

# Ayala (Ruben S.) High School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

#### 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.

## 2021-22 School Contact Information

|  |                              |
|--|------------------------------|
| <b>School Name</b>                       | Ayala (Ruben S.) High School |
| <b>Street</b>                            | 14255 Peyton Avenue          |
| <b>City, State, Zip</b>                  | Chino Hills, CA 91709        |
| <b>Phone Number</b>                      | 909-627-3584                 |
| <b>Principal</b>                         | Diana Yarboi                 |
| <b>Email Address</b>                     | diana_yarboi@chino.k12.ca.us |
| <b>School Website</b>                    |                              |
| <b>County-District-School (CDS) Code</b> | 36676783630522               |

## 2021-22 District Contact Information

|                                 |   |
|---------------------------------|---|
| <b>District Name</b>            | Chino Valley Unified School District  |
| <b>Phone Number</b>             | (909) 628-1201  |
| <b>Superintendent</b>           | Norm Enfield, Ed.D.   |
| <b>Email Address</b>            | Email: There is a common format for e-mail addresses for every district employee: |
| <b>District Website Address</b> | www.chino.k12.ca.us   |

## 2021-22 School Overview

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

MOTTO: "DARE TO BE G.R.E.A.T."

Growth  
Respect  
Excellence  
Accountability  
Teamwork

## About this School

### 2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------|--------------------|
|-------------|--------------------|

## 2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---------------|-----------------------------|
|---------------|-----------------------------|

### 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2019-20 Teacher Preparation and Placement

| Authorization/Assignment   | 2019-20 |
|--|---------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> |         |
| <b>Intern Credential Holders Properly Assigned</b>   |         |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      |         |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         |         |
| <b>Unknown</b>   |         |
| <b>Total Teaching Positions</b>  |         |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment                                     | 2019-20 |
|--|---------|
| <b>Permits and Waivers</b>                                   |         |
| <b>Misassignments</b>  |         |
| <b>Vacant Positions</b>                                      |         |
| <b>Total Teachers Without Credentials and Misassignments</b> |         |

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator   | 2019-20 |
|---|---------|
| <b>Credentialed Teachers Authorized on a Permit or Waiver</b> |         |
| <b>Local Assignment Options</b>                               |         |
| <b>Total Out-of-Field Teachers</b>                            |         |

## 2019-20 Class Assignments

| Indicator  | 2019-20 |
|--|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              |         |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) |         |

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On October 7, 2021, 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 2021/2022-31 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 2021/2022 school year. Additionally, sufficient textbooks and/or instructional materials were provided to each pupil for visual and performing arts.

|  |              |
|--|--------------|
| <b>Year and month in which the data were collected</b> | October 2021 |
|--|--------------|

| Subject                      | Textbooks and Other Instructional Materials/year of Adoption   | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|------------------------------|--|-----------------------------|--|
| <b>Reading/Language Arts</b> | 9-12 Pearson: My Perspectives English Language Arts (Adopted: 2019)<br>12 Prentice Hall: An Introduction to Fiction, Poetry, and Drama, 9TH Edition English/Language Arts for grade 12 (Adopted: 2005)<br>12 California State University: Expository Reading and Writing 2, 2ND Edition (Adopted: 2013)<br>9-12 Houghton Mifflin; Read 180 (Adopted: 2011)<br>9-12 Bedford/Saint Martin's: The Language of Composition (Adopted: 2019) | Yes                         | 0  |
| <b>Mathematics</b>           | 9-12 McGraw Hill – Integrated Math 1, Integrated Math II, and Integrated Math III (Adopted: 2015)  | Yes                         | 0  |

