Ayala (Ruben S.) High School

14255 Peyton Avenue • Chino Hills, CA 91709 • 909-627-3584 • Grades 9-12
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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Chino Valley Unified School District
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Associate Superintendent, Curriculum, Instruction, Innovation, and Support

Lea Fellows
Assistant Superintendent, Curriculum, Instruction, Innovation, and Support

Richard Rideout
Assistant Superintendent, Human Resources

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

School Description

The Ayala High School staff in collaboration with the community is dedicated to providing opportunities for all students to achieve in a safe and positive environment. We value our students as unique individuals and believe that involvement in academic, arts, guidance, vocational enrichment, athletics, and activity programs are key to a successful high school experience and college and career readiness. Our students will develop their ability to utilize the 4 C's (Communication, Collaboration, Creativity and Critical Thinking) and gain respect for individual differences. Our graduates will have a sense of purpose and direction in their own lives and leave Ayala as lifelong learners who are knowledgeable and responsible citizens.

MOTTO: "DARE TO BE G.R.E.A.T."
Growth
Respect
Excellence
Accountability
Teamwork

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	703
Grade 10	694
Grade 11	690
Grade 12	650
Total Enrollment	2,737

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.7
American Indian or Alaska Native	0.0
Asian	24.7
Filipino	7.6
Hispanic or Latino	38.9
Native Hawaiian or Pacific Islander	0.3
White	21.0
Socioeconomically Disadvantaged	27.7
English Learners	3.8
Students with Disabilities	10.3
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			
Ayala (Ruben S.) High School	16-17	17-18	18-19
With Full Credential	110.5	112.3	106
Without Full Credential	1	2	1
Teaching Outside Subject Area of Competence	0	0	1
Chino Valley Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1199.9
Without Full Credential	♦	♦	22
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School			
Ayala (Ruben S.) High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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 2018-19)

On October 4, 2018, 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 2018/2019-21 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 2018/2019 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 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	9-12 Prentice Hall: Timeless Voices; Timeless Themes (Adopted: 2005) 12 Prentice Hall: An Introduction to Fiction, Poetry, and Drama, 9TH Edition English/Language Arts for grade 12 (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 Houghton Mifflin; 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) 9-12 Houghton Mifflin & Harcourt; PreCalculus with Limits (Adopted: 2009) 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) 11-12 South-Western Cengage Learning; Financial Algebra: Advanced Algebra with Financial Applications (Adopted: 2017) **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) 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) 9-12 Cengage; Western Civilization: Since 1300, Tenth Edition (Adopted: 2018) 9-12 Bedford, Freeman and Worth Publishing Group; America's History for the AP Course, Ninth Edition (Adopted: 2018) 9-12 BFW/Worth Publishers; Krugman's Economics for AP, Second Edition (Adopted: 2018) **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 2018	
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 Wayside Publishing; Azulejo (Adopted: 2007) 9-12 Harcourt School Publishers; Nuevas Vista, Book 1 and 2 (Adopted: 2007) 9-12 Vista Higher Learning; Descubre 3 (Adopted: 2016) 9-12 Vista Higher Learning; Temas, AP Spanish Language and Culture (Adopted: 2016) 9-12 Houghton Mifflin Harcourt; Abriendo Puertas: Ampliando Perspectives (Adopted: 2016) 9-12 EMC/Paradigm Publishing; C'est a Toi Book 1, 2, and 3 (Adopted: 2007) 9-12 Vista Higher Learning; D'accord 3 (Adopted: 2016) 9-12 Vista Higher Learning; Themes AP French Language and Culture (Adopted: 2016) 9-12 Yale University Press; French in Action, Part 2 (Adopted: 2016) 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) 9-12 EMC Publishing; LLC; Zhen Bang!, Chinese (Adopted: 2011) 9-12 Cheng and Tsui; Adventures in Japanese 1 and 2 (Adopted: 2007) 9-12 The Japan Times; Genki: An Integrated Course in Elementary Japanese II (Adopted: 2016) 9-12 DawnSignPress; Vista Signing Naturally, Level 2 and 3 (Adopted: 2016) **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 supervises student dismissal. The staff and student workspaces 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 modernization project and new science buildings that are scheduled to begin during the 2018/2019 school year, and on July 1, 2018, CVUSD began using the Raptor Visitor Management System (RAPTOR) at all school sites to strengthen campus safety.

