



Ramona Junior High School

4575 Walnut Avenue • Chino, CA 91710-4130 • 909-627-9144 • Grades 7-8

Anne Boden, Principal

andrea_boden@chino.k12.ca.us

www.chino.k12.ca.us

2015-16 School Accountability Report Card Published During the 2016-17 School Year



CHINO VALLEY
UNIFIED SCHOOL DISTRICT

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

Chino Valley Unified School District

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

District Governing Board

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

District Administration

Wayne M. Joseph
Superintendent
Norm Enfield, Ed.D.
Deputy Superintendent
Sandra Chen
**Assistant Superintendent, Business
Services**
Lea Fellows
**Assistant Superintendent, Human
Resources**
Grace Park, Ed.D.
**Assistant Superintendent,
Curriculum, Instruction,
Innovation, and Support**
Gregory J. Stachura
**Assistant Superintendent,
Facilities, Planning & Operations**

School Description

Ramona Junior High School is a diverse learning community dedicated to providing a safe, respectful and positive environment for academic and social success. Our teachers, staff, parents and community members are committed to the education and social well being of our 7th and 8th grade students. All Ramona Indians will be given learning opportunities that are necessary to be "Future Ready" and prepared for the academic, business and working world. This means that each student will have access to a standards-based curriculum that is challenging, meaningful and student-centered. Our mission is to engage students in a rigorous curriculum based on common core standards, in order to increase academic achievement and to ensure the development of the literacy skills necessary to function as critical thinkers in today's society. Our goal is to provide each student with a basic understanding of scientific and mathematical concepts, as well as the ever increasing role and use of technology in our lives. Our utmost responsibility is to support our students in becoming self-motivated, life-long learners who will be college and career ready to successfully transition from junior high to high school and beyond. We believe ALL students want and have the desire to learn and will learn if given the opportunity. We are dedicated to ensuring that learning happens!

About the SARC

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

- For more information about SARC requirements, 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 principal or the district office.

| 2015-16 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Grade 7 | 291 |
| Grade 8 | 267 |
| Total Enrollment | 558 |

| 2015-16 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 2.2 |
| American Indian or Alaska Native | 0 |
| Asian | 2 |
| Filipino | 1.6 |
| Hispanic or Latino | 85.1 |
| Native Hawaiian or Pacific Islander | 0 |
| White | 8.2 |
| Two or More Races | 0.9 |
| Socioeconomically Disadvantaged | 83 |
| English Learners | 18.6 |
| Students with Disabilities | 18.5 |
| Foster Youth | 1.6 |

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 | | | |
|---|-------|-------|-------|
| Ramona Junior High School | 14-15 | 15-16 | 16-17 |
| With Full Credential | 29.2 | 26.9 | 27.4 |
| Without Full Credential | 0 | 1.5 | 2 |
| Teaching Outside Subject Area of Competence | 2 | 1 | 0 |
| Chino Valley Unified School District | 14-15 | 15-16 | 16-17 |
| With Full Credential | ♦ | ♦ | 27.4 |
| Without Full Credential | ♦ | ♦ | 2 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Ramona Junior High School | 14-15 | 15-16 | 16-17 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 1 | 0 |
| 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

| 2015-16 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 | 92.2 | 7.8 |
| Districtwide | | |
| All Schools | 97.0 | 3.0 |
| High-Poverty Schools | 95.4 | 4.6 |
| Low-Poverty Schools | 98.6 | 1.4 |

* 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 2016-17)

On October 6, 2016, 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 2016/2017-10 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 2016/2017 school year. Additionally, sufficient textbooks and/or instructional materials were provided to each pupil for visual and performing arts.

*Note: CVUSD elected to wait for new additions of State Board approved materials that would be aligned with current Common Core State Standards. To ensure alignment with current state standards the McDougal Littell Reading and Language Arts textbook is being supplemented with English Language Arts (ELA) units of study that were written by our ELA teachers using the rigorous curriculum design model. These supplemental units were focused on Common Core State Standards.

| Textbooks and Instructional Materials Year and month in which data were collected: October 2016 | |
|--|---|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | 7-8 McDougal Littell; McDougal Littell Reading and Language Arts Program Adopted: 2003) 7-8 Scholastic; Read 180 (Adopted: 2011) The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0 |
| Mathematics | 7-8 Houghton Mifflin & Harcourt, Big Ideas Math, Course 1, Course 2, and Course 3 (Adopted: 2015) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | 7-8 Pearson Prentice Hall; Prentice Hall California Science Explorer, Focus on Earth, Life, and Physical Science (Adopted: 2008) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| History-Social Science | 7-8 Holt, Rinehart and Winston; Holt California Social Studies (Adopted: 2007) 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)

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. In the morning, staff supervision is provided to watch the cafeteria, entrance gates, and school grounds. During lunch and recess times, noon ground supervisors and teachers monitor students to ensure students interact safely. At the end of the school day, staff supervise student dismissal. The staff and student work spaces for this site are cleaned on a regular basis by the school site custodial staff. In addition to regular cleanings, deep cleanings are scheduled and carried out during breaks and vacation periods. The school facility is adequate and has sufficient classrooms, playground, and staff spaces in order to operate efficiently. A planned or recently completed school improvement for this site is science lab renovations scheduled for the beginning of the 2018/2019 school year. 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 Department staff work diligently to complete all work orders in a timely manner. The Maintenance team utilizes 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 overall rating of this site's most recent survey is GOOD, and any associated repairs were completed on or before December 30, 2016.

