



# Ayala (Ruben S.) High School

14255 Peyton Avenue • Chino Hills, CA 91709 • 909-627-3584 • Grades 9-12

Diana Yarboi, Principal

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www.chino.k12.ca.us

## 2014-15 School Accountability Report Card Published During the 2015-16 School Year

### **Chino Valley Unified School District**

5130 Riverside Drive  
Chino, CA 91710-4130  
(909) 628-1201  
www.chino.k12.ca.us

#### **District Governing Board**

Andrew Cruz, President  
Sylvia Orozco, Vice President  
Pamela Feix, Clerk  
James Na, Member  
Irene Hernandez-Blair, Member  
Shweta Shah, Student  
Representative

#### **District Administration**

Wayne M. Joseph  
**Superintendent**  
Norm Enfield, Ed.D.  
**Deputy Superintendent**  
Sandra Chen  
**Assistant Superintendent, Business  
Services**  
Jeanette Chien, Ed.D.  
**Assistant Superintendent,  
Educational Services**  
Grace Park, Ed.D.  
**Assistant Superintendent, Human  
Resources**  
Gregory J. Stachura  
**Assistant Superintendent,  
Facilities, Planning & Operations**

### **School Description**

The Ayala High School staff in cooperation 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, athletics, and activity programs is key to a successful high school experience and productive life. Our students will develop critical thinking and decision making skills, gain respect for individual differences, have a sense of purpose and direction in their own lives and leave as lifelong learners who will be knowledgeable and responsible citizens.

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

Growth  
Respect  
Excellence  
Accountability  
Teamwork

## About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at 909-627-3584 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	652
Grade 10	639
Grade 11	640
Grade 12	675
<b>Total Enrollment</b>	<b>2,606</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.3
American Indian or Alaska Native	0.1
Asian	23.4
Filipino	8.4
Hispanic or Latino	36.4
Native Hawaiian or Pacific Islander	0.3
White	23.4
Two or More Races	3.1
Socioeconomically Disadvantaged	23.1
English Learners	3.7
Students with Disabilities	11.5

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
Ayala (Ruben S.) High School	13-14	14-15	15-16
<b>With Full Credential</b>	104.1	109	107.4
<b>Without Full Credential</b>	2	1	2
<b>Teaching Outside Subject Area of Competence</b>	0	0	1
Chino Valley Unified School District	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	1257.8
<b>Without Full Credential</b>	♦	♦	12
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	8

Teacher Misassignments and Vacant Teacher Positions at this School			
Ayala (Ruben S.) High School	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0	0	2
<b>Total Teacher Misassignments</b>	0	0	3
<b>Vacant Teacher Positions</b>	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	99.3	0.7
Districtwide		
<b>All Schools</b>	96.5	3.5
<b>High-Poverty Schools</b>	95.4	4.6
<b>Low-Poverty Schools</b>	97.7	2.3

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)**

On October 14, 2015, the Chino Valley Unified School District’s 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 2015/2016-30 which certifies as required by Education Code 60119 that (1) sufficient textbooks and instructional materials have been provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and context of the curriculum frameworks in the following subjects: history/social science, mathematics, reading/language arts, and science, (2) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, (3) laboratory equipment was available for science laboratory classes offered in grades 9-12, inclusive.

Textbooks and instructional materials are provided for each student for use in class and to take home. It was determined that each pupil in each school has sufficient textbooks and instructional materials that are aligned to the academic content standards in the core subject areas for the 2015/2016 school year.

