



# Chino Hills High School

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

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Chino Valley Unified School District

5130 Riverside Drive  
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#### District Governing Board

Joe Schaffer, President

Christina Gagnier, Vice President

Irene Hernandez-Blair, Clerk

Andrew Cruz, Member

James Na, Member

Audrey Ing, Student Representative

#### District Administration

Norm Enfield, Ed.D.

##### **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

CHHS opened its doors to the freshman class of 2005 in September of 2001, as a two story modular campus with 500 students and 35 staff members. After 4 years, construction of the permanent facilities was complete. Since then, we keep expanding to almost 2900 students and 173 staff members. Over 90% of our students are from Chino Hills, with about 7% from Chino, and the rest from Ontario. The student body reflects the relative ethnic and economic diversity of those communities. Our attendance area covers the southern portions of the 3 cities, from the hills to the agriculture preserve, and includes the last open land in this rapidly developing area. From the beginning, our focus has been to establish and promote a positive and welcoming school climate. The high levels of trust and respect between students, parents, staff, and administration, are the hallmark of our school culture. Students, staff, and community embrace the traditions of Husky Pride. Maintaining trust and improving communication between stakeholders will continue to be our priority, to help CHHS perpetuate its reputation as "the Pride of the Hills."

Now 18 years later, Chino Hills High School has worked tirelessly to ensure that all students are successful in all four corners of our school crest (Academics, Athletics, Visual and Performing Arts and Activities). Students, staff and community members worked collaboratively to create and implement school wide behavior expectations: P.R.I.D.E. These expectations are the foundation of our school wide MTSS. Collectively we look to PLC's to assist us with analyzing data to look for areas of growth and to assist us in ensuring that we remain at the forefront of many innovative practices/programs.

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

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

#### Chino Hills High School Beliefs:

We believe passion drives life-long learning.

We believe respect fosters growth and unity.

We believe integrity promotes positive character and good citizenship.

We believe determination cultivates success.

We believe that excellence is achieved when we reach our individual potential.

## About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	676
Grade 10	701
Grade 11	693
Grade 12	704
<b>Total Enrollment</b>	<b>2,774</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.5
American Indian or Alaska Native	0.2
Asian	17.8
Filipino	7.1
Hispanic or Latino	41.1
Native Hawaiian or Pacific Islander	0.3
White	23.7
Two or More Races	3.2
Socioeconomically Disadvantaged	30.2
English Learners	3.7
Students with Disabilities	10.9
Foster Youth	0.1
Homeless	3.8

## 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 for Chino Hills High School	17-18	18-19	19-20
With Full Credential	120.1	113.25	107
Without Full Credential	1	3	4
Teaching Outside Subject Area of Competence	0	3	0

Teacher Credentials for Chino Valley Unified	17-18	18-19	19-20
With Full Credential	◆	◆	1204
Without Full Credential	◆	◆	24
Teaching Outside Subject Area of Competence	◆	◆	0

### Teacher Misassignments and Vacant Teacher Positions at Chino Hills High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	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 2019-20)

On October 3, 2019, 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 2019/2020-18 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 2019/2020 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 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	9-12 Pearson: My Perspectives English Language Arts (Adopted: 2019) 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 Houghton Mifflin; Scholastic: Read 180 (Adopted: 2015) 9-12 Bedford/Saint Martin's: The Language of Composition (Adopted: 2019)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<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) 10-12 Bedford, Freeman, and Worth: Calculus for the AP Course (Adopted 2019) 11-12 Cengage Learning: Calculus for AP (Adopted 2019) 10-12 Pearson: Stats: Modeling the World, 5th Edition (Adopted 2019)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<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) 9-12 McGraw-Hill: Physics: Principals and Problems, California (Adopted: 2007) 9-12 Pearson: Campbell Biology, AP Edition (Adopted: 2011) 9-12 Pearson: Physics, AP Edition (Adopted: 2011) 9-12 Carnegie: Chemistry, AP Edition (Adopted: 2013)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>History-Social Science</b>	9-12 Pearson: Human Anatomy & Physiology (Adopted 2003) 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 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) 12 Cengage Learning: Introduction to Comparative Politics: Political Challenges and Changing Agendas (Adopted 2016) 9-12 UC Davis Center for Integrated Computing and STEM Education (C-STEM); Learning Common Core Mathematics with C/C++ Interpreter Ch for Integrated Mathematics I (Adopted 2019) 12 Bedford, Freeman, and Worth: American Government: Stories of a Nation; for the AP Course (Adopted 2019) 9-10 Pearson: The Cultural Landscape: An Introduction to Human Geography, 13th Edition (Adopted 2019)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<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) 9-12 California Department of Education, California Department of Public Health, Federal Office of Adolescent Health, Positive Prevention PLUS, Sexual Health Education for California Youth (Adopted: 2019)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science Laboratory Equipment</b>	Laboratory equipment is available for science laboratory classes offered in grades 9-12, inclusive. <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)

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, playgrounds, and staff spaces in order to operate efficiently. Planned or recently completed school improvements for this site are a new aquatic center, schoolwide security camera and keyless access system currently in progress, a single point of entry completed in the 2018/2019 school year, and reorganization of the front office/attendance area in progress.

