C11, fun club, 29B - Stained ceiling tiles Rooms: MPR, E5, 31, H21, 32, C9 - Replace lamps Room: MPR - Lighting covers missing, damaged, loose Rooms: MPR, B1, B4, B2, E7, 31, H21, D14, D13, C10 - Light fixture not working Rooms: H28, C12 - Ceiling tiles missing/damaged/loose Deficiencies were corrected on or before December 30, 2016.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical			X	Room: Admin office - Light fixture not working Room: 30 - Electrical outlet covers/light switch covers damaged/missing Deficiencies were corrected on or before December 30, 2016.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Room: B4 - Water pressure inadequate Room: Fun club - Sink/fountain not working Deficiencies were corrected on or before December 30, 2016.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Room: 33 - Walls damaged from cracks, tears, holes, water damage Deficiencies were corrected on or before December 30, 2016.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	63	66	56	59	44	48
Math	57	61	43	47	34	36

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	68	77	71	67	64	63	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	25	27.8	9.7

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	74	72	97.3	70.8
Male	33	32	97.0	71.9
Female	41	40	97.6	70.0
Asian	15	14	93.3	78.6
Hispanic or Latino	39	39	100.0	61.5
White	11	10	90.9	80.0
Socioeconomically Disadvantaged	24	23	95.8	60.9
Students with Disabilities	19	19	100.0	42.1

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	85	80	94.1	57.5
	4	92	88	95.7	63.6
	5	74	72	97.3	70.8
	6	74	74	100.0	71.6
Male	3	43	41	95.3	58.5
	4	45	44	97.8	54.5
	5	33	32	97.0	62.5
	6	41	41	100.0	68.3
Female	3	42	39	92.9	56.4
	4	47	44	93.6	72.7
	5	41	40	97.6	77.5
	6	33	33	100.0	75.8
Asian	3	18	18	100.0	50.0
	4	16	14	87.5	71.4
	5	15	14	93.3	100.0
	6	18	18	100.0	94.4
Hispanic or Latino	3	38	37	97.4	56.8
	4	48	47	97.9	59.6
	5	39	39	100.0	59.0
	6	29	29	100.0	51.7
White	3	21	18	85.7	72.2
	4	20	19	95.0	68.4
	5	11	10	90.9	80.0
	6	19	19	100.0	73.7
Socioeconomically Disadvantaged	3	25	25	100.0	44.0
	4	30	30	100.0	56.7
	5	24	23	95.8	69.6
	6	22	22	100.0	54.5
English Learners	3	17	17	100.0	35.3
Students with Disabilities	3	13	13	100.0	23.1
	4	13	13	100.0	15.4
	5	19	19	100.0	10.5
	6	13	13	100.0	30.8

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 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.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	85	80	94.1	67.5
	4	92	90	97.8	62.2
	5	74	72	97.3	55.6
	6	74	74	100.0	56.8
Male	3	43	41	95.3	70.7
	4	45	45	100.0	57.8
	5	33	32	97.0	56.3
	6	41	41	100.0	53.7
Female	3	42	39	92.9	64.1
	4	47	45	95.7	66.7
	5	41	40	97.6	55.0
	6	33	33	100.0	60.6
Asian	3	18	18	100.0	77.8
	4	16	16	100.0	81.3
	5	15	14	93.3	100.0
	6	18	18	100.0	94.4
Hispanic or Latino	3	38	37	97.4	59.5
	4	48	47	97.9	57.5
	5	39	39	100.0	35.9
	6	29	29	100.0	27.6
White	3	21	18	85.7	77.8
	4	20	19	95.0	52.6
	5	11	10	90.9	50.0
	6	19	19	100.0	57.9
Socioeconomically Disadvantaged	3	25	25	100.0	60.0
	4	30	30	100.0	53.3
	5	24	23	95.8	52.2
	6	22	22	100.0	45.5
English Learners	3	17	17	100.0	70.6
Students with Disabilities	3	13	13	100.0	30.8
	4	13	13	100.0	30.8
	5	19	19	100.0	10.5
	6	13	13	100.0	15.4

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 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

A high degree of community involvement, including parent volunteers, business partnerships, volunteers from the local junior and high schools, and an active PTA work together to enhance the learning environment, and to evaluate and improve the school's programs. Monthly newsletters link the families and school together to support "school to home" communication. Recently, Litel administration has decided to print monthly copies of our parent newsletter which emerged from a "needs assessment form" that was in response to our parents and community. 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.

