Chino High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

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 https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
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.
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.

2023-24 School Contact Information

School Name	Chino High School
Street	5431 Jefferson Ave
City, State, Zip	Chino, CA 91710-4130
Phone Number	909-627-7351
Principal	John Miller
Email Address	john_miller@chino.k12.ca.us
School Website	
County-District-School (CDS) Code	36676783632502

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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 this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	507
Grade 10	436
Grade 11	498
Grade 12	459
Total Enrollment	1,900

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.6%
Male	50.4%
American Indian or Alaska Native	0.1%
Asian	3.1%
Black or African American	2.5%
Filipino	1.4%
Hispanic or Latino	81.4%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	0.8%
White	10.3%
English Learners	8.7%
Foster Youth	0.3%
Homeless	3.8%
Socioeconomically Disadvantaged	78.9%
Students with Disabilities	16.5%

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	74.70	82.85	1103.10	90.57	228366.10	83.12
Intern Credential Holders Properly Assigned	0.30	0.37	8.40	0.69	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.50	7.23	33.50	2.75	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.10	1.22	13.30	1.10	12115.80	4.41
Unknown	7.50	8.31	59.50	4.89	18854.30	6.86
Total Teaching Positions	90.20	100.00	1218.00	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	70.40	82.09	1120.50	91.33	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	1.16	5.80	0.48	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.20	2.63	22.50	1.84	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.00	4.72	21.20	1.74	11953.10	4.28
Unknown	8.00	9.39	56.70	4.62	15831.90	5.67
Total Teaching Positions	85.80	100.00	1227.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	6.50	2.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	6.50	2.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.20
Local Assignment Options	1.10	2.80
Total Out-of-Field Teachers	1.10	4.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.2	7.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.9	3.5

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On October 5, 2023, 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 2023/2024-16 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 a 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 2023/2024 school year. Additionally, sufficient textbooks and/or instructional materials were provided to each pupil for visual and performing arts.

*Please note: In reference to materials not from a most recent State Board Adoption (SBE): In November 2017, the California State Board of Education approved a list of History/Social Science and Science programs for districts to consider for their new adoption. CVUSD elected to continue to use current District adopted materials while further studying program options provided on the SBE list to consider for a future piloting process. CVUSD reviewed current District adopted materials and determined that they meet current History/Social Science and Science standards.

Year and month in which the data were collected	October 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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: 2006) 9-12 California State University: Expository Reading and Writing 2, 2ND Edition (Adopted: 2013) 9-12 Houghton Mifflin; Read 180 (Adopted: 2011) 11 Bedford/Saint Martin's: The Language of Composition (Adopted: 2019)	Yes	0
Mathematics	9-12 McGraw Hill – Integrated Math 1, Integrated Math II, and Integrated Math III (Adopted: 2015) 9-12 Glencoe; Elementary Statistics (Adopted: 2007) 9-12 Houghton Mifflin & Harcourt: PreCalculus with Limits (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)	Yes	0

Science	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) 9-12 Discovery Education, Inc.; Chemistry in the Earth System (Adopted 2022) 9-12 Savvas Learning Company, LLC.; Experience Biology The Living Earth (Adopted 2022) 9-12 Savvas Learning Company, LLC.; Experience Physics (Adopted 2022)	Yes	0
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)	Yes	0
Foreign Language	9-12 Vista Higher Learning. Descubre Level 1. Blanco. 2022. (Adopted: 2023) 9-12 Vista Higher Learning. Descubre Level 2. Blanco. 2022. (Adopted: 2023) 9-12 Vista Higher Learning. Descubre Level 3. Blanco. 2022. (Adopted: 2023) 9-12 Vista Higher Learning. Descubre Level 3. 2022. (Adopted: 2023) 9-12 Carnegie Learning. En Voz Alta Level 1. Herrera, et al. 2023. (Adopted: 2023) 9-12 Carnegie Learning. En Voz Alta Level 2. Paula Hidalgo and Janet Boring. 2023. (Adopted: 2023) 9-12 Vista Higher Learning. Descubre Level 3. 2022. (Adopted: 2023) 9-12 Vista Higher Learning. Temas 3. Draggett 2024.; Vista Higher Learning. AP Spanish Exam Preparation. Dragget. 2024. (Adopted: 2023) 9-12 Vista Higher Learning. Intrigas 3. Courtad, et al. 2021. (Adopted: 2023) 9-12 Vista Higher Learning. D'accord Level 1. Blanco. 2024. (Adopted: 2023) 9-12 Vista Higher Learning. D'accord Level 2. Blanco. 2024. (Adopted: 2023)	Yes	0