|                               |  |     |   |
|-------------------------------|--|-----|---|
|                               | <p>9-12 Glencoe; Elementary Statistics (Adopted: 2007)</p> <p>9-12 Houghton Mifflin &amp; Harcourt: PreCalculus with Limits (Adopted: 2009)</p> <p>10-11 Pearson Prentice Hall: Pre-Calculus (Adopted: 2009)</p> <p>11-12 South-Western Cengage Learning: Financial Algebra: Advanced Algebra with Financial Applications (Adopted: 2017)</p> <p>9-12 California State University, Mathematical Reasoning with Connections (MRWC) (Adopted: 2019)</p> <p>10-12 Bedford, Freeman, and Worth: Calculus for the AP Course (Adopted 2019)</p> <p>11-12 Cengage Learning: Calculus for AP (Adopted 2019)</p> <p>10-12 Pearson: Stats: Modeling the World, 5th Edition (Adopted 2019)</p> <p>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)</p>   |     |   |
| <b>Science</b>                | <p>9-12 Pearson Prentice Hall; Earth Science (Adopted: 2008)</p> <p>9-12 Pearson Prentice Hall; Biology (Adopted: 2008)</p> <p>9-12 Pearson Prentice Hall; Chemistry (Adopted: 2008)</p> <p>9-12 Glencoe; Physics: Principles and Problems (Adopted: 2008)</p> <p>9-12 Wiley; Environmental Science: Earth as a Living Planet (Adopted: 2008)</p> <p>9-12 Pearson: Campbell Biology, AP Edition (Adopted: 2019)</p> <p>9-12 Pearson: Physics, AP Edition (Adopted: 2019)</p> <p>9-12 Carnegie: Chemistry, AP Edition (Adopted: 2019)</p> <p>9-12 Pearson: Human Anatomy &amp; Physiology (Adopted 2019)</p> <p>9-12 McGraw-Hill; Physics: Principles and Problems, California (Adopted 2019)</p>   | Yes | 0 |
| <b>History-Social Science</b> | <p>9-12 Prentice Hall; World History: The Modern World (Adopted: 2007)</p> <p>9-12 Holt, Reinhart and Winston; American Anthem: Modern American History (Adopted: 2007)</p> <p>9-12 Bedford; American's History (Adopted: 2007)</p> <p>9-12 Glencoe/McGraw-Hill; United States Government: Democracy in Action (Adopted: 2007)</p> <p>9-12 Prentice Hall; Economics, Principles in Actions (Adopted: 2007)</p> <p>9-12 Cengage; Western Civilization: Since 1300, Tenth Edition (Adopted: 2018)</p> <p>9-12 Bedford, Freeman and Worth Publishing Group; America's History for the AP Course, Ninth Edition (Adopted: 2018)</p> <p>9-12 BFW/Worth Publishers; Krugman's Economics for AP, Second Edition (Adopted: 2018)</p> <p>12 Cengage Learning: Introduction to Comparative Politics: Political Challenges and Changing Agendas (Adopted 2019)</p> <p>12 Bedford, Freeman, and Worth: American Government: Stories of a Nation; for the AP Course (Adopted 2019)</p> <p>9-10 Pearson: The Cultural Landscape: An Introduction to Human Geography, 13th Edition (Adopted 2019)</p> | Yes | 0 |
| <b>Foreign Language</b>       | <p>9-12 Prentice Hall; Realidades, Book 1 and 2 (Adopted: 2004)</p> <p>9-12 Wayside Publishing; Azulejo (Adopted: 2007)</p> <p>9-12 Harcourt School Publishers; Nuevas Vista, Book 1 and 2 (Adopted: 2004)</p>   | Yes | 0 |

