Chino Hills High School

16150 Pomona Rincon Road • Chino Hills, CA 91709-3101 • 909-606-7540 • Grades 9-12
Isabel Brenes, Principal
isabel_brenes@chino.k12.ca.us
www.chino.k12.ca.us

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

Chino Valley Unified School District

5130 Riverside Drive
Chino, CA 91710-4130
(909) 628-1201
www.chino.k12.ca.us

District Governing Board

Sylvia Orozco, President

Pamela Feix, Vice President

James Na, Clerk

Andrew Cruz, Member

Irene Hernandez-Blair, Member

Carlos Ruelas, Student Representative

District Administration

Wayne M. Joseph
Superintendent

Norm Enfield, Ed.D.
Deputy Superintendent

Sandra Chen
Assistant Superintendent, Business Services

Lea Fellows
Assistant Superintendent, Human Resources

Grace Park, Ed.D.
Assistant Superintendent, Curriculum, Instruction, Innovation, and Support

Gregory J. Stachura
Assistant Superintendent, Facilities, Planning & Operations

School Description

CHHS opened its doors to the freshman class of 2005 in September of 2001, as a two story modular campus with 500 students and 35 staff members. After 4 years, construction of the permanent facilities was complete. Since then, we keep expanding to over 2900 students and 173 staff members. Over 90% of our students are from Chino Hills, with about 7% from Chino, and the rest from Ontario. The student body generally reflects the relative ethnic and economic diversity of those communities. Our attendance area covers the southern portions of the 3 cities, from the hills to the agriculture preserve, and includes the last open land in this rapidly developing area. From the beginning, our focus has been to establish and promote a positive and welcoming school climate. The high levels of trust and respect between students, parents, staff, and administration, are the hallmark of our school culture. Students, staff, and community embrace the traditions of Husky Pride. Maintaining trust and improving communication between stakeholders will continue to be our priority, to help CHHS perpetuate its reputation as "the Pride of the Hills."

Now 14 years later, Chino Hills High School finds itself at a crossroads where we have been thrust into an abyss of a great amount of change. This change is largely due to State and District mandates. Additionally, with a new Administrative team more change regarding such things as systemic procedural protocol has occurred. Overall, the staff has met each shift in change head-on. The CHHS staff has been asked what we want our school to be known for in a 100 years, thus we find ourselves really scrutinizing data. As a collective team we feel that Chino Hills High School has already established excellence and has largely been on the forefront of many innovative practices/programs.

Our overarching vision is to provide an environment of respect and cooperation among students, staff and parents where all students will engage in relevant college career curriculum as well as activities that foster productivity and responsibility. We are dedicated to being a school that stimulates personal and academic achievement for all students in a challenging and supporting environment. U.S. News World and Report ranked CHHS as 236th in California.

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	705
Grade 10	731
Grade 11	777
Grade 12	699
Total Enrollment	2,912

2015-16 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	5
American Indian or Alaska Native	0
Asian	13.8
Filipino	6.7
Hispanic or Latino	41.9
Native Hawaiian or Pacific Islander	0.4
White	29
Two or More Races	3.2
Socioeconomically Disadvantaged	28.6
English Learners	3
Students with Disabilities	10.4
Foster Youth	0

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			
Chino Hills High School	**14-15**	**15-16**	**16-17**
With Full Credential	122.5	121.9	121.7
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	1	1	1
Chino Valley Unified School District	**14-15**	**15-16**	**16-17**
With Full Credential	♦	♦	121.7
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Chino Hills High School	**14-15**	**15-16**	**16-17**
Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	2	1
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	98.5	1.5
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 2016	
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 2016	
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			Room: 127 - Gas leak Deficiencies were corrected on or before December 30, 2016.
Interior: Interior Surfaces		X		Rooms: Admin office, 171, 127, 231, 233, 237, 244, 251, 253, 259, 260, 261, 266, 216, 215, 211, snack bar - Stained ceiling tiles Room: 130 - Paper dispenser empty Rooms: 190, 125, 111, 243, 205 - Replace/repair drawer/cabinet Rooms: 126, 127, 211 - Ceiling tiles missing, damaged, loose Rooms: 234, 201 - Unsafe carpet condition Room: 254 - Walls damaged from cracks, tears, holes, water damage 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	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Room: Staff restroom - Dirty walls/baseboards Rooms: 134, 132, 127, 234, 214, 205 - Flooring excessively dirty/stained Room: 190 - Accumulated refuse, dirt, grime Room: 234 - Cluttered classroom Deficiencies were corrected on or before December 30, 2016.
Electrical: Electrical			X	Rooms: Admin office, 181, 171, 176, 174, 165, 164, 163, 166, 155, 154, 151, library, 147, 136, 135, 190, 124, 111, 114, 107, 109, 232, 240, 243, 250, 253, 256, 257, 261, 262, 271, 270, 273, 213, 212, 211, 208, 206, 205, 203, 201, staff lounge, 105 - Light fixture not working Rooms: MPR, 131, 190, 265, 2616 - Electrical outlet covers/light switch covers damaged, missing Rooms: 173, 165, 164, 155, 143, 244, 258, athletic office, student store - Lighting covers missing, damaged, loose Rooms: 173, 146, 192, 230, 264 - Replace lamps Rooms: 245, 267, 215, snack bar - Exposed wires Deficiencies were corrected on or before December 30, 2016.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Room: 133 - Emergency exit unmarked/blocked Deficiencies were corrected on or before December 30, 2016.
Structural: Structural Damage, Roofs	X			
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

