



Chino High School

5472 Park Place • Chino, CA 91710-4130 • 909-627-7351 • Grades 9-12

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



CHINO VALLEY
UNIFIED SCHOOL DISTRICT

Student Achievement • Safe Schools • Positive School Climate
Honesty • Civility • Service

Chino Valley Unified School District

5130 Riverside Drive
Chino, CA 91710-4130
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District Governing Board

Joe Schaffer, President

Christina Gagnier, Vice President

Donald L. Bridge, Clerk

Andrew Cruz, Member

James Na, Member

Justin Rendon, 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

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 508 |
| Grade 10 | 463 |
| Grade 11 | 463 |
| Grade 12 | 431 |
| Total Enrollment | 1,865 |

2019-20 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 2.5 |
| American Indian or Alaska Native | 0.1 |
| Asian | 3.1 |
| Filipino | 1.2 |
| Hispanic or Latino | 81.5 |
| White | 10.7 |
| Two or More Races | 0.5 |
| Socioeconomically Disadvantaged | 71.3 |
| English Learners | 7.1 |
| Students with Disabilities | 14.6 |
| Foster Youth | 0.4 |
| Homeless | 9.8 |

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 High School | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential | 84.4 | 83 | 83 |
| Without Full Credential | 2 | 5 | 2 |
| Teaching Outside Subject Area of Competence | 2 | 0 | 0 |

| Teacher Credentials for Chino Valley Unified | 18-19 | 19-20 | 20-21 |
|--|-------|-------|-------|
| With Full Credential | ♦ | ♦ | 1134 |
| Without Full Credential | ♦ | ♦ | 10 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

Teacher Misassignments and Vacant Teacher Positions at Chino High School

| Indicator | 18-19 | 19-20 | 20-21 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 2 | 1 | 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 2020-21)

On October 1, 2020, 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 2020/2021-15 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 2020/2021 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 2020

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|------------------------------|--|
| Reading/Language Arts | 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) 9-12 Houghton Mifflin; Read 180 (Adopted: 2011) 9-12 Bedford/Saint Martin's: The Language of Composition (Adopted: 2019) 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 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) 9-12 California State University, Mathematical Reasoning with Connections (MRWC) (Adopted: 2019) 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) 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) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | 9-12 Pearson Prentice Hall; Earth Science (Adopted: 2008) 9-12 Pearson Prentice Hall; Biology (Adopted: 2008) 9-12 Pearson Prentice Hall; 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 Pearson: Campbell Biology, AP Edition (Adopted: 2019) 9-12 Pearson: Physics, AP Edition (Adopted: 2019) 9-12 Carnegie: Chemistry, AP Edition (Adopted: 2019) 9-12 Pearson: Human Anatomy & Physiology (Adopted 2019) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|-------------------------------------|---|
| History-Social Science | 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 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) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Foreign Language | 9-12 Prentice Hall; Realidades, Book 1 and 2 (Adopted: 2004) 9-12 Wayside Publishing; Azulejo (Adopted: 2007) 9-12 Harcourt School Publishers; Nuevas Vista, Book 1 and 2 (Adopted: 2004) 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: 2005) 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: 2004) 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: 2005) 9-12 Cheng and Tsui; Adventures in Japanese 1 and 2 (Adopted: 2004) 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) 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) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science Laboratory Equipment | Laboratory equipment is available for science laboratory classes offered in grades 9-12, inclusive. 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 to ensure students interact safely. At the end of the school day, staff supervises student dismissal. The staff and student workspaces for this site are cleaned on a regular basis by the school site custodial staff. In addition to regular cleanings, deep cleanings are scheduled and carried out during breaks and vacation periods. The school facility is adequate and has sufficient classrooms, playground, and staff spaces in order to operate efficiently. A planned or recently completed school improvement for this site is a full school reconstruction that is currently 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 October 24, 2020, the overall rating of this site's most recent survey is GOOD, and any associated repairs were completed on or before December 30, 2020. On an annual basis, the San Bernardino County Superintendent of Schools conducts Williams visits to monitored school sites to evaluate the sufficiency of instructional materials and to ensure that school site facilities are in good repair. At the time of publishing, a facilities inspection had not been conducted for the 2020-21 school year as this site was not offering in-person instruction due to COVID-19. A visit will be conducted once the site resumes in-person learning.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 10/24/2020

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | Room M10: 4. Ceiling tiles are stained. Room M13: 4. Ceiling tiles are stained. Room M14: 4. Ceiling tiles are stained; 7. Lighting fixture or bulbs are not working or missing. Room M15: 4. Ceiling tiles are stained. Room M16: 4. Ceiling tiles are stained. Room M18: 4. Ceiling tiles are stained. Room M19: 4. Ceiling tiles are stained; 7. Lighting fixture or bulbs are not working or missing. Room M20: 4. Ceiling tiles are stained. Room M21: 4. Ceiling tiles are stained. Room M22: 4. Ceiling tiles are stained. Room M23: 4. Ceiling tiles are stained. Deficiencies were corrected on or before December 30, 2020 |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| Electrical: Electrical | Good | Career Center: 7. Lighting fixture or bulbs are not working or missing. Library: 7. Lighting fixture or bulbs are not working or missing. Room 14: 7. Lighting fixture or bulbs are not working or missing. Room 19: 7. Lighting fixture or bulbs are not working or missing. Room 2: 7. Lighting fixture or bulbs are not working or missing. Room 25A: 7. Lighting fixture or bulbs are not working or missing. Room 29: 7. Lighting fixture or bulbs are not working or missing. Room 5: 7. Lighting fixture or bulbs are not working or missing. Room M11: 7. Lighting fixture or bulbs are not working or missing. Room M14: 4. Ceiling tiles are stained; 7. Lighting fixture or bulbs are not working or missing. Room M19: 4. Ceiling tiles are stained; 7. Lighting fixture or bulbs are not working or missing. Deficiencies were corrected on or before December 30, 2020 |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| 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.