|   |  |     |   |
|---|--|-----|---|
|   | <p>9-12 Vista Higher Learning; Descubre 3 (Adopted: 2016)</p> <p>9-12 Vista Higher Learning; Temas, AP Spanish Language and Culture (Adopted: 2016)</p> <p>9-12 Houghton Mifflin Harcourt; Abriendo Puertas: Ampliando Perspectives (Adopted: 2016)</p> <p>9-12 EMC/Paradigm Publishing; C'est a Toi Book 1, 2, and 3 (Adopted: 2005)</p> <p>9-12 Vista Higher Learning; D'accord 3 (Adopted: 2016)</p> <p>9-12 Vista Higher Learning; Themes AP French Language and Culture (Adopted: 2016)</p> <p>9-12 Yale University Press; French in Action, Part 2 (Adopted: 2016)</p> <p>9-12 Holt, Reinhart and Winston; Komm Mit! Book 1, 2, and 3 (Adopted: 2004)</p> <p>9-12 Spinner Publications; Bom Dia! Book 1 and 2 (Adopted: 2007)</p> <p>9-12 Joint Publishing; Chinese Made Easy (Adopted: 2007)</p> <p>9-12 EMC Publishing; LLC; Zhen Bang!, Chinese (Adopted: 2005)</p> <p>9-12 Cheng and Tsui; Adventures in Japanese 1 and 2 (Adopted: 2004)</p> <p>9-12 The Japan Times; Genki: An Integrated Course in Elementary Japanese II (Adopted: 2016)</p> <p>9-12 DawnSignPress; Vista Signing Naturally, Level 2 and 3 (Adopted: 2016)</p> <p>9-12 Holt, Rinehart, and Winston; Nuevas Vistas Dos (Adopted 2004)</p> |     |   |
| <b>Health</b>                                     | <p>9-12 Glencoe; Glencoe Health (Adopted: 2009)</p> <p>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)</p>  | Yes | 0 |
| <b>Visual and Performing Arts</b>                 |  |     |   |
| <b>Science Laboratory Equipment (grades 9-12)</b> | Laboratory equipment is available for science laboratory classes offered in grades 9-12, inclusive.  | Yes | 0 |

## School Facility Conditions and Planned Improvements

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. A planned or recently completed school improvement for this site is a new science building that is 100% complete and in use. Schoolwide security camera and keyless access system currently in 100% complete and in use. Full school modernization is currently in progress and scheduled for late 2021 completion.

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 10, 2021, the overall rating of this site's most recent survey is GOOD, and any associated repairs were completed on or before December 30, 2021.

**Year and month of the most recent FIT report**

10/10/2021

| System Inspected  | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned   |
|---|-----------|-----------|-----------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                | X         |           |           |   |
| <b>Interior:</b><br>Interior Surfaces                               | X         |           |           | Admin: 4. Ceiling tiles are stained.<br>Boys Locker Room: 4. Holes in walls, floors, or ceiling.<br>Room B128: 4. Ceiling tiles missing, damaged or loose.<br>Room B134: 4. Walls have damaged from cracks, tears, holes, or water damaged; 7. Lighting fixture or bulbs are not working or missing.<br>Room B138: 4. Ceiling tiles are stained.<br>Room B142: 4. Ceiling tiles missing, damaged or loose.<br>Room D125: 4. Missing clock or coverplate<br>Room F134: 4. Ceiling tiles missing, damaged or loose; 7. Lighting fixture or bulbs are not working or missing.<br>Room H117: 4. Ceiling tile missing, damaged or loose. |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation | X         |           |           |   |
| <b>Electrical</b>   | X         |           |           | AP Office: 7. Lighting fixture or bulbs are not working or missing.<br>Girls Locker Room: 7. Electrical components are damaged or not functioning properly (electrical plug or plate cover missing)   |

## School Facility Conditions and Planned Improvements

|   |   |  |  |  |
|---|---|--|--|--|
|   |   |  |  | <p>Kitchen: 7. Lighting fixture or bulbs are not working or missing.</p> <p>Room B131: 7. Lighting fixture or bulbs are not working or missing.</p> <p>Room B132: 7. Lighting fixture or bulbs are not working or missing.</p> <p>Room B134: 4. Walls have damaged from cracks, tears, holes, or water damaged; 7. Lighting fixture or bulbs are not working or missing.</p> <p>Room B141: 7. Lighting fixture or bulbs are not working or missing.</p> <p>Room D137: 7. Lighting covers are missing, damaged, or loose.</p> <p>Room F134: 4. Ceiling tiles missing, damaged or loose; 7. Lighting fixture or bulbs are not working or missing.</p> <p>Room F135: 7. Lighting fixture or bulbs are not working or missing.</p> |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                    | X |  |  |  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                            | X |  |  |  |
| <b>Structural:</b><br>Structural Damage, Roofs                                | X |  |  |  |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>Doors/Gates/Fences | X |  |  |  |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
|           | X    |      |      |



## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

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

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

| Subject  | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | N/A            | N/A            | N/A              | N/A              | N/A           | N/A           |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | N/A            | N/A            | N/A              | N/A              | N/A           | N/A           |