	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	69	67	65	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	14.1	18.8	60.2

* 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	75	76	56	59	44	48
Math	46	54	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	739	713	96.5	65.1
Male	361	348	96.4	66.7
Female	378	365	96.6	63.6
Black or African American	38	36	94.7	52.8
Asian	103	103	100.0	84.5
Filipino	62	61	98.4	72.1
Hispanic or Latino	283	271	95.8	55.7
White	232	221	95.3	67.4
Two or More Races	19	19	100.0	73.7
Socioeconomically Disadvantaged	209	200	95.7	54.0
English Learners	20	19	95.0	10.5
Students with Disabilities	59	54	91.5	35.2

* 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	11	782	687	87.8	76.0
Male	11	403	352	87.3	69.9
Female	11	379	335	88.4	82.3
Black or African American	11	36	30	83.3	56.7
Asian	11	105	99	94.3	86.9
Filipino	11	52	51	98.1	84.3
Hispanic or Latino	11	334	294	88.0	68.4
White	11	229	192	83.8	82.7
Two or More Races	11	23	19	82.6	73.7
Socioeconomically Disadvantaged	11	198	171	86.4	62.1
English Learners	11	22	14	63.6	
Students with Disabilities	11	70	52	74.3	17.3

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	11	782	686	87.7	53.6
Male	11	403	348	86.3	52.0
Female	11	379	338	89.2	55.3
Black or African American	11	36	28	77.8	50.0
Asian	11	105	99	94.3	86.9
Filipino	11	52	51	98.1	66.7
Hispanic or Latino	11	334	293	87.7	42.3
White	11	229	195	85.2	50.8
Two or More Races	11	23	18	78.3	55.6
Socioeconomically Disadvantaged	11	198	171	86.4	36.5
English Learners	11	22	14	63.6	28.6
Students with Disabilities	11	70	52	74.3	5.8

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)
Chino Hills High School offers a number of opportunities for parents and community members to be involved at our campus. We have a large number of parents who help with PTSA, School Site council, ELAC, DELAC, and a number of other parent support organizations. Parent volunteers also help with booster clubs and organizations and activities such as ASB and band. Parents are encouraged to contact any of our teachers through voice mail and e-mail. Chino Hills High School uses various means to help our parents be informed including our website, marquee, and the auto phone system.

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	7.0	4.1	1.7
Expulsions Rate	0.1	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	6.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.5
Psychologist	1.0
Social Worker	
Nurse	1.25
Speech/Language/Hearing Specialist	1.0
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	505

* 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)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			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
English	27	27	30	26	23	42	47	42	32	43	46	43
Mathematics	26	29	29	26	16	35	43	40	40	39	39	28
Science	29	29	31	8	8	12	36	34	37	32	33	32
Social Science	28	27	30	19	21	23	42	44	35	39	41	36

* 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	7,624	1,813	5,812	80,958
District	♦	♦	6,192	$81,554
State	♦	♦	$5,677	$75,837
Percent Difference: School Site/District			-6.1	-0.7
Percent Difference: School Site/ State			2.4	6.8

* 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)			
Chino Hills High School	**2011-12**	**2013-14**	**2014-15**
Dropout Rate	2.00	1.40	2.60
Graduation Rate	95.85	96.34	95.57
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	974
% of pupils completing a CTE program and earning a high school diploma	2.92%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	20%

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	98.7
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	55.7

* 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	4	♦
Mathematics	3	♦
Science	5	♦
Social Science	5	♦
All courses	19	.9

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2015**		
	School	**District**	**State**
All Students	97	91	86
Black or African American	96	90	78
American Indian or Alaska Native	100	100	78
Asian	95	95	93
Filipino	94	95	93
Hispanic or Latino	97	88	83
Native Hawaiian/Pacific Islander	100	100	85
White	98	94	91
Two or More Races	100	98	89
Socioeconomically Disadvantaged	100	88	66
English Learners	85	52	54
Students with Disabilities	98	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.