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 works 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 July 11, 2018, the overall rating of this site's most recent survey is GOOD, and any associated repairs were completed on or before December 30, 2018.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/11/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	B108: areas evaluated have accumulated refuse, dirt, and grime B139: areas evaluated have accumulated refuse, dirt, and grime F103: areas evaluated have accumulated refuse, dirt, and grime Deficiencies correction on or before December 30, 2018.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/11/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Electrical: Electrical	Poor	Attendance office: exposed wires (no voltage, or low voltage i.e. data or communication/phone lines) B101: lighting fixture or bulbs are not working or missing B104: lighting fixture or bulbs are not working or missing B109: lighting fixture or bulbs are not working or missing B110: lighting fixture or bulbs are not working or missing B112: lighting fixture or bulbs are not working or missing B120: lighting fixture or bulbs are not working or missing B123: lighting fixture or bulbs are not working or missing B125: lighting fixture or bulbs are not working or missing B127: lighting fixture or bulbs are not working or missing B128: lighting fixture or bulbs are not working or missing B133: lighting fixture or bulbs are not working or missing B136: lighting fixture or bulbs are not working or missing C108: lighting fixture or bulbs are not working or missing C115: electrical components are damaged or not functioning properly C116: lighting fixture or bulbs are not working or missing C136: lighting fixture or bulbs are not working or missing Counselors offices: exposed wires (no voltage, or low voltage i.e. data or communication/phone lines) D101: lighting fixture or bulbs are not working or missing D103: lighting fixture or bulbs are not working or missing D106: lighting fixture or bulbs are not working or missing D111: lighting fixture or bulbs are not working or missing D118: lighting fixture or bulbs are not working or missing D138: lighting fixture or bulbs are not working or missing 2. lighting covers are missing, damaged, or loose D139: lighting fixture or bulbs are not working or missing 2. lighting covers are missing, damaged, or loose D140: lighting fixture or bulbs are not working or missing 2. lighting covers are missing, damaged, or loose E105: electrical components are damaged or not functioning properly E111: lighting fixture or bulbs are not working or missing

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/11/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
		F102: lighting fixture or bulbs are not working or missing F107: lighting fixture or bulbs are not working or missing F109: lighting fixture or bulbs are not working or missing F111: lighting fixture or bulbs are not working or missing F118: lighting fixture or bulbs are not working or missing F119: lighting fixture or bulbs are not working or missing F121: lighting fixture or bulbs are not working or missing F122: lighting fixture or bulbs are not working or missing F123: lighting fixture or bulbs are not working or missing F124: lighting fixture or bulbs are not working or missing F125: lighting fixture or bulbs are not working or missing Deficiencies correction on or before December 30, 2018.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	D127: locks and other security hardware are not functioning properly Deficiencies correction on or before December 30, 2018.
Overall Rating	**Good**	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
Subject	**School**		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
ELA	70.0	77.0	57.0	58.0	48.0	50.0
Math	50.0	55.0	46.0	46.0	37.0	38.0

2017-18 CAASPP Results for All Students

Note: 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.

Note: ELA and 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.

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
Subject	**School**		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
Science	N/A	N/A	N/A	N/A	N/A	N/A

CAASPP Test Results in Science for All Students

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
9	12.0	17.2	57.9

* 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.

School Year 2017-18 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	675	649	96.15	76.89
Male	325	314	96.62	70.06
Female	350	335	95.71	83.28
Black or African American	31	30	96.77	56.67
Asian	186	181	97.31	87.29
Filipino	57	57	100.00	91.23
Hispanic or Latino	241	231	95.85	67.97
Native Hawaiian or Pacific Islander	--	--	--	--
White	134	125	93.28	77.60
Two or More Races	23	23	100.00	69.57
Socioeconomically Disadvantaged	186	176	94.62	68.18
English Learners	41	38	92.68	42.11
Students with Disabilities	55	53	96.36	18.87
Foster Youth	--	--	--	--

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 2017-18 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	675	646	95.7	55.26
Male	325	313	96.31	59.74
Female	350	333	95.14	51.05
Black or African American	31	29	93.55	20.69
Asian	186	181	97.31	82.32
Filipino	57	57	100	66.67
Hispanic or Latino	241	231	95.85	36.8
Native Hawaiian or Pacific Islander	--	--	--	--
White	134	123	91.79	51.22
Two or More Races	23	23	100	60.87
Socioeconomically Disadvantaged	186	173	93.01	50.87
English Learners	41	38	92.68	57.89
Students with Disabilities	55	53	96.36	7.55
Foster Youth	--	--	--	--

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 school site

Opportunities for Parental Involvement (School Year 2018-19)
Approximately 1500 of our parent community are involved with booster groups, PTSA, School Site Council, special project groups such as Facilities, LCAP, and parent support organizations such as ELAC, AVID, Academies, and much more.
How can parents get involved?
1. Athletics: Contact Mr. Reed
2. Student Activities: Contact Ms. Weiss
3. School Program: Contact Ms. Yarboi

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 2018, 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	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	2.7	1.5	0.9
Expulsions Rate	0.1	0.1	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.2	2.5	1.7
Expulsions Rate	0.1	0.1	0.0
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
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.