	9-12 Vista Higher Learning. D'accord Level 2. Blanco. 2024. (Adopted: 2023) 9-12 Vista Higher Learning. D'accord Level 3. Blanco. 2024. (Adopted: 2023) 9-12 Vista Higher Learning. Themes 2. Kurbegov, et al. 2022.; Vista Higher Learning. AP French Exam Preparation. Parthena, Draggett and Geraldine Touzeau. 2022. (Adopted: 2023) 9-12 Cheng & Tsui Company. Go Far with Chinese Level 1. Jin. 2022. (Adopted: 2023) 9-12 Cheng & Tsui Company. Go Far with Chinese Level 2. Jin. 2022. (Adopted: 2023) 9-12 Cheng & Tsui Company. Go Far with Chinese Level 3. Jin. 2022. (Adopted: 2023) 9-12 Cheng & Tsui Company. Integrated Chinese Levels 3-4. Lui, et al. 2018. (Adopted: 2023) 9-12 Japanese Times Publishing. Genki 1. Banno. 2020. (Adopted: 2023) 9-12 Japanese Times Publishing. Genki 2. Banno. 2020. (Adopted: 2023) 9-12 Yale University Press; French in Action, Part 2 (Adopted: 2016) 9-12 DawnSignPress; Vista Signing Naturally, Level 2 and 3 (Adopted: 2016)		
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)	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 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. The final phase of a full school reconstruction project is currently in progress with full renovations of the original gymnasium, boy's locker room, and swimming pool facility. The installation of a new video screen football scoreboard was recently completed.

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 from November 17, 2023 through November 17, 2023, the overall rating of this site's most recent survey is EXEMPLARY, and any associated repairs were completed on or before December 29, 2023.

Year and month of the most recent FIT report	11/17/2023 - 11/17/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X		Room A-210: 4: (D) Ceiling tiles have holes or stains Room B-112: 4: (D) Ceiling tiles have holes or stains Room B-113: 4: (D) Ceiling tiles have holes or stains
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical	X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

| **B. Pupil Outcomes** | **State Priority: Pupil Achievement** |

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).

College and Career Ready

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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	44	55	58	60	47	46
Mathematics (grades 3-8 and 11)	16	16	44	46	33	34

2022-23 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	493	472	95.74	4.26	55.08
Female	259	246	94.98	5.02	62.60
Male	234	226	96.58	3.42	46.90
American Indian or Alaska Native	0	0	0	0	0
Asian	12	11	91.67	8.33	63.64
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	419	402	95.94	4.06	53.23
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	43	40	93.02	6.98	72.50
English Learners	30	28	93.33	6.67	10.71
Foster Youth	--	--	--	--	--
Homeless	21	18	85.71	14.29	38.89
Military	0	0	0	0	0
Socioeconomically Disadvantaged	401	380	94.76	5.24	52.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	90	85	94.44	5.56	15.29

2022-23 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.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	493	465	94.32	5.68	15.91
Female	259	242	93.44	6.56	12.81
Male	234	223	95.30	4.70	19.28
American Indian or Alaska Native	0	0	0	0	0
Asian	12	11	91.67	8.33	45.45
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	419	396	94.51	5.49	13.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	43	39	90.70	9.30	30.77
English Learners	30	26	86.67	13.33	7.69
Foster Youth	--	--	--	--	--
Homeless	21	18	85.71	14.29	27.78
Military	0	0	0	0	0
Socioeconomically Disadvantaged	401	374	93.27	6.73	13.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	90	85	94.44	5.56	1.18

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.

Science test results include the CAST 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 CAST 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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	19.66	21.92	35.24	36.02	29.47	30.29

2022-23 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	950	912	96.00	4.00	22.04
Female	489	468	95.71	4.29	20.73
Male	461	444	96.31	3.69	23.42
American Indian or Alaska Native	0	0	0	0	0
Asian	33	30	90.91	9.09	43.33
Black or African American	18	18	100.00	0.00	16.67
Filipino	13	13	100.00	0.00	46.15
Hispanic or Latino	775	746	96.26	3.74	19.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	100	94	94.00	6.00	32.98
English Learners	57	54	94.74	5.26	0.00
Foster Youth	--	--	--	--	--
Homeless	42	39	92.86	7.14	17.95
Military	--	--	--	--	--
Socioeconomically Disadvantaged	626	599	95.69	4.31	18.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	145	137	94.48	5.52	5.11

2022-23 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 meets 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.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	622
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	96.74
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	39.03

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	98.8	98.4	99.4	99.4	99.8

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.