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

| Essential Standards Assessment Student Groups | Essential Standards Assessment Total Enrollment | Essential Standards Assessment Number Tested | Essential Standards Assessment Percent Tested | Essential Standards Assessment Percent Not Tested | Essential Standards Assessment Percent At or Above Grade Level |
|---|---|--|---|---|--|
| All Students                                  | 650   | 591  | 91%   | 9%  | 68%  |
| Female  | 319   | 287  | 90%   | 10%   | 74%  |
| Male  | 347   | 304  | 88%   | 12%   | 61%  |
| American Indian or Alaska Native              | --  | --   | --  | --  | --   |

|  |     |     |     |     |     |
|--|-----|-----|-----|-----|-----|
| <b>Asian</b>   | 194 | 187 | 96% | 4%  | 59% |
| <b>Black or African American</b>                     | 30  | 22  | 73% | 27% | 9%  |
| <b>Filipino</b>                                      | 61  | 59  | 97% | 3%  | 46% |
| <b>Hispanic or Latino</b>                            | 225 | 188 | 84% | 16% | 51% |
| <b>Native Hawaiian or Pacific Islander</b>           | --  | --  | --  | --  | --  |
| <b>Two or More Races</b>                             | 13  | --  | --  | --  | --  |
| <b>White</b>   | 140 | 127 | 91% | 9%  | 35% |
| <b>English Learners</b>                              | --  | --  | --  | --  | --  |
| <b>Foster Youth</b>                                  | --  | --  | --  | --  | --  |
| <b>Homeless</b>                                      | --  | --  | --  | --  | --  |
| <b>Military</b>                                      | 34  | 28  | 82% | 18% | 61% |
| <b>Socioeconomically Disadvantaged</b>               | 149 | 134 | 90% | 10% | 61% |
| <b>Students Receiving Migrant Education Services</b> | --  | --  | --  | --  | --  |
| <b>Students with Disabilities</b>                    | 50  | 42  | 84% | 16% | 12% |

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

| <b>Essential Standards Assessment Student Groups</b> | <b>Essential Standards Assessment Total Enrollment</b> | <b>Essential Standards Assessment Number Tested</b> | <b>Essential Standards Assessment Percent Tested</b> | <b>Essential Standards Assessment Percent Not Tested</b> | <b>Essential Standards Assessment Percent At or Above Grade Level</b> |
|--|--|---|--|--|---|
| <b>All Students</b>                                  | 650  | 401   | 62%  | 38%  | 30%   |
| <b>Female</b>  | 319  | 188   | 59%  | 41%  | 34%   |
| <b>Male</b>  | 347  | 214   | 62%  | 38%  | 26%   |
| <b>American Indian or Alaska Native</b>              | --   | --  | --   | --   | --  |
| <b>Asian</b>   | 194  | 87  | 45%  | 55%  | 25%   |
| <b>Black or African American</b>                     | 30   | 20  | 67%  | 33%  | 0%  |
| <b>Filipino</b>                                      | 61   | 33  | 54%  | 46%  | 12%   |
| <b>Hispanic or Latino</b>                            | 225  | 164   | 73%  | 27%  | 19%   |
| <b>Native Hawaiian or Pacific Islander</b>           | --   | --  | --   | --   | --  |
| <b>Two or More Races</b>                             | 13   | --  | --   | --   | --  |
| <b>White</b>   | 140  | 94  | 67%  | 33%  | 9%  |
| <b>English Learners</b>                              | --   | --  | --   | --   | --  |
| <b>Foster Youth</b>                                  | --   | --  | --   | --   | --  |
| <b>Homeless</b>                                      | --   | --  | --   | --   | --  |
| <b>Military</b>                                      | 34   | 23  | 68%  | 32%  | 22%   |

|  |     |     |     |     |    |
|--|-----|-----|-----|-----|----|
| <b>Socioeconomically Disadvantaged</b>               | 149 | 101 | 68% | 32% | 0% |
| <b>Students Receiving Migrant Education Services</b> | --  | --  | --  | --  | -- |
| <b>Students with Disabilities</b>                    | 50  | 44  | 88% | 12% | 9% |