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 November 18, 2019, the overall rating of this site's most recent survey is EXEMPLARY, and any associated repairs were completed on or before December 30, 2019.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 11/18/2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Room 237: Gas fixture on students desk loose Deficiencies were corrected on or before December 30, 2019
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Room 155: Lamps out Theatre: 1. Lighting fixture or bulbs are not working or missing (stage hallway) Deficiencies were corrected on or before December 30, 2019
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Room 190: 9. Water pressure too high or low. Deficiencies were corrected on or before December 30, 2019
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	61	65	58	58	50	50
Math	45	50	46	47	38	39

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

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	15.2	15.0	60.2

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	677	654	96.60	65.44
Male	344	333	96.80	59.46
Female	333	321	96.40	71.65
Black or African American	37	36	97.30	50.00
Asian	138	137	99.28	81.02
Filipino	50	50	100.00	82.00
Hispanic or Latino	262	254	96.95	57.09
White	163	153	93.87	62.09
Two or More Races	18	16	88.89	87.50
Socioeconomically Disadvantaged	213	199	93.43	52.76
English Learners	41	40	97.56	27.50
Students with Disabilities	61	53	86.89	18.87
Homeless	32	29	90.63	9.37

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 2018-19 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	677	653	96.45	49.62
Male	344	333	96.80	46.25
Female	333	320	96.10	53.13
Black or African American	37	36	97.30	33.33
Asian	138	137	99.28	83.94
Filipino	50	49	98.00	63.27
Hispanic or Latino	262	253	96.56	33.99
White	163	154	94.48	43.51
Two or More Races	18	16	88.89	68.75
Socioeconomically Disadvantaged	213	198	92.96	41.92
English Learners	41	40	97.56	37.50
Students with Disabilities	61	53	86.89	11.32
Homeless	32	29	90.63	9.37

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 2019-20)

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

### State Priority: School Climate

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

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

### School Safety Plan

Each school has a detailed School Site Safety Plan for emergencies that is annually reviewed, updated, and discussed by the School Site Council. The date on which the School Site Safety Plan was last annually reviewed was March 2019, 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.0	1.6	1.6
Expulsions Rate	0.2	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	1.7	1.6
Expulsions Rate	0.1	0.0	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	554.8

\* 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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	5.0
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	1.5
Psychologist	1.5
Social Worker	
Nurse	.9
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.6
Other	.3

\* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	27	22	36	49	26	26	42	40	26	24	50	33
Mathematics	27	22	34	39	26	22	45	28	27	18	41	34
Science	29	11	27	36	28	12	39	24	27	15	37	25
Social Science	28	19	34	43	26	21	50	26	27	20	43	30

\* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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 2019-20. 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 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,216	\$48,612
Mid-Range Teacher Salary	\$80,122	\$74,676
Highest Teacher Salary	\$100,959	\$99,791
Average Principal Salary (ES)	\$125,255	\$125,830
Average Principal Salary (MS)	\$126,519	\$131,167
Average Principal Salary (HS)	\$141,670	\$144,822
Superintendent Salary	\$230,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	40%	34%
Administrative Salaries	6%	5%

\* 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)**

Rate for Chino Hills High School	2015-16	2016-17	2017-18
Dropout Rate	2.2	1.2	0.8
Graduation Rate	96.9	96.7	96.1

Rate for Chino Valley Unified School	2015-16	2016-17	2017-18
Dropout Rate	4.9	4.4	4.3
Graduation Rate	92.2	92.1	92.3

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$9,854	\$2,192	\$7,661	\$96,868
District	N/A	N/A	\$7,811	\$83,150.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-1.9	15.2
School Site/ State	2.0	16.1

Note: Cells with N/A values 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.

**Career Technical Education Participation**

Measure	CTE Program Participation
Number of pupils participating in CTE	1075
% of pupils completing a CTE program and earning a high school diploma	38%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	75%

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.1
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	61.68

## 2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	13	N/A
Fine and Performing Arts		N/A
Foreign Language	5	N/A
Mathematics	10	N/A
Science	14	N/A
Social Science	28	N/A
All courses	71	30.3

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

\*Where there are student course enrollments of at least one student.

### 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.