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 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA | 50 | N/A | 58 | N/A | 50 | N/A |
| Math | 24 | N/A | 47 | N/A | 39 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | 27 | N/A | 37 | N/A | 30 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

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 (School Year 2020-2021)

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 2020, 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

(data collected between July through June, each full school year respectively)

| Rate | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 2.3 | 2.3 | 1.7 | 1.6 | 3.5 | 3.5 |
| Expulsions | 0.1 | 0.1 | 0.0 | 0.1 | 0.1 | 0.1 |

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | | | 2.5 |
| Expulsions | | | 0.1 |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

| Title | Ratio |
|---------------------|-------|
| Academic Counselor* | 300.8 |

*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 2019-2020)

| Title | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | 6.2 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | |

*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 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 | 2019-20 | 2019-20 | 2019-20 | 2019-20 |
|----------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|
| | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| English | 25 | 26 | 23 | 30 | 22 | 41 | 22 | 22 | 22 | 43 | 28 | 16 |
| Mathematics | 25 | 20 | 27 | 24 | 26 | 18 | 23 | 22 | 24 | 25 | 29 | 17 |
| Science | 25 | 19 | 17 | 18 | 22 | 24 | 21 | 15 | 24 | 18 | 28 | 9 |
| Social Science | 22 | 32 | 16 | 19 | 22 | 29 | 12 | 20 | 23 | 23 | 26 | 11 |

*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 (Most Recent Three Years)

| Measure | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| 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. Additionally, professional development is provided for new special education teachers covering areas such as compliance, development of Individualized Learning Programs (IEPs), classroom management, and effective instructional strategies. The Special Education Department supports school site staff with Crisis Prevention Intervention (CPI) training regularly as well as options for trainings in areas such as Universal Design for Learning, Collaboration and Coteaching, Writing IEPs for Educational Benefit, and Special Education Training for Administrators. The Chino Teacher Induction Program provides mentor training to its large quantity of in-house teacher-mentors and limited structured professional development for its induction teacher candidates. All mentors are provided two, 5 hour days of synchronous training, followed by 9, 90-minute, monthly mentor meetings, for a total of 23.5 hours of targeted mentor training. Induction candidates, then, are provided with 39.5 hours of professional development and individual support as part of their induction program.

FY 2018-19 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$49,180 | \$50,029 |
| Mid-Range Teacher Salary | \$81,724 | \$77,680 |
| Highest Teacher Salary | \$102,978 | \$102,143 |
| Average Principal Salary (ES) | \$118,120 | \$128,526 |
| Average Principal Salary (MS) | \$119,136 | \$133,574 |
| Average Principal Salary (HS) | \$133,183 | \$147,006 |
| Superintendent Salary | \$270,542 | \$284,736 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 39.0 | 33.0 |
| 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.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Rate for Chino High School | 2016-17 | 2017-18 | 2018-19 |
|----------------------------|---------|---------|---------|
| Dropout Rate | 4.8 | 3.4 | 1.9 |
| Graduation Rate | 93.2 | 93.3 | 94.2 |

| Rate for Chino Valley Unified School | 2016-17 | 2017-18 | 2018-19 |
|--------------------------------------|---------|---------|---------|
| Dropout Rate | 4.4 | 4.3 | 3.7 |
| Graduation Rate | 92.1 | 92.3 | 92.6 |

| Rate for California | 2016-17 | 2017-18 | 2018-19 |
|---------------------|---------|---------|---------|
| Dropout Rate | 9.1 | 9.6 | 9 |
| Graduation Rate | 82.7 | 83 | 84.5 |

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|----------|------------|--------------|------------------------|
| School Site | \$12,372 | \$3,094 | \$9,278 | \$88,724 |
| District | N/A | N/A | \$8,398 | \$86,352 |
| State | N/A | N/A | \$7,750 | \$83,052 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | 10.0 | 2.7 |
| School Site/ State | 17.9 | 6.6 |

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

Career Technical Education Participation

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | 629 |
| % of pupils completing a CTE program and earning a high school diploma | 86.7 |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | |

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 | 97.32 |
| 2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission | 40.24 |

2019-20 Advanced Placement Courses

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | 4 | N/A |
| English | 5 | N/A |
| Fine and Performing Arts | 3 | N/A |
| Foreign Language | 6 | N/A |
| Mathematics | 4 | N/A |
| Science | 7 | N/A |
| Social Science | 10 | N/A |
| All courses | 39 | 19.1 |

*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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.