



Chino High School

5472 Park Place • Chino, CA 91710-4130 • 909-627-7351 • 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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District Governing Board

James Na, President
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District Administration

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Sandra Chen

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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

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

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

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <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	469
Grade 10	480
Grade 11	456
Grade 12	526
Total Enrollment	1,931

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.3
Asian	3.5
Filipino	1.1
Hispanic or Latino	77.3
Native Hawaiian or Pacific Islander	0.3
White	11.3
Socioeconomically Disadvantaged	69.5
English Learners	9.3
Students with Disabilities	16.4
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Chino High School	16-17	17-18	18-19
With Full Credential	96.9	93.9	84.4
Without Full Credential	1	1	2
Teaching Outside Subject Area of Competence	1	0	2
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			
Chino High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	2

* 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 supervise student dismissal. The staff and student work spaces for this site are cleaned on a regular basis by the school site custodial staff. In addition to regular cleanings, deep cleanings are scheduled and carried out during breaks and vacation periods. The school facility is adequate and has sufficient classrooms, playground, and staff spaces in order to operate efficiently. A planned or recently completed school improvement for this site is a full school reconstruction that is scheduled to begin during the 2018/2019 school year, 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 work diligently to complete all work orders in a timely manner. The Maintenance team utilized the Facility Inspection Tool (FIT), a survey instrument developed by the State of California Office of Public School Construction (OPSC), to record inspection results. The overall rating of this site's most recent survey is GOOD, and any associated repairs were completed on or before December 30, 2018.

In addition to the District inspection that took place on October 15, 2018, representatives from the San Bernardino County Superintendent of Schools (SBCSS) conduct annual Williams visits to schools ranked in deciles 1-3 in San Bernardino County to evaluate their "good repair" status. The Williams inspection for this site occurred on August 30, 2018. Results from this inspection are included below, and any associated repairs were completed by the end of December 30, 2018.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/15/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	M10: ceiling tiles are stained M5: 1. plaster or paint is damaged 2. restrooms are dirty and not maintained regularly MPR: 1. ceiling tiles are missing, damaged, or loose 2. lighting covers are missing, damaged or loose 3. cluttered classroom

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/15/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>Music Office: ceiling times missing, damaged or loose RM 11: plaster or paint is damaged RM 12: plaster or paint is damaged RM 13: plaster or paint is damaged RM 17: plaster or paint is damaged RM 18: plaster or paint is damaged RM 19: plaster or paint is damaged RM105: 1. plaster or paint is damaged 2. area evaluated have accumulated refuse, dirt, and grime Work Experience: plaster or paint is damaged Deficiencies were corrected on or before December 30, 2018</p>
<p>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</p>	<p align="center">Good</p>	<p>M24: flooring is excessively dirty/stained MPR: 1. ceiling times are missing, damaged, or loose 2. lighting covers are missing, damaged or loose 3. cluttered classroom Restrooms: restrooms are not stocked with supplies such as toilet paper, soap, or paper towels RM 34: cluttered classroom RM 94: area evaluated have accumulated refuse, dirt, and grime RM 95: area evaluated have accumulated refuse, dirt, and grime 2. cluttered classroom RM105: 1. plaster or paint is damaged 2. area evaluated have accumulated refuse, dirt, and grime Deficiencies were corrected on or before December 30, 2018</p>
<p>Electrical: Electrical</p>	<p align="center">Good</p>	<p>Gym: lighting covers are missing, damaged or loose M23: 1. lighting fixture or bulbs are not working or missing 2. restrooms are dirty and not maintained regularly MPR: 1. ceiling tiles are missing, damaged, or loose 2. lighting covers are missing, damaged or loose 3. cluttered classroom RM 23: lighting fixture or bulbs are not working or missing RM 41: lighting fixture or bulbs are not working or missing RM 53: lighting fixture or bulbs are not working or missing RM106: 1. exposed wires (no voltage, or low voltage i.e. data or communication/phone lines) 2. lighting covers are missing, damaged or loose Deficiencies were corrected on or before December 30, 2018</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	<p align="center">Fair</p>	<p>Boys Locker Room: restrooms are dirty and not maintained regularly</p>

