Chino Hills High School

16150 Pomona Rincon Road • Chino Hills, CA 91709-3101 • 909-606-7540 • Grades 9-12
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2014-15 School Accountability Report Card
Published During the 2015-16 School Year

Chino Valley Unified School District

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School Description

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

Now 14 years later, Chino Hills High School finds itself at a crossroads where we have been thrust into an abyss of a great amount of change. This change is largely due to State and District mandates. Additionally, with a new Administrative team more change regarding such things as systemic procedural protocol has occurred. Overall, the staff has met each shift in change head-on. The CHHS staff has been asked what we want our school to be known for in a 100 years, thus we find ourselves really scrutinizing data. As a collective team we feel that Chino Hills High School has already established excellence and has largely been on the forefront of many innovative practices/programs.

Our overarching vision is to provide an environment of respect and cooperation among students, staff and parents where all students will engage in relevant college career curriculum as well as activities that foster productivity and responsibility. We are dedicated to being a school that stimulates personal and academic achievement for all students in a challenging and supporting environment. U.S. News World and Report ranked CHHS as 236th in California.

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 909-606-7540 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 9	708
Grade 10	784
Grade 11	709
Grade 12	811
Total Enrollment	3,012

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	5
American Indian or Alaska Native	0.1
Asian	13.9
Filipino	6.9
Hispanic or Latino	40.5
Native Hawaiian or Pacific Islander	0.3
White	30.2
Two or More Races	2.9
Socioeconomically Disadvantaged	28.1
English Learners	2.9
Students with Disabilities	10.2

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			
Chino Hills High School	**13-14**	**14-15**	**15-16**
With Full Credential	124	122.5	121.9
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	1	1	1
Chino Valley Unified School District	**13-14**	**14-15**	**15-16**
With Full Credential	♦	♦	1257.8
Without Full Credential	♦	♦	12
Teaching Outside Subject Area of Competence	♦	♦	8

Teacher Misassignments and Vacant Teacher Positions at this School			
Chino Hills High School	**13-14**	**14-15**	**15-16**
Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	2
Vacant Teacher Positions	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**
This School	96.4	3.6
Districtwide		
All Schools	96.5	3.5
High-Poverty Schools	95.4	4.6
Low-Poverty Schools	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.

Note: The Glencoe: Elementary Statistics (Adopted: 2007) is not from the district's most recent adoption during the 2015-16 school year.

Textbooks and Instructional Materials Year and month in which data were collected: October 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	9-12 Prentice Hall: Timeless Voices; Timeless Themes (Adopted: 2005) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	9-12 McGraw Hill – Integrated Math 1, Integrated Math II, and Integrated Math III (Adopted: 2015) 9-12 Carnegie Learning; Geometry, A Common Core Math Program Adopted: 2014) 9-12 Glencoe; Elementary Statistics (Adopted: 2007)* 9-12 Holt McDougal; Mathematics Explorations in Core Math for Common Core Algebra 2 (Adopted: 2014) **The textbooks listed are from most recent adoption:** No* **Percent of students lacking their own assigned textbook:** 0
Science	9-12 Pearson Prentice Hall; Earth Science (Adopted: 2008) 9-12 Pearson Prentice Hall; Biology (Adopted: 2008) 9-12 Pearson Prentice Hall: 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) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	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) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 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**
Foreign Language	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) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Health	9-12 Glencoe; Glencoe Health (Adopted: 2009) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science Laboratory Equipment	Laboratory equipment is available for science laboratory classes offered in grades 9-12, inclusive. **The textbooks listed are from most recent adoption** Yes **Percent of students lacking their own assigned textbook:** 0

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**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Rooms: 235, M201, Kitchen-wall damage from cracks, tears, holes or water Rooms: M124, M212, D126B, music room-flooring damage from cracks, tears, holes, or water Rooms: 232, 233, 234, 237, 240, 245, 250-lighting covers missing, damaged, or loose. Deficiencies were corrected December 2015.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Room: 267-flooring is excessively dirty/stained. 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**	
Electrical: Electrical		X		Room: 181-exposed wires (no/low voltage) Rooms: 128, 165, and Girls team room-electrical panel blocked Girls team room-electrical components damaged/not functioning properly Room: 264-lighting fixture/bulbs not working/missing Rooms: Kitchen, 160, 133, M127, 271, 273, M201-electrical outlet covers/light switch covers damaged/missing. Deficiencies were corrected December 2015.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Room: M111-sink/fountain fixture loose. Boys RR by 230-toilet/urinal/sink damaged, broken, or clogged. Room: 248-sink/fountain missing knob/button. Deficiencies were corrected December 2015.
Safety: Fire Safety, Hazardous Materials	X			Room: 257-fire extinguisher blocked. Deficiencies were corrected December 2015.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			South side Bldg A, baseball visitor side-fencing has holes Post is damaged east parking lot, bike rack, north fence football field, softball steps. Football field south sink/fountain is not working Deficiencies were corrected December 2015.
Overall Rating	**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], 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**
ELA	75	55	44
Math	46	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**
Science	64	69	67	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	15.40	16.60	45.40

