



Chino Hills High School

16150 Pomona Rincon Road • Chino Hills, CA 91709-3101 • 909-606-7540 • Grades 9-12

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



Chino Valley Unified School District

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District Governing Board

Pamela Feix, President
James Na, Vice President
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Sylvia Orozco, Member
Jonah Botello, Student
Representative

District Administration

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Norm Enfield, Ed.D.
Deputy Superintendent
Sandra H. 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 almost 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 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 17 years later, Chino Hills High School finds itself to have grown from being thrust in a large abyss of change to seeing stability and positive growth. With an Administrative team that has been together several years; staff, students and parents have adjusted to a systemic procedural protocol that has occurred over the last five years. The staff has worked tirelessly to ensure that all students are successful in all four corners of our school crest (Academics, Athletics, Visual and Performing Arts and Activities). Most recently, students, staff and community members created school wide behavior expectations: P.R.I.D.E. These expectations are the foundation of our school wide MTSS. Collectively we look to PLC's to assist us with analyzing data to look for areas of growth and to assist us in ensuring that we remain at the forefront of many innovative practices/programs.

Chino Hills High School's vision is to be a school that encourages personal and academic achievement and integrity for all students in a challenging, safe, and supportive environment.

Chino Hills High School's mission is to provide an environment of respect and cooperative learning among students, staff, and parents, where all students engage in relevant standards-based curriculum and activities that fosters responsibility and academic excellence.

Chino Hills High School Beliefs:

We believe passion drives life-long learning.
We believe respect fosters growth and unity.
We believe integrity promotes positive character and good citizenship.
We believe determination cultivates success.
We believe that excellence is achieved when we reach our individual potential.

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	680
Grade 10	715
Grade 11	738
Grade 12	753
Total Enrollment	2,886

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.9
American Indian or Alaska Native	0
Asian	15.4
Filipino	7.5
Hispanic or Latino	41.2
Native Hawaiian or Pacific Islander	0.3
White	27.4
Two or More Races	3
Socioeconomically Disadvantaged	28.7
English Learners	2.5
Students with Disabilities	9.8
Foster Youth	0.1

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 Hills High School	15-16	16-17	17-18
With Full Credential	121.9	121.7	120.1
Without Full Credential	1	0	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 Hills High School	15-16	16-17	17-18
Teachers of English Learners	1	0	0
Total Teacher Misassignments	2	1	0
Vacant Teacher Positions	0	0	1

* "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: 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 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 new aquatic center completed in the 2013/2014 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 District's inspection took place on September 22, 2017, the overall rating of this site's most recent survey is GOOD, and any associated repairs were completed 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	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		ADMINISTRATION BUILDING, M103, M125, M206, M212, ROOMS 242, 247, 259, 261, 262: Stained ceiling tiles CENTER QUAD LUNCH TABLES: 1.) Areas evaluated have accumulated refuse, dirt and grime 2.) Damage to exterior paint, plaster or finish LIBRARY, M205, ROOMS 146, 254: Unsafe carpet condition M122, ROOM 190 BAND ROOM: Ceiling tiles are missing, damaged or loose M207: 1.) Stained ceiling tiles 2.) Replace the baseboards ROOMS 138, 158, 235, 250, SNACK BAR: Replace the baseboards ROOM 191 DRAMA ROOM: 1.) Unsafe carpet condition 2.) Walls have damage from cracks, tears, holes or water damage Room 245: 1.) Unsafe carpet condition 2.) Replace the baseboards 3.) Walls have damage from cracks, tears, holes or water damage Deficiencies corrected on or before December 30, 2017
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			CENTER QUAD LUNCH TABLES: 1.) Areas evaluated have accumulated refuse, dirt and grime 2.) Damage to exterior paint, plaster or finish CENTER QUAD RESTROOMS, MODULAR RESTROOMS: Rest rooms are dirty and not maintained regularly Deficiencies corrected on or before December 30, 2017
Electrical: Electrical	X			M122: Ceiling tiles are missing, damaged or loose M208: Electrical outlet covers or light switch covers are damaged or missing Deficiencies corrected on or before December 30, 2017
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			ROOM 176: Sink or fountain fixture is loose ROOM 248: Leaking faucet Deficiencies corrected on or before December 30, 2017
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			CENTER QUAD LUNCH TABLES: 1.) Areas evaluated have accumulated refuse, dirt and grime 2.) Damage to exterior paint, plaster or finish Deficiencies 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		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			ROOM 267: Locks and other security hardware are not functioning properly Deficiencies 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	76	75	59	57	48	48
Math	54	49	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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	67	65	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	19.1	22.1	46.7

