Don Antonio Lugo High School

13400 Pipeline Avenue • Chino, CA 91710 • 909-591-3902 • Grades 9-12
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2015-16 School Accountability Report Card
Published During the 2016-17 School Year

Chino Valley Unified School District
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School Description

Don Antonio Lugo High School was founded in 1972 as a ninth grade school to accommodate the impacted enrollment at Chino High School. Each year subsequent to 1972, a new class was added until Don Lugo High School became a comprehensive 9th – 12th grade high school. It is steeped in a tradition of excellence in the areas of academics, activities, arts, and athletics.

Don Antonio Lugo High School exemplifies the definition of a comprehensive high school. Located in the City of Chino in the growing Chino Valley, our population is diverse and reflective of the community we serve. Don Antonio Lugo High School has a strong tie to the surrounding community and many longstanding traditions. Many of the present student body have parents who were graduates of Don Antonio Lugo High School. And, currently several staff members are alumni of Don Antonio Lugo High School.

The Vision of Don Antonio Lugo High School is to prepare every student to meet the "A-G" four-year college requirements, and to develop the 21st century skills necessary for post-secondary career opportunities. The Mission of Don Antonio Lugo High School it to provide students with a quality 21st century education that offers programs, experiences, and opportunities for college, career and life readiness. Our motto is "One School, One Family." The staff of Don Antonio Lugo High School dedicates its efforts to encompass its commitment to the intellectual, emotional, social, athletic, academic, and aesthetic development of each student promoting 21st century skills that lead to overall success in life.

The new student learning outcomes embrace the 4 C's of 21st century learning. The following are the new student learning outcomes for Don Antonio Lugo High School:
- Communication: Sharing thoughts, questions, ideas, and solutions
- Collaboration: Working together to reach a common goal by putting our talent, expertise, and intelligence to work
- Critical Thinking: Looking at problems in a new way, linking learning across subjects and disciplines
- Creativity: Trying new approaches to get things done equals innovation and invention.

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
Grade 9	403
Grade 10	430
Grade 11	410
Grade 12	455
Total Enrollment	1,698

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.2
Asian	2.4
Filipino	1.2
Hispanic or Latino	78.6
Native Hawaiian or Pacific Islander	0
White	14.4
Two or More Races	0.8
Socioeconomically Disadvantaged	69.9
English Learners	7.3
Students with Disabilities	17.3
Foster Youth	0.7

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			
Don Antonio Lugo High School	14-15	15-16	16-17
With Full Credential	86.85	84.1	82.9
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	6	1	1
Chino Valley Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	82.9
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Don Antonio Lugo High School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	1	1
Vacant Teacher Positions	0	1	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	99.6	0.4
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 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.

Textbooks and Instructional Materials Year and month in which data were collected: October 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	9-12 Prentice Hall: Timeless Voices; Timeless Themes (Adopted: 2005) 12 California State University: Expository Reading and Writing 2, 2ND Edition (Adopted: 2013) 9-12 Hampton Brown: Edge (Adopted: 1999) 9 Scholastic: Read 180 (Adopted: 2011) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	9-12 McGraw Hill – Integrated Math 1, Integrated Math II, and Integrated Math III (Adopted: 2015)9-12 Carnegie Learning; Geometry, A Common Core Math Program Adopted: 2014)9-12 Glencoe; Elementary Statistics (Adopted: 2007)9-12 Holt McDougal; Mathematics Explorations in Core Math for Common Core Algebra 2 (Adopted: 2014) 11-12 Pearson Addison Wesley: Stats Modeling the World, 2ND Edition (Adopted: 2009) 11-12 Pearson Prentice Hall: Calculus, 3RD Edition (Adopted: 2009) 10-11 Pearson Prentice Hall: Pre-Calculus (Adopted: 2009) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	9-12 Pearson Prentice Hall; Earth Science (Adopted: 2008) 9-12 Pearson Prentice Hall; Biology (Adopted: 2008) 9-12 Pearson Prentice Hall: Physical Science: Concepts in Action with Earth and Space Science (Adopted: 2007) 10-12 Pearson Prentice Hall; Chemistry (Adopted: 2008) 11-12 Glencoe; Physics: Principles and Problems (Adopted: 2008) 11-12 Wiley; Environmental Science: Earth as a Living Planet (Adopted: 2008) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	10 Prentice Hall; World History: The Modern World (Adopted: 2007) 11 Holt, Reinhart and Winston; American Anthem: Modern American History (Adopted: 2007) 11 Bedford; American's History (Adopted: 2007) 12 Glencoe/McGraw-Hill; United States Government: Democracy in Action (Adopted: 2007) 12 McDougal Littell; American Government: Institutions & Policies (Adopted: 2007) 12 Prentice Hall; Economics, Principles in Actions (Adopted: 2007) 12 Prentice Hall; Foundations of Economics (Adopted: 2007) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