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Subject   | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>Science</b><br>(grades 5, 8 and high school) | N/A            |                | N/A              |                  | N/A           |               |

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

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

## 2020-21 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.

## 2020-21 Career Technical Education (CTE) Participation

| Measure   | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE   |                           |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma  |                           |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education |                           |

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission          |         |
| 2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission |         |

## B. Pupil Outcomes

### 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.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| Grade 5     | N/A  | N/A  | N/A   |
| Grade 7     | N/A  | N/A  | N/A   |
| Grade 9     | N/A  | N/A  | N/A   |

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

Approximately 1500 of our parent community are involved with booster groups, PTSA, School Site Council, special project groups such as Facilities, LCAP, and parent support organizations such as ELAC, AVID, Academies, and much more.

How can parents get involved?

1. Athletics: Contact Mr. Reed
2. Student Activities: Contact Ms. Weiss
3. School Program: Contact Ms. Yarboi

## C. Engagement

### State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

| Indicator       | School 2018-19 | School 2019-20 | School 2020-21 | District 2018-19 | District 2019-20 | District 2020-21 | State 2018-19 | State 2019-20 | State 2020-21 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate    |                |                |                |                  |                  |                  |               |               |               |
| Graduation Rate |                |                |                |                  |                  |                  |               |               |               |

#### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

| Student Group                    | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|----------------------------------|------------------------------|----------------------------|------------------------|
| All Students                     |                              |                            |                        |
| Female                           |                              |                            |                        |
| Male                             |                              |                            |                        |
| American Indian or Alaska Native |                              |                            |                        |
| Asian                            |                              |                            |                        |
| Black or African American        |                              |                            |                        |
| Filipino                         |                              |                            |                        |



|   |  |  |  |
|---|--|--|--|
| Hispanic or Latino                            |  |  |  |
| Native Hawaiian or Pacific Islander           |  |  |  |
| Two or More Races                             |  |  |  |
| White   |  |  |  |
| English Learners                              |  |  |  |
| Foster Youth                                  |  |  |  |
| Homeless                                      |  |  |  |
| Socioeconomically Disadvantaged               |  |  |  |
| Students Receiving Migrant Education Services |  |  |  |
| Students with Disabilities                    |  |  |  |

### 2020-21 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  |                       |   |                           |                          |
| Female  |                       |   |                           |                          |
| Male  |                       |   |                           |                          |
| American Indian or Alaska Native              |                       |   |                           |                          |
| Asian   |                       |   |                           |                          |
| Black or African American                     |                       |   |                           |                          |
| Filipino                                      |                       |   |                           |                          |
| Hispanic or Latino                            |                       |   |                           |                          |
| Native Hawaiian or Pacific Islander           |                       |   |                           |                          |
| Two or More Races                             |                       |   |                           |                          |
| White   |                       |   |                           |                          |
| English Learners                              |                       |   |                           |                          |
| Foster Youth                                  |                       |   |                           |                          |
| Homeless                                      |                       |   |                           |                          |
| Socioeconomically Disadvantaged               |                       |   |                           |                          |
| Students Receiving Migrant Education Services |                       |   |                           |                          |
| Students with Disabilities                    |                       |   |                           |                          |

## C. Engagement

### 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

#### Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject            | School 2018-19 | School 2020-21 | District 2018-19 | District 2020-21 | State 2018-19 | State 2020-21 |
|--------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>Suspensions</b> |                |                |                  |                  |               |               |
| <b>Expulsions</b>  |                |                |                  |                  |               |               |

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

| Subject            | School 2019-20 | District 2019-20 | State 2019-20 |
|--------------------|----------------|------------------|---------------|
| <b>Suspensions</b> |                |                  |               |
| <b>Expulsions</b>  |                |                  |               |

## 2020-21 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  |                  |                 |
| Female  |                  |                 |
| Male  |                  |                 |
| American Indian or Alaska Native              |                  |                 |
| Asian   |                  |                 |
| Black or African American                     |                  |                 |
| Filipino                                      |                  |                 |
| Hispanic or Latino                            |                  |                 |
| Native Hawaiian or Pacific Islander           |                  |                 |
| Two or More Races                             |                  |                 |
| White   |                  |                 |
| English Learners                              |                  |                 |
| Foster Youth                                  |                  |                 |
| Homeless                                      |                  |                 |
| Socioeconomically Disadvantaged               |                  |                 |
| Students Receiving Migrant Education Services |                  |                 |
| Students with Disabilities                    |                  |                 |

## 2021-22 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 2021, 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

## 2021-22 School Safety Plan

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).

