

# Boys Republic High

1907 Boys Republic Dr. • Chino Hills, Ca, 91709 • 909-628-1217 • Grades 9-12

Carl Hampton, Principal  
carl\_hampton@chino.k12.ca.us  
www.chino.k12.ca.us

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Chino Valley Unified School District

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

#### District Governing Board

James Na, President  
Irene Hernandez-Blair, Vice  
President  
Andrew Cruz, Clerk  
Christina Gagnier, Member  
Joe Schaffer, Member  
Alexi Magallanes, Student  
Representative

#### District Administration

##### Superintendent

Sandra Chen

##### Associate Superintendent, Business Services

Grace Park, Ed.D.

##### 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

Boys Republic High School is a small, comprehensive, four-year high school. The school campus is located within the boundaries of the Boys Republic 211 acre farm. The majority of the students attending the school live in one of the six adjacent dormitories, each of which houses about 25 students. Boys Republic has much tradition, charm, and atmosphere that enhances and augments the unique program created and designed to meet the individual needs of its student population.

Since its founding in 1907, Boys Republic has been busy making life better for its students. The courts, usually for family or disciplinary reasons, place most of the students in the program for problems or failures in school, in their family structure, or violations of the law or probation. Prior to placement, most students have failed even in the alternative high schools, have records of truancy, and average about two years below their expected grade levels where credits are a concern and most are far below basic in academic skills.

At Boys Republic we believe that every student must become a contributing member of society. They will most likely accomplish this by progressing toward self-reliance through gaining an education, self-respect, and being accountable for their own actions. "Nothing Without Labor" has been the Boys Republic motto since its earliest years.

The Institution of Boys Republic goals/philosophy are:

- Develop in each student a feeling of self-worth as a functioning contributing member of society.
- Develop respect for the law, for authority, and for the rights and property of others.
- Develop within each student acceptance of responsibility for their own behavior and the rewards and consequences resulting from behavior outside of acceptable norms.
- Develop essential educational skills in academic and technical areas, which will assist each student in meeting the ever-changing demands for employment and effective citizenship.
- Develop each student's ability to get along with others in the give-and-take relationships of the modern world.

At Boys Republic High School our vision and mission is to complement the vision and mission of the Institution of Boys Republic. Educational success is one of the components of any young man's placement goals at Boys Republic. To this end, the school in conjunction with Boys Republic has instituted the Student Learner Outcomes (SLO) to assist students in achieving both academic and placement success. In short, BRHS vision is to provide students with the necessary skills, knowledge, and confidence to be contributing members of society.

Our Mission at BRHS is to provide relevant education and develop the academic, vocational, and social skills essential to assist the youth we serve. We seek to cultivate the potential of each student by encouraging students' personal accomplishments and necessary changes. We strive to develop students to their full capacity to live self-directed lives as productive citizens.

Beliefs: Respect, Responsibility, Relationships, Integrity, Accountability.

1. All students will demonstrate appropriate citizenship while at Boys Republic and become contributing citizens in their own communities after graduation.
2. All students will live the Boys Republic motto, 'Nothing Without Labor' and take that work ethic with them into the job market.

3. Students will make progress toward becoming credit current, or become credit current, or graduate from high school, or pass the GED and or be prepared to enter the work force upon leaving Boys Republic with vocational skills.

Develop student paths that will lead to the student achieving a High School diploma and/or GED and/or vocational skills that will provide an adequate stand of living.

### 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	10
Grade 10	12
Grade 11	19
Grade 12	36
<b>Total Enrollment</b>	<b>77</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	24.7
American Indian or Alaska Native	1.3
Asian	0.0
Filipino	0.0
Hispanic or Latino	63.6
Native Hawaiian or Pacific Islander	1.3
White	7.8
Socioeconomically Disadvantaged	93.5
English Learners	23.4
Students with Disabilities	27.3
Foster Youth	85.7

### 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			
Boys Republic High	16-17	17-18	18-19
With Full Credential	12.4	12.8	12.2
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
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			
Boys Republic High	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 and/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.

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: October 2018</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	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 Houghton Mifflin; Scholastic: Read 180 (Adopted: 2011)  <b>The textbooks listed are from most recent adoption:      Yes</b> <b>Percent of students lacking their own assigned textbook:    0</b>
<b>Mathematics</b>	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)  <b>The textbooks listed are from most recent adoption:      Yes</b> <b>Percent of students lacking their own assigned textbook:    0</b>
<b>Science</b>	9-12 Pearson Prentice Hall; Earth Science (Adopted: 2008) 9-12 Pearson Prentice Hall; Biology (Adopted: 2008) 9-12 Pearson Prentice Hall; Chemistry (Adopted: 2008) 9-12 Glencoe; Physics: Principles and Problems (Adopted: 2008) 9-12 Wiley; Environmental Science: Earth as a Living Planet (Adopted: 2008)  <b>The textbooks listed are from most recent adoption:      Yes</b> <b>Percent of students lacking their own assigned textbook:    0</b>
<b>History-Social Science</b>	9-12 Prentice Hall; World History: The Modern World (Adopted: 2007) 9-12 Holt, Reinhart and Winston; American Anthem: Modern American History (Adopted: 2007) 9-12 Bedford; American’s History (Adopted: 2007) 9-12 Glencoe/McGraw-Hill; United States Government: Democracy in Action (Adopted: 2007) 9-12 McDougal Littell; American Government: Institutions & Policies (Adopted: 2007) 9-12 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)  <b>The textbooks listed are from most recent adoption:      Yes</b> <b>Percent of students lacking their own assigned textbook:    0</b>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: October 2018**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Foreign Language</b>	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)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Health</b>	9-12 Glencoe; Glencoe Health (Adopted: 2009)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