Textbooks and Instructional Materials Year and month in which data were collected: October 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Foreign Language	9-12 Prentice Hall; Realidades, Book 1 and 2 (Adopted: 2007) 9-12 McDougal Littell; Abriendo Puertas, Tomo, Gramatica, and Lectura (Adopted: 2007) 9-12 Wayside Publishing; Azulejo (Adopted: 2007) 9-12 Harcourt School Publishers; Nuevas Vista, Book 1 and 2 (Adopted: 2007) 9-12 EMC/Paradigm Publishing; C'est a Toi Book 1, 2, and 3 (Adopted: 2007) 9-12 Holt, Reinhart and Winston; Komm Mit! Book 1, 2, and 3 (Adopted: 2007) 9-12 Spinner Publications; Bom Dia! Book 1 and 2 (Adopted: 2007) 9-12 Joint Publishing; Chinese Made Easy (Adopted: 2007), 2006 9-12 Cheng and Tsui; Adventures in Japanese 1 and 2 (Adopted: 2007) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Health	9-12 Glencoe; Glencoe Health (Adopted: 2009) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science Laboratory Equipment	Laboratory equipment is available for science laboratory classes offered in grades 9-12, inclusive. **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: November 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, nurse office, 210, 205, 203, 208, 49, 53, 55, 61, 64, 63, 60, 58, 56, 54, 52, 75, 68, 66, 74, 30-32, 37, 22, 27, 25, 12, 126, 113, 115, 117, 119, 110, 105, 107, 111, 108, 106, 104, 101, 103, 100, 304, 307, 306, science work room - Stained ceiling tiles Rooms: 61, ASB, 31, 27, 12, 113, 119, 110, 102, 103, 100, 305, 306, 302, science work room - Ceiling tiles are missing, damaged, loose Rooms: 72, 104, 104, 103 - Replace baseboards Rooms: 76, 124 - Unsafe flooring condition/steps Room: K18 - Repair wall surface needs paint Rooms: 28, 102 - Replace/repair drawer/cabinet Room: 128 - Walls damaged from cracks, tears, holes or water damage Deficiencies were corrected on or before December 30, 2016.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Rooms: 202, ABS, 25, 16, 113, 101, 100, 304, science work room - Cluttered classroom Rooms: 208, ASB, 25, 101, 304, 305 - Horizontal surfaces excessively dirty/stained Rooms: 31, 6, 127, 115, 124 - Flooring excessively dirty/stained Room: 28 - Vents or surrounding areas are dirty Rooms: 115, 302 - Dirty walls/baseboards Rooms: 117, 119 - Accumulated refuse, dirt, grime Deficiencies were corrected on or before December 30, 2016.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: November 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	X			Rooms: 210, 208, 203, 51, 57, 59, 54, 50, ASB, 65, 2, 117, 116, 112, 110, 109, 111, science work room - Replace lamps Rooms: 203, 201, 206, 207, 209, 64, 30-32, 34, 35, 27, 25, 23, 12, 16, 11, 2, 4, 6, 8, 5, 3, 1, 116, 112, 121, 124, 123, 304, 305, 307, 306, 303, 301 - Light fixture not working Rooms: 62, 56, K18, 109, 304 - Lighting covers missing, damaged, loose Rooms: 60, 128, 119, 104, 101, 103, 100 - Electrical outlet covers/light switch covers damaged/missing Deficiencies were corrected on or before December 30, 2016.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Room: 28 - Water pressure inadequate Deficiencies were corrected on or before December 30, 2016.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room: Admin office - Roof/roofing materials not intact Deficiencies were corrected on or before December 30, 2016.
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

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	46	42	37	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**
9	29.6	27.5	16.1

* 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 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	61	55	56	59	44	48
Math	24	23	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.