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: October 2015</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	9-12 Prentice Hall: Timeless Voices; Timeless Themes (Adopted: 2005) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	9-12 McGraw Hill – Integrated Math 1, Integrated Math II, and Integrated Math III (Adopted: 2015) 9-12 Carnegie Learning; Geometry, A Common Core Math Program Adopted: 2014) 9-12 Glencoe; Elementary Statistics (Adopted: 2007) 9-12 Holt McDougal; Mathematics Explorations in Core Math for Common Core Algebra 2 (Adopted: 2014)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	9-12 Pearson Prentice Hall; Earth Science (Adopted: 2008) 9-12 Pearson Prentice Hall; Biology (Adopted: 2008) 9-12 Pearson Prentice Hall: Physical Science: Concepts in Action with Earth and Space Science (Adopted: 2007) 10-12 Pearson Prentice Hall; Chemistry (Adopted: 2008) 11-12 Glencoe; Physics: Principles and Problems (Adopted: 2008) 11-12 Wiley; Environmental Science: Earth as a Living Planet (Adopted: 2008)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	10 Prentice Hall; World History: The Modern World (Adopted: 2007) 11 Holt, Reinhart and Winston; American Anthem: Modern American History (Adopted: 2007) 11 Bedford; American’s History (Adopted: 2007) 12 Glencoe/McGraw-Hill; United States Government: Democracy in Action (Adopted: 2007) 12 McDougal Littell; American Government: Institutions & Policies (Adopted: 2007) 12 Prentice Hall; Economics, Principles in Actions (Adopted: 2007) 12 Prentice Hall; Foundations of Economics (Adopted: 2007)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: October 2015**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Foreign Language</b>	9-12 Prentice Hall; Realidades, Book 1 and 2 (Adopted: 2007) 9-12 McDougal Littell; Abriendo Puertas, Tomo, Gramatica, and Lectura (Adopted: 2007) 9-12 Wayside Publishing; Azulejo (Adopted: 2007) 9-12 Harcourt School Publishers; Nuevas Vista, Book 1 and 2 (Adopted: 2007) 9-12 EMC/Paradigm Publishing; C'est a Toi Book 1, 2, and 3 (Adopted: 2007) 9-12 Holt, Reinhart and Winston; Komm Mit! Book 1, 2, and 3 (Adopted: 2007) 9-12 Spinner Publications; Bom Dia! Book 1 and 2 (Adopted: 2007) 9-12 Joint Publishing; Chinese Made Easy (Adopted: 2007), 2006 9-12 Cheng and Tsui; Adventures in Japanese 1 and 2 (Adopted: 2007)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Health</b>	9-12 Glencoe; Glencoe Health (Adopted: 2009) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science Laboratory Equipment</b>	Laboratory equipment is available for science laboratory classes offered in grades 9-12, inclusive. <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

The Chino Valley Unified School District provides a safe, clean environment for students, staff, and parents. Custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is in place to keep all classrooms and facilities well-maintained and provide an environment that is conducive to learning. The school site complies with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

Safety concerns are the number one priority of Chino Valley Maintenance and Operations department. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Classrooms, bathrooms, and general areas are kept in good repair and receive basic cleaning on a daily basis. Detailed cleaning is done during vacation periods.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: September 2015**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Rooms: C107, Kitchen-vents damaged/missing Deficiencies were corrected December 2015.
<b>Interior:</b> Interior Surfaces	X			Rooms: H108, F104, Lounge, Boys locker room, kitchen-plaster/paint damaged Rooms: H121, H133, D122, F134, F133, F109, D125, B118, D112, A140, weight room-wall damage from cracks, tears, holes or water Rooms: F131, D111-doors are broken, damaged, or missing Room: D139-locks/other security hardware not functioning properly Rooms: D140, D136, D137, D138-paint peeling, chipping or cracking MPR-flooring damage from cracks, tears, holes, or water Rooms: F124, D102-ceiling damage from cracks, tears, holes, or water Deficiencies were corrected December 2015.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			MPR, Girls RR-dirty/not maintained regularly, not stocked with supplies Room: F112-flooring excessively dirty/stained Rooms: D105, D104, D135, D132, C114, B111, and F124-accumulated refuse, dirt, and grime Rooms: D139, C128-cluttered Deficiencies were corrected December 2015.
<b>Electrical:</b> Electrical		X		Rooms: H119 and C103-electrical components damaged/not functioning properly. Rooms: D140, D136, and D137-electrical panel blocked Rooms: F127 and D125-exposed wires (no/low voltage) Rooms: F108, D122-TV improperly mounted/unsecured Rooms: 121, 116, H121, H129, girls locker room, F126, F117, D125, D135, F123, D133, D118, A134, A135-electrical outlet covers/light switch covers damaged/missing. Deficiencies were corrected December 2015.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: September 2015**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Rooms: B112, Mens RR-toilet/urinal/sink damaged, broken, clogged Rooms: B103, B122, B120-sink/fountain inaccessible Rooms: D125, D105, D135, B104-sink/fountain loose Rooms: B127, B125, B124, boys locker room-water pressure too high/low Deficiencies were corrected December 2015.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			South side and baseball field-fencing has holes East parking lot, bike rack, north fence football, and softball steps-posts damaged Football south field-sink/fountain not working Rooms: F131, D111-doors broken, damaged, or missing Room: F104-damage to exterior paint, plaster, finish Room: D139-locks/other security hardware not functioning properly Deficiencies were corrected December 2015.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>ELA</b>	63	55	44
<b>Math</b>	41	42	33

\* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
<b>Science</b>	75	83	80	63	67	64	59	60	56

\* Results are for grades 5, 8, and 10. Scores are not shown 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	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	12.30	18.00	64.10

\* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	64
All Student at the School	80
Male	80
Female	82
Black or African American	74
American Indian or Alaska Native	--
Asian	82
Filipino	85
Hispanic or Latino	75
Native Hawaiian or Pacific	--
White	86
Two or More Races	88
Socioeconomically Disadvantaged	46
English Learners	35
Students with Disabilities	70
Foster Youth	--

\* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	634	471	74.3	8	21	34	29
Male	11	634	242	38.2	12	24	33	25
Female	11	634	229	36.1	5	19	34	33
Black or African American	11	634	23	3.6	35	35	13	13
Asian	11	634	118	18.6	8	14	31	42
Filipino	11	634	45	7.1	2	11	36	49
Hispanic or Latino	11	634	166	26.2	7	30	38	20
Native Hawaiian or Pacific Islander	11	634	3	0.5	--	--	--	--
White	11	634	103	16.2	8	17	38	23
Two or More Races	11	634	13	2.1	15	15	23	31
Socioeconomically Disadvantaged	11	634	92	14.5	11	25	32	24
Students with Disabilities	11	634	45	7.1	31	40	18	0
Foster Youth	11	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	634	457	72.1	26	25	23	17
Male	11	634	236	37.2	28	28	21	18
Female	11	634	221	34.9	24	23	26	17
Black or African American	11	634	23	3.6	35	26	13	13
Asian	11	634	114	18.0	11	18	38	27
Filipino	11	634	44	6.9	16	30	25	23
Hispanic or Latino	11	634	163	25.7	40	25	19	9
Native Hawaiian or Pacific Islander	11	634	3	0.5	--	--	--	--
White	11	634	97	15.3	22	32	16	18
Two or More Races	11	634	13	2.1	23	15	23	23
Socioeconomically Disadvantaged	11	634	88	13.9	30	30	20	8
Students with Disabilities	11	634	43	6.8	77	16	0	0
Foster Youth	11	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### 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

#### State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

#### School Safety Plan

Each school has a detailed School Site Safety Plan for emergencies. Each staff member is assigned a specific responsibility in the event of an emergency. Staff members are trained in the plan's components and procedures. Fire, earthquake, and intruder drills are held on a regular basis so that all students and staff are familiar with emergency procedures. Emergency supplies are located on each campus in the event of an emergency.

Assigned staff monitors school grounds daily before, during, and after school. The District policy regarding campus visitors is enforced by requiring everyone to check in at the school office and obtain a visitor's badge. A visitor sign-in log is located in the school office and all visitors must sign in before going onto the campus. In addition, all visitors must wear an identifying badge while on campus. To increase security, all gates remain locked during the school day, so visitors must enter campus through the school office.



The Chino Valley Unified School District is committed to providing an environment that fosters health and safety, in both form and function. This commitment extends to the process of developing and maintaining a comprehensive Emergency and Disaster Preparedness Plan as a part of the District's Safe Schools Plan and is evident from the individual site to the overall District. These plans delineate actions to protect all students while they are at school. The plans are designed with the help of security staff members, local law enforcement, local fire, and emergency management, and public health officials as required by Education Code 32280-32282.

Plans are reviewed and updated yearly in accordance with Education Code 32286. These plans include procedures to respond to critical incidents, such as fire, earthquake, or intruders. School personnel practice these drills regularly.

The primary purpose of the Chino Valley Unified School District Emergency and Disaster Preparedness Plan is to define roles and responsibilities at the site and between the site and district office management. The Emergency and Disaster Preparedness Plan establishes the minimum requirements for school and site plans throughout the District. This Plan meets the requirements of the Standardized Emergency Management System (SEMS) as mandated by California Code of Regulations, Sections 2400-2450, and the National Incident Management System (NIMS) as mandated by Government Code 8607. It also meets the requirements for earthquake preparedness found in Title 5 (California State Education Code, Sections 35295-35297).

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	2.50	2.12	2.22
Expulsions Rate	0.04	0.00	0.08
District	2012-13	2013-14	2014-15
Suspensions Rate	4.05	3.80	3.32
Expulsions Rate	0.06	0.05	0.08
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

#### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	No	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	No	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	No	Yes	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		13
Percent of Schools Currently in Program Improvement		86.7

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	28	29	29	19	15	14	21	41	35	50	33	42
Math	29	28	28	16	12	16	28	32	36	35	35	33
Science	30	29	28	10	7	9	12	26	24	39	27	31
SS	29	28	29	18	18	14	17	30	31	50	41	45

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0.3
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	1.3
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	650