A cornerstone of Boys Republic's approach to working with troubled teenagers is our insistence on involving students in the care and improvement of the facility that serves them — we take every opportunity to turn a project into a learning experience for our students. It's all about the kids. Two recent projects centering in Boys Republic's athletics fields offered our students an opportunity to collaborate with both Boys Republic physical plant staff and community volunteers.

The existing baseball field dugouts were in a state of disrepair; the design offered no protection from the elements. It was Lowe's Heroes Day at Boys Republic and eight employees from one of the company's local home improvement centers helped build footings for improved baseball field dugouts, designed by Boys Republic masonry students. Baldy View ROP and Roscoe's Famous Deli contributed toward building materials.

Visiting athletic teams, as well as car show guests and others, will now find a hospitable restroom, just adjacent to the football field. The smart-looking facility was inspired by plans borrowed from the City of Chino Hills; it attracted both financial and material support from Baldy View ROP, Roscoes Deli, and Lowe's Home Improvement Centers. It was constructed by Boys Republic physical plant staff and masonry students.

Grounds and maintenance personnel ensure that the physical plant is kept in a neat, clean, and safe condition. Boys Republic takes great pride in the natural beauty of our campus and goes to great lengths to keep our many trees and plants in a healthy, vibrant condition.

**School Facility Good Repair Status (Most Recent Year)**

Year and month in which data were collected:

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected:		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	4.0	5.0	57.0	58.0	48.0	50.0
Math	0.0	0.0	46.0	46.0	37.0	38.0

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.

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	
	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

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	**	**	**

\* 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	27	22	81.48	4.55
Male	27	22	81.48	4.55
Black or African American	--	--	--	--
Hispanic or Latino	19	15	78.95	0.00
White	--	--	--	--
Socioeconomically Disadvantaged	26	21	80.77	4.76
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	24	19	79.17	5.26

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	31	21	67.74	0
Male	31	21	67.74	0
Black or African American	--	--	--	--
Hispanic or Latino	22	14	63.64	0
White	--	--	--	--
Socioeconomically Disadvantaged	30	20	66.67	0
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	28	18	64.29	0

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)

Every attempt is made to involve family members in the rehabilitation process and to bring about the reunification of the family. We consider the development of academic, vocational and social skills essential in assisting the youth we serve to return to the community as useful, productive citizens.

Due to the severe trauma that has existed in the homes and communities of many of our students, emotional problems are evident with our students. These problems have left them with a greater degree of being “at risk” in the academic areas.

Boys Republic High School is a public school in a private setting. Students are placed at Boys Republic (treatment facility) by the juvenile court system throughout California. During their 6 to 12 month stay parents have lost all Parental Rights but not Educational Rights. Therefore, parents are kept informed regarding educational issues that can have an impact on their student.

**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).

<b>Suspensions and Expulsions</b>			
<b>School</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Suspensions Rate</b>	7.3	12.2	17.8
<b>Expulsions Rate</b>	0.0	0.0	0.0
<b>District</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Suspensions Rate</b>	3.2	2.5	1.7
<b>Expulsions Rate</b>	0.1	0.1	0.0
<b>State</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Suspensions Rate</b>	3.7	3.7	3.5
<b>Expulsions Rate</b>	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	1.0
Counselor (Social/Behavioral or Career Development)	0.25
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.25
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	94

\* 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+		
	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	3.0	3.0	2.0	47	43	41						
Mathematics	4.0	3.0	3.0	29	28	31						
Science	4.0	3.0	3.0	19	17	17						
Social Science	3.0	3.0	3.0	32	36	28						

\* 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/](http://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](http://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)			
Boys Republic High	2014-15	2015-16	2016-17
Dropout Rate	35.8	32.8	34.4
Graduation Rate	32.8	37.3	31.3
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

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	97.4
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

\* Where there are student course enrollments.

### Career Technical Education Programs

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$26,328	\$7,240	\$19,088	\$85,502
District	♦	♦	\$7,914	\$83,516
State	♦	♦	\$7,125	\$80,764
Percent Difference: School Site/District			82.8	2.4
Percent Difference: School Site/ State			91.3	5.7

\* 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	46.7	91.8	88.7
Black or African American	38.5	82.9	82.2
American Indian or Alaska Native	0.0	75.0	82.8
Asian	100.0	94.7	94.9
Filipino	0.0	93.7	93.5
Hispanic or Latino	42.9	90.5	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	100.0	95.2	92.1
Two or More Races	0.0	94.7	91.2
Socioeconomically Disadvantaged	38.6	96.5	88.6
English Learners	57.1	60.7	56.7
Students with Disabilities	72.7	94.3	67.1
Foster Youth	35.7	45.8	74.1

**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.