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	431	402	93.3	37.1
Male	222	207	93.2	36.2
Female	209	195	93.3	38.0
Hispanic or Latino	351	329	93.7	35.9
White	56	51	91.1	43.1
Socioeconomically Disadvantaged	330	307	93.0	32.9
English Learners	61	56	91.8	16.1
Students with Disabilities	81	75	92.6	14.7

* 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		Number of Students		Percent of Students	
Student Group	Grade	Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	389	372	95.6	55.1
Male	11	184	176	95.7	50.6
Female	11	205	196	95.6	59.2
Hispanic or Latino	11	310	297	95.8	53.9
White	11	53	51	96.2	56.9
Socioeconomically Disadvantaged	11	254	245	96.5	53.9
English Learners	11	19	12	63.2	16.7
Students with Disabilities	11	57	53	93.0	9.4

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		Number of Students		Percent of Students	
Student Group	Grade	Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	389	372	95.6	22.6
Male	11	184	176	95.7	27.3
Female	11	205	196	95.6	18.4
Hispanic or Latino	11	310	297	95.8	21.9
White	11	53	51	96.2	17.6
Socioeconomically Disadvantaged	11	254	245	96.5	23.3
English Learners	11	19	12	63.2	16.7
Students with Disabilities	11	57	53	93.0	3.8

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)

Don Lugo High School encourages and supports parents. Parents are active in decision-making on campus through-out School Site Council, and through support organizations like the All-Sports Booster, Performing Arts Boosters, Spirit-Cheer, Band and Color Guard Parent Boosters, Parent Institute for Quality Education, and the English Learners Advisory Committee. Our Back to School Night, Parent Resource Night, and Freshman Fair Night provide opportunities for parents to be part of the campus. Our "Safe and Sober Graduation" extravaganza is organized and staffed by parents. The principal, as well as all administrators, espouses an open door policy which facilitates exchange of information and ideas.

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	10.0	8.5	13.1
Expulsions Rate	0.1	0.2	0.4
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	5.0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0.25
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	350

* 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 (Secondary)											
	Average Class Size			**Number of Classrooms***							
				1-22			**23-32**			**33+**		
Subject	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
English	24	23	27	32	30	19	21	26	23	29	20	21
Mathematics	24	25	25	25	21	22	24	29	28	21	13	15
Science	26	23	28	16	16	18	11	21	19	22	14	12
Social Science	25	23	28	21	23	21	18	28	13	27	14	20

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	9,867	2,324	7,544	81,641
District	♦	♦	6,192	$81,554
State	♦	♦	$5,677	$75,837
Percent Difference: School Site/District			21.8	0.1
Percent Difference: School Site/ State			32.9	7.7

* Cells with ♦ do not require data.

Types of Services Funded

The district's general fund includes monies for:

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

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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Don Antonio Lugo High School	**2011-12**	**2013-14**	**2014-15**
Dropout Rate	6.20	5.70	6.90
Graduation Rate	88.64	91.53	90.07
Chino Valley Unified School District	**2011-12**	**2013-14**	**2014-15**
Dropout Rate	5.80	6.20	6.70
Graduation Rate	89.03	89.43	89.65
California	**2011-12**	**2013-14**	**2014-15**
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	736
% of pupils completing a CTE program and earning a high school diploma	2.68%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	31%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	97
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	28.2

* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science	0	◆
English	2	◆
Fine and Performing Arts	0	◆
Foreign Language	2	◆
Mathematics	3	◆
Science	3	◆
Social Science	5	◆
All courses	15	.4

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2015**		
	School	**District**	**State**
All Students	86	91	86
Black or African American	55	90	78
American Indian or Alaska Native	100	100	78
Asian	75	95	93
Filipino	63	95	93
Hispanic or Latino	88	88	83
Native Hawaiian/Pacific Islander	0	100	85
White	85	94	91
Two or More Races	90	98	89
Socioeconomically Disadvantaged	62	88	66
English Learners	20	52	54
Students with Disabilities	87	86	78

Career Technical Education Programs
Our vision includes a relevant and rigorous academic program that integrates with career technical education. Chino Valley Unified School District (CVUSD) will provide the opportunity for all students to master the academic standards, develop physical and social skills, and apply them with the vocational and technical skills of Career Technical Education (CTE). The purpose is to prepare our students to successfully interact, communicate, and work in key industry sectors that are vital to our local, state, and global economies. Through proper preparation, our students will acquire the necessary education and skills to enhance, support, and grow our global economy. The goal of CVUSD includes changing, improving, and enhancing the philosophy of career technical education from past practices to a paradigm shift that includes rigorous, relevant, and quality programs that prepare students with a seamless transition to the workforce, technical training programs, and postsecondary education. Students will have universal access to all CTE programs.

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.