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	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 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	721	679	94.17	74.67
Male	355	334	94.08	68.86
Female	366	345	94.26	80.29
Black or African American	38	34	89.47	67.65
Asian	113	107	94.69	86.92
Filipino	59	58	98.31	82.76
Hispanic or Latino	271	259	95.57	70.27
White	212	193	91.04	73.06
Two or More Races	25	25	100	76
Socioeconomically Disadvantaged	237	225	94.94	65.78
English Learners	34	30	88.24	36.67
Students with Disabilities	50	46	92	19.57

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	721	681	94.45	48.75
Male	355	337	94.93	46.88
Female	366	344	93.99	50.58
Black or African American	38	35	92.11	40
Asian	113	109	96.46	78.9
Filipino	59	58	98.31	55.17
Hispanic or Latino	271	259	95.57	35.14
White	212	192	90.57	48.44
Two or More Races	25	25	100	64
Socioeconomically Disadvantaged	237	223	94.09	36.77
English Learners	34	32	94.12	25
Students with Disabilities	50	46	92	4.35

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)

Chino Hills High School offers a number of opportunities for parents and community members to be involved with our campus. We have a large number of parents who collaborate with on campus staff through PTSA, School Site Council, ELAC, DELAC, Parent Partnership Nights, and WASC. Chino Hills High School has numerous parent volunteers who assist with the various booster clubs (i.e. General Boosters, Aquatics Boosters, Band Boosters, Baseball Boosters, Dance Boosters, Grad Nite Boosters and Spirit Boosters). Many husky parents are stakeholders with our PBIS initiative and activities such as ASB. Parents are always encouraged to contact any of our classified or certificated staff members via a personal phone call or e-mail. Chino Hills High School uses various means to help our parents be informed including our website, marquee, and Aeries Communication.

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	4.11	1.73	3.02
Expulsions Rate	0.03	0	0.2
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		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	
Resource Specialist	8.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	385

* 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+		
	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	27	30	28	23	42	21	42	32	37	46	43	47
Mathematics	29	29	27	16	35	21	40	40	39	39	28	35
Science	29	31	29	8	12	11	34	37	32	33	32	33
Social Science	27	30	28	21	23	17	44	35	38	41	36	40

* 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/.

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 Hills High School	2013-14	2014-15	2015-16
Dropout Rate	1.4	2.6	2.2
Graduation Rate	96.34	95.57	96.95
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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,134	\$2,119	\$7,016	\$77,606
District	♦	♦	\$7,395	\$79,870
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			-5.1	-2.8
Percent Difference: School Site/ State			6.7	-2.0

* Cells with ♦ do not require data.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1100
% of pupils completing a CTE program and earning a high school diploma	2.09%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	75%

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	98.93
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	51.48

* 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	4	◆
Mathematics	3	◆
Science	5	◆
Social Science	5	◆
All courses	19	27.3

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	96.42	90.78	87.11
Black or African American	97.3	88.72	79.19
American Indian or Alaska Native	100	75	80.17
Asian	96.88	96.49	94.42
Filipino	95.24	89.92	93.76
Hispanic or Latino	94.04	88.64	84.58
Native Hawaiian/Pacific Islander	100	100	86.57
White	99.46	94.13	90.99
Two or More Races	100	92.75	90.59
Socioeconomically Disadvantaged	100	91.36	63.9
English Learners	21.05	46.92	55.44
Students with Disabilities	100	93.81	85.45
Foster Youth	0	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.