Chino High School

5472 Park Place • Chino, CA 91710-4130 • 909-627-7351 • Grades 9-12
John Miller, Principal
john_miller@chino.k12.ca.us
www.chino.k12.ca.us

2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Chino Valley Unified School District

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

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**Assistant Superintendent,
Curriculum, Instruction,
Innovation, and Support**

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

School Description

Our mission at Chino High School is to be responsive to the needs of our students. This includes current and future needs for students and community a safe and secure environment for students and staff. Lifelong learning experiences, respect for those who may be different regardless of race, creed, color or handicapping condition. Every effort will be made to prepare our students for a global, technological, and information based society. Chino High School's encouragement, guidance, caring attitude and opportunities will enhance the lives of our students academically and in our extracurricular activities. We are committed to enhance student overall development, self-pride, high expectations and respect for others.

We envision Chino High School as a school which enhances learning via the collaboration of staff, students and community. A safe and secure environment which will produce lifelong learners, critical thinkers and decision-making skills for our students. Language and cultural diversity along with any handicapping condition will be respected. Empowerment of students along with the knowledge of technology and a greater appreciation of the arts will prepare students for their future. Upon graduation students will have a sense of self-pride, the worth of self and others along with the skills to compete effectively in the 21st Century.

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 9	482
Grade 10	494
Grade 11	556
Grade 12	539
Total Enrollment	2,071

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	2.3
American Indian or Alaska Native	0.1
Asian	2.8
Filipino	1.3
Hispanic or Latino	81.1
Native Hawaiian or Pacific Islander	0.1
White	11.7
Two or More Races	0.6
Socioeconomically Disadvantaged	67.3
English Learners	9.1
Students with Disabilities	15.3
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Chino High School	**15-16**	**16-17**	**17-18**
With Full Credential	101.3	96.9	93.9
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	1	1	0
Chino Valley Unified School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	1275.6
Without Full Credential	♦	♦	12
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Chino High School	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	1	1	0
Vacant Teacher Positions	1	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)
On October 5, 2017, 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 2017/2018-20 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 2017/2018 school year. Additionally, sufficient textbooks and/or instructional materials were provided to each pupil for visual and performing arts.

Textbooks and Instructional Materials Year and month in which data were collected: October 2017	
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 National Geographic Learning/Cengage Learning; EDGE, 2ND Edition (Adopted: 2017) 9 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: 2008) 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 2017	
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

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Chino Valley Unified School District (CVUSD) makes it a priority to maintain safe, clean, and effective school sites for our students, staff, and parents. The safety of students is of paramount importance to CVUSD. Staff and security are situated across the campus throughout the day ensure students interact safely. At the end of the school day, staff supervise student dismissal. The staff and student work spaces for this site are cleaned on a regular basis by the school site custodial staff. In addition to regular cleanings, deep cleanings are scheduled and carried out during breaks and vacation periods. The school facility is adequate and has sufficient classrooms, playground, and staff spaces in order to operate efficiently. A planned or recently completed school improvement for this site is a full school reconstruction that is scheduled to begin during the 2018/2019 school year. To ensure sites are clean, safe and functional, Maintenance and Operations department staff conduct inspections at the school sites on a continual basis. School sites may also enter maintenance requests by accessing the School Dude system. After the school site request is entered into the system, a work order is generated, and the Maintenance staff work diligently to complete all work orders in a timely manner. The Maintenance team utilized the Facility Inspection Tool (FIT), a survey instrument developed by the State of California Office of Public School Construction (OPSC), to record inspection results. The overall rating of this site's most recent survey is GOOD, and any associated repairs were completed on or before December 30, 2017.