In addition to the District inspection that took place on July 21, 2016, representatives from the San Bernardino County Superintendent of Schools (SBCSS) conduct annual Williams visits to schools ranked in deciles 1-3 in San Bernardino County to evaluate their "good repair" status. The Williams inspection for this site occurred on September 7, 2016. Results from this inspection are included below, and any associated repairs were completed by the end of December 30, 2016.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: July 2016

| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|--|------------------|-------------|-------------|--|
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | Room: 45 - Exhaust fan inoperable Deficiencies were corrected on or before December 30, 2016. |
| Interior: Interior Surfaces | | X | | Rooms: Admin office, H33 - Stained ceiling tiles Rooms: Bldg. B Lib, 44, G26, bldg. H kit - Ceiling tiles missing, damaged, or loose Rooms: B2, 46 - Replace baseboards Rooms: 40, C13 - Repair wall surface needs paint Rooms: C8, C11, C13 - Unsafe carpet condition Deficiencies were corrected on or before December 30, 2016. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | WILLIAMS: 36-48 Graffiti etched in windows/tiles Deficiencies were corrected on or before December 30, 2016. |
| Electrical: Electrical | | X | | Rooms: Bldg A womens RR, B1, C12, C10, C4, G32, bldg. H girls RR - Lighting covers missing, damaged, or loose Rooms: Bldg B Lib, 39, C12, C10, C6, C13, D21, 14 - Exposed wires Room: B3 - Electrical outlet/light switch covers damaged or missing Rooms: B3, D16 - Replace lamps Deficiencies were corrected on or before December 30, 2016. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | Rooms: D19, D16 - Water pressure inadequate Deficiencies were corrected on or before December 30, 2016. |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | Room: 44 - Locks and other security hardware not functioning WILLIAMS: playground Significant holes and deterioration-trip hazard WILLIAMS: walkway near lunch area Significant cracks, trip hazards, holes or deterioration Deficiencies were corrected on or before December 30, 2016. |
| 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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

| 2015-16 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| ELA | 31 | 41 | 56 | 59 | 44 | 48 |
| Math | 19 | 20 | 43 | 47 | 34 | 36 |

* 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 | | |
| | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| Science | 59 | 64 | 47 | 67 | 64 | 63 | 60 | 56 | 54 |

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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 | 2015-16 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 7 | 16.6 | 23.4 | 36.6 |

* 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.

| 2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10) | | | | |
|--|--------------------|-------------------|---------------------|------------------------|
| Group | Number of Students | | Percent of Students | |
| | Enrolled | with Valid Scores | w/ Valid Scores | Proficient or Advanced |
| All Students | 274 | 265 | 96.7 | 46.8 |
| Male | 127 | 123 | 96.9 | 50.4 |
| Female | 147 | 142 | 96.6 | 43.7 |
| Hispanic or Latino | 230 | 223 | 97.0 | 44.0 |
| White | 25 | 24 | 96.0 | 58.3 |
| Socioeconomically Disadvantaged | 218 | 210 | 96.3 | 43.8 |
| English Learners | 35 | 35 | 100.0 | 17.1 |
| Students with Disabilities | 50 | 49 | 98.0 | 18.4 |

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2015-16 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 Met or Exceeded |
| All Students | 7 | 293 | 287 | 98.0 | 37.1 |
| | 8 | 275 | 261 | 94.9 | 44.4 |
| Male | 7 | 154 | 152 | 98.7 | 27.0 |
| | 8 | 127 | 120 | 94.5 | 35.0 |
| Female | 7 | 139 | 135 | 97.1 | 48.5 |
| | 8 | 148 | 141 | 95.3 | 52.5 |
| Hispanic or Latino | 7 | 251 | 245 | 97.6 | 36.5 |
| | 8 | 231 | 219 | 94.8 | 43.4 |
| White | 7 | 23 | 23 | 100.0 | 39.1 |
| | 8 | 25 | 24 | 96.0 | 45.8 |
| Socioeconomically Disadvantaged | 7 | 252 | 247 | 98.0 | 35.0 |
| | 8 | 219 | 207 | 94.5 | 40.1 |
| English Learners | 7 | 60 | 57 | 95.0 | 12.3 |
| | 8 | 36 | 33 | 91.7 | 15.2 |
| Students with Disabilities | 7 | 53 | 53 | 100.0 | 13.2 |
| | 8 | 50 | 49 | 98.0 | 8.2 |

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 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.