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)	3.0
Library Media Teacher (Librarian)	0.25
Library Media Services Staff (Paraprofessional)	1.5
Psychologist	1.0
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	5.8
Other	
Average Number of Students per Staff Member	
Academic Counselor	437.66

*   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	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	28.0	29.0	28.0	24	16	17	25	26	36	46	50	43
Mathematics	29.0	28.0	27.0	15	16	20	30	36	28	40	36	45
Science	29.0	30.0	30.0	9	7	7	19	24	25	30	29	34
Social Science	28.0	27.0	29.0	14	17	14	35	33	34	41	39	41

* 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 Shifts; Common Core Math: Standards of Mathematical Practices; NGSS-Elementary-Deepening Understanding of Three-Dimensional Learning of NGSS (Early Transition Phase); Historical Inquiry; Positive School Culture; Timeline Feedback on Formative Assessments; Collaboration Strategies for Students; Building Stronger Connection with Students; Integration of Technology and Use of Digital Tools; Accessing, Processing, and Analyzing Data; and Professional Learning Communities. These areas were identified by the Teaching and Learning Task Force as focus areas for our district in 2018-19. 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 2016-17 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$47,271	$47,903
Mid-Range Teacher Salary	$78,551	$74,481
Highest Teacher Salary	$98,979	$98,269
Average Principal Salary (ES)	$120,794	$123,495
Average Principal Salary (MS)	$122,989	$129,482
Average Principal Salary (HS)	$136,169	$142,414
Superintendent Salary	$230,000	$271,429
Percent of District Budget		
Teacher Salaries	41.0	35.0
Administrative Salaries	6.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$9,927	$2,399	$7,529	$77,871
District	♦	♦	$7,914	$83,516
State	♦	♦	$7,125	$80,764
Percent Difference: School Site/District			-5.0	-7.0
Percent Difference: School Site/ State			5.5	-3.6

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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)			
Ayala (Ruben S.) High School	**2014-15**	**2015-16**	**2016-17**
Dropout Rate	3.6	1.4	0.6
Graduation Rate	95.3	97.5	96.8
Chino Valley Unified School District	**2014-15**	**2015-16**	**2016-17**
Dropout Rate	6.7	4.9	4.4
Graduation Rate	89.7	92.2	92.1
California	**2014-15**	**2015-16**	**2016-17**
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	317
% of pupils completing a CTE program and earning a high school diploma	1.2%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	36%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	97.3
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	69.4

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science	4	◆
English	13	◆
Fine and Performing Arts	0	◆
Foreign Language	4	◆
Mathematics	16	◆
Science	9	◆
Social Science	20	◆
All courses	66	31.0

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2017**		
	School	**District**	**State**
All Students	95.3	91.8	88.7
Black or African American	90.9	82.9	82.2
American Indian or Alaska Native	100.0	75.0	82.8
Asian	95.7	94.7	94.9
Filipino	96.2	93.7	93.5
Hispanic or Latino	93.3	90.5	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	98.1	95.2	92.1
Two or More Races	100.0	94.7	91.2
Socioeconomically Disadvantaged	100.0	96.5	88.6
English Learners	43.5	60.7	56.7
Students with Disabilities	100.0	94.3	67.1
Foster Youth	0.0	45.8	74.1

Career Technical Education Programs

Our vision includes a rigorous academic program that integrates Career Technical Education (CTE). Chino Valley Unified School District (CVUSD) creates courses and career pathways that promote student mastery of CTE standards. The courses in each sequence are aligned with industry pathway standards and Common Core State Standards, where applicable. In addition, many courses have been updated to meets UC/CSU 'a-g' requirements. All students of Chino Valley Unified School District are encouraged to participate in CTE courses based on interest. The District's goal is to increase enrollment in CTE pathways and increase the number of students completing pathway sequences. The advisory committee for the District is comprised of industry members from Agriculture & Natural Resources, Engineering & Architecture, Hospitality, Tourism & Recreation, and Public Services.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://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.