In addition to the District inspection that took place on September 28, 2017, representatives from the San Bernardino County Superintendent of Schools (SBCSS) conduct annual Williams visits to schools ranked in deciles 1-3 in San Bernardino County to evaluate their "good repair" status. The Williams inspection for this site occurred on August 30, 2017. Results from this inspection are included below, and any associated repairs were completed by the end of December 30, 2017.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 2017				
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			M15, M61, M68, RESTROOMS ROW 2: Unsafe carpet condition M70: Flooring is excessively dirty or stained ROOM 16: Replace/Repair Cabinet/Drawer Deficiencies were corrected on or before December 30, 2017

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			LIBRARY: 1.) Sink / fountain are dirty 2.) Dirty walls and baseboards M63: Areas evaluated have accumulated refuse, dirt and grime M70: Flooring is excessively dirty or stained Deficiencies were corrected on or before December 30, 2017
Electrical: Electrical	X			M18: Electrical outlet covers or light switch covers are damaged or missing MPR: Light fixture is not working ROOM 106: Lighting covers are missing, damaged or loose WILLIAMS: Rooms 11, 12, 13, M11, M12, M16, M6 - Computer cords not secured properly WILLIAMS: Room M14 - Exposed wires (no voltage or low voltage; i.e. data/comm/phone lines) Deficiencies were corrected on or before December 30, 2017
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			LIBRARY: 1.) Sink / fountain are dirty 2.) Dirty walls and baseboards WILLIAMS: Gym - Sink/Fountain is damaged WILLIAMS: MPR - Electric hand dryers are damaged or broken WILLIAMS: Restrooms near 79 - Toilet is damaged, broken, or clogged Deficiencies were corrected on or before December 30, 2017
Safety: Fire Safety, Hazardous Materials	X			WILLIAMS: M15 - Cleaners not stored properly Deficiencies were corrected on or before December 30, 2017
Structural: Structural Damage, Roofs	X			GYM: Damage to facia / exterior trim Deficiencies were corrected on or before December 30, 2017
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			ROOM 24: Locks and other security hardware are not functioning properly Deficiencies were corrected on or before December 30, 2017

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 Test Results in Science for All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
Subject	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	37	43	64	63	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	19.8	20.9	33.5

* 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.

2016-17 CAASPP Results for All Students						
	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
Subject	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	57	55	59	57	48	48
Math	29	26	47	46	36	37

* 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	580	555	95.7	42.9
Male	306	293	95.8	44.4
Female	274	262	95.6	41.2
Black or African American	14	14	100.0	57.1
Asian	24	23	95.8	69.6
Hispanic or Latino	461	440	95.4	38.6
White	65	64	98.5	51.6
Socioeconomically Disadvantaged	386	370	95.9	38.9
English Learners	66	61	92.4	11.5
Students with Disabilities	91	90	98.9	12.2

* 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	543	533	98.16	55.16
Male	288	283	98.26	49.12
Female	255	250	98.04	62
Black or African American	15	15	100	53.33
Asian	27	25	92.59	84
Hispanic or Latino	425	418	98.35	52.63
White	61	61	100	59.02
Socioeconomically Disadvantaged	363	356	98.07	49.44
English Learners	82	77	93.9	15.58
Students with Disabilities	82	82	100	8.54

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

Note: 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.

Note: 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 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	540	531	98.33	26.37
Male	285	281	98.6	28.47
Female	255	250	98.04	24
Black or African American	15	15	100	26.67
Asian	27	27	100	70.37
Hispanic or Latino	423	415	98.11	22.41
White	60	60	100	31.67
Socioeconomically Disadvantaged	361	354	98.06	24.29
English Learners	82	79	96.34	10.13
Students with Disabilities	81	79	97.53	1.27

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

Note: 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.

Note: 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 State priority: Parental Involvement (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 2017-18)

In an effort to increase parent and community involvement, Chino High School has a School Site Council, a Parent-Faculty-Student Association, English Language Advisory Committee, Parent Advisory Board, Sports Booster Club, Band Booster Club, Drama Booster Club, and Pep/Cheerleader Booster Club. In addition, Chino High School hosts special events: Principal for a Day, Parent-Teacher Conference Nights, Coffee with the Principal, and Parent Institute for Quality Education (PIQE). Chino High School has established numerous partnerships that include local businesses, community agencies such as NAMI (National Alliance on Mental Illness) and ReachOut, and articulation agreements with Mt. San Antonio and Chaffey Community Colleges. These partnerships plan, advise, support, and validate the mission and vision of the school to increase student achievement and promote a drug-free environment in order for students be successful life-long learners.