\* 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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,129	\$43,165
Mid-Range Teacher Salary	\$73,330	\$68,574
Highest Teacher Salary	\$92,400	\$89,146
Average Principal Salary (ES)	\$109,686	\$111,129
Average Principal Salary (MS)	\$113,566	\$116,569
Average Principal Salary (HS)	\$127,787	\$127,448
Superintendent Salary	\$200,000	\$234,382
Percent of District Budget		
Teacher Salaries	43%	38%
Administrative Salaries	6%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

The district's general fund includes monies for:

1. General operations- services, materials, and support to the general education.
2. Specific education-programs offering appropriate, individualized education to students with special needs.
3. Special projects- monies from agencies (e.g., federal, state) earmarked for specific services.
4. Transportation
5. Maintenance and operations
6. District administration
7. LCFF/LCAP- Serves targeted students of the district See District's LCAP plan located on [www.cvusd.k12.ca.us](http://www.cvusd.k12.ca.us)

Each school in the district receives an instructional budget based upon enrollment, programs and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

### Professional Development provided for Teachers

The Chino Valley Unified School District is committed to high quality Professional Learning to support the instructional capacity of teachers and leaders. Professional learning opportunities are aligned to CVUSD's Area of Emphasis for Common Core ELA, Common Core Math, 4C's-Critical Thinking, Student Behavior, Instructional Technology and Formative Assessments. These areas were identified by the Teaching and Learning Task Force as focus areas for our district in 2015-16. 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 and volunteer sessions. Implementation for learning is supported through Site-Based PD from Site Administrators and coaching opportunities from Intervention Specialists.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,834	\$1,854	\$5,979	\$70,951
District	◆	◆	\$5,945	\$78,442
State	◆	◆	\$5,348	\$72,971
Percent Difference: School Site/District			0.6	-7.4
Percent Difference: School Site/ State			27.5	0.3

\* Cells with ◆ do not require data.

2014-15 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	34	25	41	36	39	25
All Students at the School	21	22	57	21	38	40
Male	28	23	49	24	33	43
Female	13	22	65	18	44	38

**2014-15 California High School Exit Examination Grade Ten Results by Student Group**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
Black or African American	27	27	47	35	39	26
Asian	20	15	66	8	29	63
Filipino	16	11	73	16	47	38
Hispanic or Latino	25	26	49	31	42	27
White	19	23	58	19	40	41
Two or More Races	9	22	70	13	17	70
Socioeconomically Disadvantaged	31	26	43	37	37	26
English Learners	79	21		38	34	28
Students with Disabilities	73	19	8	69	29	2

\* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Ayala (Ruben S.) High School	2012-13	2013-14	2014-15
English-Language Arts	77	79	79
Mathematics	78	85	79
Chino Valley Unified School District	2012-13	2013-14	2014-15
English-Language Arts	63	51	54
Mathematics	64	53	53
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

\* 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Ayala (Ruben S.) High School	2011-12	2012-13	2013-14
Dropout Rate	1.70	2.40	1.30
Graduation Rate	96.01	96.35	97.89
Chino Valley Unified School District	2011-12	2012-13	2013-14
Dropout Rate	6.60	5.80	6.20
Graduation Rate	86.51	89.03	89.43
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1253
% of pupils completing a CTE program and earning a high school diploma	NA
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	13%

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	98.21	91.5	84.6
Black or African American	95.65	81.98	76
American Indian or Alaska Native	100	100	78.07
Asian	97.79	97.73	92.62
Filipino	104.08	100	96.49
Hispanic or Latino	96.45	88.11	81.28
Native Hawaiian/Pacific Islander	100	100	83.58
White	101.04	96.82	89.93
Two or More Races	63.64	85.71	82.8
Socioeconomically Disadvantaged	90.48	80.24	61.28
English Learners	18.18	29.69	50.76
Students with Disabilities	101.8	87.97	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	98.05
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	62.64

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		◆
English	10	◆
Fine and Performing Arts		◆
Foreign Language	3	◆
Mathematics	10	◆

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Science	6	◆
Social Science	16	◆
All courses	45	1.0

\* Where there are student course enrollments.

### Career Technical Education Programs

Our vision includes a relevant and rigorous academic program that integrates with career technical education. Chino Valley Unified School District (CVUSD) will provide the opportunity for all students to master the academic standards, develop physical and social skills, and apply them with the vocational and technical skills of Career Technical Education (CTE). The purpose is to prepare our students to successfully interact, communicate, and work in key industry sectors that are vital to our local, state, and global economies. Through proper preparation, our students will acquire the necessary education and skills to enhance, support, and grow our global economy. The goal of CVUSD includes changing, improving, and enhancing the philosophy of career technical education from past practices to a paradigm shift that includes rigorous, relevant, and quality programs that prepare students with a seamless transition to the workforce, technical training programs, and postsecondary education. Students will have universal access to all CTE programs.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.