2023-24 Opportunities for Parental Involvement

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 California Association for Bilingual Education (CABE). 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.

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	7.1	5.8	4.9	4.3	4	3	9.4	7.8	8.2
Graduation Rate	91.7	92.1	92.4	93.2	94	94.5	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	472	436	92.4
Female	237	222	93.7
Male	235	214	91.1
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	22	21	95.5
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	375	344	91.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	52	50	96.2
English Learners	38	33	86.8
Foster Youth	--	--	--
Homeless	57	49	86.0
Socioeconomically Disadvantaged	386	352	91.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	64	47	73.4

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2066	2021	546	27.0
Female	1018	993	276	27.8
Male	1048	1028	270	26.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	0	0.0
Asian	63	62	10	16.1
Black or African American	52	50	15	30.0
Filipino	28	27	3	11.1
Hispanic or Latino	1684	1647	466	28.3
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	17	16	2	12.5
White	206	203	44	21.7
English Learners	200	193	61	31.6
Foster Youth	13	11	4	36.4
Homeless	140	133	54	40.6
Socioeconomically Disadvantaged	1656	1617	471	29.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	342	335	130	38.8

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.40	4.30	5.95	0.36	2.67	2.87	0.20	3.17	3.60
Expulsions	0.00	0.20	0.10	0.00	0.06	0.09	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.95	0.1
Female	3.14	0
Male	8.68	0.19
Non-Binary		
American Indian or Alaska Native	0	0
Asian	4.76	0
Black or African American	11.54	0
Filipino	0	0
Hispanic or Latino	6	0.12
Native Hawaiian or Pacific Islander	0	0
Two or More Races	5.88	0
White	5.34	0
English Learners	10.5	0
Foster Youth	7.69	0
Homeless	12.14	0.71
Socioeconomically Disadvantaged	6.28	0.12
Students Receiving Migrant Education Services	0	0
Students with Disabilities	11.7	0.29

2023-24 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 2023, 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.

2023-24 School Safety Plan

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).

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	12	122	26	3
Mathematics	12	112	22	2
Science	13	81	22	
Social Science	13	86	20	6

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	23	32	32	17
Mathematics	25	22	34	11
Science	20	31	29	1
Social Science	24	24	19	20

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	23	32	33	20
Mathematics	24	26	22	22
Science	19	32	21	11
Social Science	23	26	22	20

2022-23 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
Pupils to Academic Counselor	263.89

2022-23 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
Counselor (Academic, Social/Behavioral or Career Development)	7.2
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.7
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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
School Site	$16,394	$5,815	$10,579	$97,022.55
District	N/A	N/A	$10,137	$88,567
Percent Difference - School Site and District	N/A	N/A	4.3	9.1
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	45.9	9.9

Fiscal Year 2022-23 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
Beginning Teacher Salary	$51,754	$55,550
Mid-Range Teacher Salary	$81,257	$80,703
Highest Teacher Salary	$108,367	$109,418
Average Principal Salary (Elementary)	$125,319	$137,703
Average Principal Salary (Middle)	$126,640	$143,760
Average Principal Salary (High)	$145,784	$159,021
Superintendent Salary	$294,279	$319,443
Percent of Budget for Teacher Salaries	35.55%	30.35%
Percent of Budget for Administrative Salaries	5.03%	4.87%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	51

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	6
English	6
Fine and Performing Arts	1
Foreign Language	4
Mathematics	5
Science	13
Social Science	16
Total AP Courses Offered Where there are student course enrollments of at least one student.	51

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 the Essential Standards, Positive School Culture; Timeline Feedback on Formative Assessments; Collaboration Strategies for Students; Integration of Technology and Use of Digital Tools; Accessing, Processing, and Analyzing Data; and Professional Learning Communities.

For the 2023-24 school year, 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 Valley Teacher Induction Program provides initial and on-going 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 with one, 5-hour day of synchronous training, followed by five bi-monthly new mentor on-going support meetings, as well as alternating monthly mentor meetings, for a total of 15 hours of targeted mentor training. These mentor meetings provide coaching support for mentors to address the local need for teachers that are organized around supporting new teachers regarding equity, social-emotional learning, promoting teacher self-awareness, providing positive behavioral supports for students, multi-tiered systems of support for students, and universal design for learning. Induction candidates are provided with three hours of targeted program support, fifteen hours of required self-selected professional development, and weekly, one-hour, mentor-facilitated opportunities for individual support with a focus on offering structured feedback and coaching as part of their induction program.

Professional Development

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	2	2