School Year 2015-16 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 Met or Exceeded |
| All Students | 7 | 295 | 291 | 98.6 | 22.4 |
| | 8 | 295 | 291 | 98.6 | 22.4 |
| Male | 7 | 155 | 154 | 99.3 | 16.9 |
| | 8 | 155 | 154 | 99.3 | 16.9 |
| Female | 7 | 140 | 137 | 97.9 | 28.7 |
| | 8 | 140 | 137 | 97.9 | 28.7 |
| Hispanic or Latino | 7 | 253 | 249 | 98.4 | 19.4 |
| | 8 | 253 | 249 | 98.4 | 19.4 |
| White | 7 | 23 | 23 | 100.0 | 34.8 |
| | 8 | 23 | 23 | 100.0 | 34.8 |

School Year 2015-16 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 Met or Exceeded |
| Socioeconomically Disadvantaged | 7 | 253 | 250 | 98.8 | 21.3 |
| | 8 | 253 | 250 | 98.8 | 21.3 |
| English Learners | 7 | 60 | 60 | 100.0 | 3.3 |
| | 8 | 60 | 60 | 100.0 | 3.3 |
| Students with Disabilities | 7 | 53 | 53 | 100.0 | 9.4 |
| | 8 | 53 | 53 | 100.0 | 9.4 |

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 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.

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 (School Year 2016-17)

Ramona Junior High School welcomes parents to take an active role in their child's education. The parents, students, and staff work as a cohesive team to facilitate the academic learning of each student on our campus. A variety of committees exist for parents on the campus of RJHS: School Site Council, (SSC), English Learner Advisory Committee (ELAC), Parent Teacher Organization (PTO). These committees enhance the learning environment and educational programs at RJHS. Moreover, the Ramona Band Boosters also volunteer many hours for the benefit of our band program. Parents are encouraged to attend Back to School Night, Academic Empowerment Nights, Intervention and Tutoring Meetings, Open House, Gifted and Talented Education Meetings, and English Language Meetings. Parents may call the office to set up a parent teacher conference any time throughout the school year. Ramona Junior High School has an open door policy to help meet the needs of our students. Parents also have an opportunity to attend various empowerment classes and counseling services through our community partnership with Chino Human Services. Additionally families can volunteer to help at our Book Fair and various fundraisers at our campus. Families support the school by attending school-sponsored events, student performances, and athletic events.

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 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate | 12.1 | 15.7 | 18.3 |
| Expulsions Rate | 0.3 | 0.0 | 1.5 |
| District | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate | 3.8 | 3.3 | 3.2 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |
| State | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate | 4.4 | 3.8 | 3.7 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

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.

| 2016-17 Federal Intervention Program | | |
|---|-----------|-----------|
| Indicator | School | District |
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 1998-1999 | 2009-2010 |
| Year in Program Improvement | Year 5 | Year 3 |
| Number of Schools Currently in Program Improvement | 13 | |
| Percent of Schools Currently in Program Improvement | 86.7 | |

| Academic Counselors and Other Support Staff at this School | |
|--|-----|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | 1.0 |
| Counselor (Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | 1.0 |
| Psychologist | 0.6 |
| Social Worker | |
| Nurse | 0.6 |
| Speech/Language/Hearing Specialist | 0.8 |
| Resource Specialist | |
| Other | |
| Average Number of Students per Staff Member | |
| Academic Counselor | 600 |

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Average Class Size and Class Size Distribution (Secondary) | | | | | | | | | | | | |
|--|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Subject | Average Class Size | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-22 | | | 23-32 | | | 33+ | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| English | 21 | 20 | 19 | 19 | 19 | 21 | 16 | 16 | 18 | 4 | 2 | 0 |
| Mathematics | 23 | 19 | 22 | 10 | 9 | 12 | 18 | 7 | 14 | 1 | | 1 |
| Science | 28 | 29 | 28 | 2 | 2 | 3 | 14 | 14 | 14 | 6 | 4 | 3 |
| Social Science | 29 | 28 | 26 | 3 | 4 | 7 | 9 | 14 | 13 | 10 | 4 | 4 |

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

Professional Development 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 2014-15 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$45,894 | \$45,092 |
| Mid-Range Teacher Salary | \$72,057 | \$71,627 |
| Highest Teacher Salary | \$96,096 | \$93,288 |
| Average Principal Salary (ES) | \$114,607 | \$115,631 |
| Average Principal Salary (MS) | \$118,830 | \$120,915 |
| Average Principal Salary (HS) | \$130,574 | \$132,029 |
| Superintendent Salary | \$230,000 | \$249,537 |
| Percent of District Budget | | |
| Teacher Salaries | 43% | 37% |
| Administrative Salaries | 5% | 5% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

The district's general fund includes monies for:

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

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

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 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 Englishlearners).

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.

| FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | 9,887 | 2,428 | 7,459 | 81,791 |
| District | ♦ | ♦ | 6,192 | \$81,554 |
| State | ♦ | ♦ | \$5,677 | \$75,837 |
| Percent Difference: School Site/District | | | 20.5 | 0.3 |
| Percent Difference: School Site/ State | | | 31.4 | 7.9 |

* Cells with ♦ do not require data.