* 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	67
Male	69
Female	63
Black or African American	57
American Indian or Alaska Native	--
Asian	84
Filipino	76
Hispanic or Latino	56
Native Hawaiian or Pacific	--
White	74
Two or More Races	71
Socioeconomically Disadvantaged	21
English Learners	21
Students with Disabilities	54
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**	713	620	87.0	7	18	39	36
Male	**11**		333	46.7	11	20	36	34
Female	**11**		287	40.3	4	15	42	39
Black or African American	**11**		37	5.2	19	27	38	16
American Indian or Alaska Native	**11**		1	0.1	--	--	--	--
Asian	**11**		73	10.2	5	7	29	59
Filipino	**11**		41	5.8	5	10	39	46
Hispanic or Latino	**11**		272	38.1	7	22	41	29
Native Hawaiian or Pacific Islander	**11**		3	0.4	--	--	--	--
White	**11**		165	23.1	8	15	39	38
Two or More Races	**11**		28	3.9	4	18	36	43
Socioeconomically Disadvantaged	**11**		170	23.8	11	24	35	29
English Learners	**11**		15	2.1	47	20	33	0
Students with Disabilities	**11**		60	8.4	32	42	20	7
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	713	614	86.1	25	29	28	17
Male	11		329	46.1	26	27	27	19
Female	11		285	40.0	24	31	30	15
Black or African American	11		37	5.2	35	35	19	5
American Indian or Alaska Native	11		1	0.1	--	--	--	--
Asian	11		73	10.2	5	18	30	47
Filipino	11		41	5.8	12	24	44	20
Hispanic or Latino	11		268	37.6	32	31	27	9
Native Hawaiian or Pacific Islander	11		3	0.4	--	--	--	--
White	11		163	22.9	22	29	29	19
Two or More Races	11		28	3.9	21	32	25	21
Socioeconomically Disadvantaged	11		167	23.4	32	32	23	10
English Learners	11		18	2.5	33	33	11	17
Students with Disabilities	11		59	8.3	75	15	8	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
Chino Hills High School offers a number of opportunities for parents and community members to be involved at our campus. We have a large number of parents who help with PTSA, School Site council, ELAC, DELAC, and a number of other parent support organizations. Parent volunteers also help with booster clubs and organizations and activities such as ASB and band. Parents are encouraged to contact any of our teachers through voice mail and e-mail. Chino Hills High School uses various means to help our parents be informed including our website, marquee, and the auto phone system.

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	7.32	7.02	4.10
Expulsions Rate	0.06	0.06	0.03
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
English Language Arts			
Met Participation Rate	No	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	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	26	27	27	38	26	23	22	47	42	60	43	46
Math	28	26	29	28	26	16	21	43	40	51	39	39
Science	29	29	29	12	8	8	24	36	34	41	32	33
SS	31	28	27	10	19	21	31	42	44	53	39	41

* 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	6.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.5
Psychologist	1.0
Social Worker	
Nurse	1.25
Speech/Language/Hearing Specialist	1.0
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	505

* 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.

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 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/.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$7,624	$1,795	$5,829	$73,795
District	♦	♦	$5,945	$78,442
State	♦	♦	$5,348	$72,971
Percent Difference: School Site/District			-2.0	-3.7
Percent Difference: School Site/ State			24.3	4.3

* Cells with ♦ do not require data.

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.

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	24	28	49	23	46	31
Male	28	32	40	21	46	34
Female	19	23	58	26	47	28
Black or African American	33	27	39	36	52	12
Asian	16	20	64	7	37	56
Filipino	13	25	62	6	45	49
Hispanic or Latino	31	30	39	33	47	20
White	18	29	54	19	48	33
Two or More Races	17	38	46	17	42	42
Socioeconomically Disadvantaged	35	32	33	32	52	16
English Learners	79	21		54	36	11
Students with Disabilities	79	12	9	61	36	4

* 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			
Chino Hills High School	**2012-13**	**2013-14**	**2014-15**
English-Language Arts	74	71	76
Mathematics	75	78	77
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)			
Chino Hills High School	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	2.80	2.00	1.40
Graduation Rate	94.57	95.85	96.34
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	1557
% of pupils completing a CTE program and earning a high school diploma	31.0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	20%

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2014**		
	School	**District**	**State**
All Students	98.02	91.5	84.6
Black or African American	92.68	81.98	76
American Indian or Alaska Native	100	100	78.07
Asian	98.89	97.73	92.62
Filipino	100	100	96.49
Hispanic or Latino	96.9	88.11	81.28
Native Hawaiian/Pacific Islander	100	100	83.58
White	100	96.82	89.93
Two or More Races	93.75	85.71	82.8
Socioeconomically Disadvantaged	86.87	80.24	61.28
English Learners	15.79	29.69	50.76
Students with Disabilities	98.81	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	98.84
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	49.78

2014-15 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science		♦
English	12	♦
Fine and Performing Arts		♦
Foreign Language	8	♦
Mathematics	9	♦
Science	6	♦
Social Science	27	♦
All courses	62	.9

*   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.