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/15/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		Girls Restroom: restrooms are not stocked with supplies such as toilet paper, soap, or paper towels M23: 1. lighting fixture or bulbs are not working or missing 2. restrooms are dirty and not maintained regularly M5: 1. plaster or paint is damaged 2. restrooms are dirty and not maintained regularly Music Library: water pressure too high or low RM101: water pressure too high or low WILLIAMS: Lab 3: sink/fountain is leaking Deficiencies were corrected on or before December 30, 2018
Safety: Fire Safety, Hazardous Materials	Good	WILLIAMS: M11: fire extinguisher out of date or missing monthly inspection sign-off WILLIAMS: M16: fire extinguisher out of date or missing monthly inspection sign-off WILLIAMS: M22: fire extinguisher out of date or missing monthly inspection sign-off WILLIAMS: M12: fire extinguisher out of date or missing monthly inspection sign-off WILLIAMS: M18: fire extinguisher out of date or missing monthly inspection sign-off Deficiencies were corrected on or before December 30, 2018
Structural: Structural Damage, Roofs	Good	
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	55.0	41.0	57.0	58.0	48.0	50.0
Math	26.0	17.0	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	20.8	20.8	23.3

* 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	432	415	96.06	40.72
Male	201	193	96.02	31.09
Female	231	222	96.10	49.10
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	343	332	96.79	37.05
Native Hawaiian or Pacific Islander	--	--	--	--
White	53	48	90.57	56.25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	309	298	96.44	35.91
English Learners	67	64	95.52	10.94
Students with Disabilities	67	64	95.52	7.81
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	429	406	94.64	17.24
Male	200	190	95	15.79
Female	229	216	94.32	18.52
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	340	325	95.59	14.77
Native Hawaiian or Pacific Islander	--	--	--	--
White	53	47	88.68	25.53
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	307	292	95.11	14.04
English Learners	66	63	95.45	1.59
Students with Disabilities	67	62	92.54	3.23
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)

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

State Priority: School Climate

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

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

School Safety Plan

Each school has a detailed School Site Safety Plan for emergencies that is annually reviewed, updated, and discussed by the School Site Council. The date on which the School Site Safety Plan was last annually reviewed was March 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	2.9	3.5	2.3
Expulsions Rate	0.1	0.1	0.1
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	5.0
Counselor (Social/Behavioral or Career Development)	3.35
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)	6.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	350

* 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	23.0	24.0	25.0	44	34	26	35	26	23	20	27	30
Mathematics	25.0	24.0	25.0	28	28	20	46	28	27	9	23	24
Science	23.0	25.0	25.0	25	22	19	28	13	17	13	22	18
Social Science	23.0	25.0	22.0	31	25	32	41	12	16	9	32	19

* 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/.

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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$11,353	\$2,872	\$8,481	\$83,269
District	◆	◆	\$7,914	\$83,516
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			6.9	-0.3
Percent Difference: School Site/ State			17.4	3.1

* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Chino High School	2014-15	2015-16	2016-17
Dropout Rate	5.9	4.1	4.8
Graduation Rate	91.9	94.3	93.2
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	487
% of pupils completing a CTE program and earning a high school diploma	1.6%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	59%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	98.8
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	42.2

* 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	0	♦
English	8	♦
Fine and Performing Arts	0	♦
Foreign Language	5	♦
Mathematics	6	♦
Science	7	♦
Social Science	8	♦
All courses	34	18.1

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	95.0	91.8	88.7
Black or African American	100.0	82.9	82.2
American Indian or Alaska Native	100.0	75.0	82.8
Asian	70.0	94.7	94.9
Filipino	100.0	93.7	93.5
Hispanic or Latino	95.4	90.5	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	92.3	95.2	92.1
Two or More Races	100.0	94.7	91.2
Socioeconomically Disadvantaged	99.7	96.5	88.6
English Learners	80.6	60.7	56.7
Students with Disabilities	100.0	94.3	67.1
Foster Youth	100.0	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 meet 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.