State Priority: School Climate

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

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

School Safety Plan

Each school has a detailed School Site Safety Plan for emergencies that is annually reviewed, updated, and discussed by the School Site Council. The date on which the School Site Safety Plan was last annually reviewed was March 2017, and the plans are reviewed monthly by the School Site Council. Each staff member is assigned a specific responsibility in the event of an emergency. Staff members are trained in the plan's components and procedures. Fire, earthquake, and intruder drills are held on a regular basis so that all students and staff are familiar with emergency procedures. Emergency supplies are located on each campus in the event of an emergency.

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

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

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

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

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	5.77	2.85	3.48
Expulsions Rate	0.32	0.13	0.09
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.32	3.2	2.46
Expulsions Rate	0.08	0.09	0.08
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

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.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	Not in PI	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		72.2

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	7.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0.25
Library Media Services Staff (Paraprofessional)	1.5
Psychologist	1.4
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	0.875
Resource Specialist	9.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	266

* 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	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
English	24	25	23	39	57	44	30	28	35	33	22	20
Mathematics	24	26	25	32	43	28	44	33	46	20	10	9
Science	25	26	23	17	32	25	32	33	28	17	4	13
Social Science	24	25	23	26	31	31	38	28	41	20	4	9

* 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 4C's-Critical Thinking and Collaboration, Common Core ELA, Common Core Math, Positive Student Behavior, Instructional Technology, Timely Feedback on Formative Assessments, and Historical Inquiry. These areas were identified by the Teaching and Learning Task Force as focus areas for our district in 2017-18. Professional learning opportunities are evaluated through survey results, feedback, and next steps from end-users. Professional learning opportunities are varied in its delivery: district-wide days during school hours, after-school workshops,site based- PD offerings and volunteer sessions. Implementation for learning is supported through Site-Based PD from Site Administrators and coaching opportunities from Instructional Coaches.

FY 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$45,894	$47,808
Mid-Range Teacher Salary	$76,263	$73,555
Highest Teacher Salary	$96,096	$95,850
Average Principal Salary (ES)	$116,526	$120,448
Average Principal Salary (MS)	$117,928	$125,592
Average Principal Salary (HS)	$132,309	$138,175
Superintendent Salary	$230,000	$264,457
Percent of District Budget		
Teacher Salaries	41%	35%
Administrative Salaries	6%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$10,502	$2,537	$7,964	$81,868
District	♦	♦	$7,395	$79,870
State	♦	♦	$6,574	$79,228
Percent Difference: School Site/District			7.7	2.5
Percent Difference: School Site/ State			21.1	3.3

* 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. In addition, sites may receive program funding for GATE, AVID, CTE, Professional Development, Title I and Title III to provide additional support to the students.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Chino High School	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	5.5	5.9	4.1
Graduation Rate	92.72	91.89	94.31
Chino Valley Unified School District	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	6.2	6.7	4.9
Graduation Rate	89.43	89.65	92.2
California	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	742
% of pupils completing a CTE program and earning a high school diploma	0.27%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	59%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	98.27
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	37.31

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science		♦
English	2	♦
Fine and Performing Arts		♦
Foreign Language	2	♦
Mathematics	3	♦
Science	4	♦
Social Science	3	♦
All courses	14	18.5

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2016**		
	School	**District**	**State**
All Students	96.93	90.78	87.11
Black or African American	88.46	88.72	79.19
American Indian or Alaska Native	100	75	80.17
Asian	100	96.49	94.42
Filipino	100	89.92	93.76
Hispanic or Latino	97.39	88.64	84.58
Native Hawaiian/Pacific Islander	0	100	86.57
White	97.26	94.13	90.99
Two or More Races	88.89	92.75	90.59
Socioeconomically Disadvantaged	100	91.36	63.9
English Learners	60.71	46.92	55.44
Students with Disabilities	100	93.81	85.45
Foster Youth	33.33	51.61	68.19

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.