Additionally, Litel is a proud partner with our District and we are excited to offer our second annual Kindergarten Readiness Academy. The Kindergarten Readiness Academy was first offered to our parents last March, 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 realize 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 grow this coming March. Another parent favorite is our Art Academy which provides students and parents an opportunity to learn and experience art with parent volunteers and an eager student clientele. The first Art Academy focused on the work of artist, Pablo Picasso, and the second Art Academy is currently being planned for some time after the holidays. The students love it, and we had over 90 students attend our first Art Academy.

Our School Site Council, English Language Learner Advisory Committee, GATE Committee, 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 at the as evidenced in a number of ways. Parents assist in the classroom, chaperone field trips, to load the buses during and after science camp, they volunteer during our highly successful after school program, Science Detectives, and they bring high energy, positive energy, and a strong sense of "volunteerism," that we are truly fortunate to have them support all of our students. Litel Elementary School has a very active Parent Teacher Association involved in the Picture Person Program, membership drives, fundraisers, school events, assemblies, and Family Fun Nights. Parent and student volunteers dedicate thousands of hours to assist our staff in the enhancement of the educational programs at Litel Elementary School. One endeavor that would not have been possible without the dedication and contributions of our PTA was the acquisition and purchase of an electronic marquee which is able to illuminate salient information to our parents and community members in 'real time.' The Fun Club daycare program is a partner-in-education program designed to benefit our students and parents. In addition, The Litel staff acknowledges how very fortunate we are to have the support from the many members of the community for the benefit of our students.

State Priority: School Climate

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

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

School Safety Plan

Each school has a detailed School Site Safety Plan for emergencies. Each staff member is assigned a specific responsibility in the event of an emergency. Staff members are trained in the plan's components and procedures. Fire, earthquake, and intruder drills are held on a regular basis so that all students and staff are familiar with emergency procedures. Emergency supplies are located on each campus in the event of an emergency.

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

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

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

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

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	1.6	1.5	1.0
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	3.8	3.3	3.2
Expulsions Rate	0.1	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		13
Percent of Schools Currently in Program Improvement		86.7

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.4
Psychologist	
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	0.9
Resource Specialist	
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	28	20	26		1	0	2	2	3			0
1	29	27	23			0	2	2	3			0
2	28	27	22			0	3	2	3			0
3	32	27	26			0	1	3	3	1		0
4	31	27	29			0	2	3	3			0
5	31	32	32			0	3	2	2			0
6	24	28	34	1	1	0	3	3	0			2
Other	13			1								

Professional Development provided for Teachers

The Chino Valley Unified School District is committed to high quality Professional Learning to support the instructional capacity of teachers and leaders. Professional learning opportunities are aligned to CVUSD's Area of Emphasis for Common Core ELA, Common Core Math, 4C's-Critical Thinking, Student Behavior, Instructional Technology and Formative Assessments. These areas were identified by the Teaching and Learning Task Force as focus areas for our district in 2015-16. 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 and volunteer sessions. Implementation for learning is supported through Site-Based PD from Site Administrators and coaching opportunities from Intervention Specialists.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,894	\$45,092
Mid-Range Teacher Salary	\$72,057	\$71,627
Highest Teacher Salary	\$96,096	\$93,288
Average Principal Salary (ES)	\$114,607	\$115,631
Average Principal Salary (MS)	\$118,830	\$120,915
Average Principal Salary (HS)	\$130,574	\$132,029
Superintendent Salary	\$230,000	\$249,537
Percent of District Budget		
Teacher Salaries	43%	37%
Administrative Salaries	5%	5%

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

Types of Services Funded

The district's general fund includes monies for:

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

Each school in the district receives an instructional budget based upon enrollment, programs and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7,600	2,012	5,588	80,445
District	♦	♦	6,192	\$81,554
State	♦	♦	\$5,677	\$75,837
Percent Difference: School Site/District			-9.8	-1.4
Percent Difference: School Site/ State			-1.6	6.1

* Cells with ♦ do not require data.