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts |                    |                                      |                                       |                                     |
| Mathematics           |                    |                                      |                                       |                                     |
| Science               |                    |                                      |                                       |                                     |
| Social Science        |                    |                                      |                                       |                                     |

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts |                    |                                      |                                       |                                     |
| Mathematics           |                    |                                      |                                       |                                     |
| Science               |                    |                                      |                                       |                                     |
| Social Science        |                    |                                      |                                       |                                     |

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts |                    |                                      |                                       |                                     |
| Mathematics           |                    |                                      |                                       |                                     |
| Science               |                    |                                      |                                       |                                     |
| Social Science        |                    |                                      |                                       |                                     |

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title                               | Ratio |
|-------------------------------------|-------|
| <b>Pupils to Academic Counselor</b> |       |

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

| Title  | Number of FTE Assigned to School |
|--|----------------------------------|
| <b>Counselor (Academic, Social/Behavioral or Career Development)</b> |                                  |
| <b>Library Media Teacher (Librarian)</b>                             |                                  |
| <b>Library Media Services Staff (Paraprofessional)</b>               |                                  |
| <b>Psychologist</b>  |                                  |
| <b>Social Worker</b>   |                                  |
| <b>Speech/Language/Hearing Specialist</b>                            |                                  |
| <b>Resource Specialist (non-teaching)</b>                            |                                  |

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

| Level  | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| <b>School Site</b>                                   | \$10,652                     | \$2,726                             | \$7,925                               | \$81,544               |
| <b>District</b>                                      | N/A                          | N/A                                 | \$8,600                               |                        |
| <b>Percent Difference - School Site and District</b> | N/A                          | N/A                                 | -8.2                                  | -8.3                   |
| <b>Percent Difference - School Site and State</b>    | N/A                          | N/A                                 | 0.9                                   | -4.4                   |

## 2020-21 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.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category   | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| <b>Beginning Teacher Salary</b>                      |                 |  |
| <b>Mid-Range Teacher Salary</b>                      |                 |  |
| <b>Highest Teacher Salary</b>                        |                 |  |
| <b>Average Principal Salary (Elementary)</b>         |                 |  |
| <b>Average Principal Salary (Middle)</b>             |                 |  |
| <b>Average Principal Salary (High)</b>               |                 |  |
| <b>Superintendent Salary</b>                         |                 |  |
| <b>Percent of Budget for Teacher Salaries</b>        |                 |  |
| <b>Percent of Budget for Administrative Salaries</b> |                 |  |

## 2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

### Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject                  | Number of AP Courses Offered |
|--------------------------|------------------------------|
| Computer Science         |                              |
| English                  |                              |
| Fine and Performing Arts |                              |
| Foreign Language         |                              |
| Mathematics              |                              |
| Science                  |                              |
| Social Science           |                              |
| Total AP Courses Offered |                              |

## Professional Development

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.

For 2021-23, the Areas of Emphasis are Student Engagement through Collaborative Communication and Professional Learning Communities. Student Engagement through Collaborative Communication includes preparing to engage, listening, engaging and responding, and self-reflection. Professional Learning Communities address the following 4 description questions/student observables: (1) What do we want all students to learn?/Students are aware of the essential standards/learning targets/success criteria (2) How do we know if the students are learning it?/Students use rubrics, reflection sheets, success criteria, to self-assess their learning, and students are provided the opportunity to demonstrate the mastery of their learning through multiple opportunities (3) What will we do if the students are not learning it?/Students participate in differentiated instruction based on not meeting the learning targets (i.e. small group, individual) (4) What will we do when students have learned it?/Students participate in extension based on the mastery of learning targets.

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 Education 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 (combined with asynchronous training due to COVID-19), 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject  | 2019-20 | 2020-21 | 2021-22 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> |         |         | 3       |