School Accountability Report Card
Reported for School Year 2009-10 Published During 2010-11
Executive Summary School Accountability Report Card, 2009-10

Ruben S. Ayala High School

Address: 14255 Peyton Avenue, Chino Hills, CA 91709   Phone: 909-627-3584
Principal: Diana Yarboi   Grade Span: 9 - 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2009-10 school year, except the School Finances and School Completion data that are reported for the 2008-09 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Ruben S. Ayala High School, a comprehensive secondary school recognized for a tradition of excellence since its opening in San Bernardino County in 1990, serves students in the ninth through twelfth grades. These students come from a diverse, well educated, middle-class to upper-middle-class community. The students of Ayala High participate in a rigorous academic curriculum and many partake of the school's extended co-curricular and extra-curricular opportunities. Ayala's educational program consists of three parts: 1) academics, 2) co-curricular activities, and 3) extra-curricular activities. Parent and community support for the school run high, as does student and parental involvement. The school's highly qualified and talented staff supports our students as they progress through school and prepare for the responsibilities of citizenship and adulthood.

Student Enrollment

Group	Percent
African American	4.76%
American Indian or Alaska Native	.36%
Asian	20.46%
Filipino	9.56%
Hispanic or Latino	27.80%
Pacific Islander	.28%
White (not Hispanic)	35.11%
Multiple or No Response	1.65%
Socioeconomically Disadvantaged	10.05%
English Learners	6.17%
Students with Disabilities	10.41%
Total Number of Students	**2,478**

Teachers

Indicator	Teachers
Teachers with full credential	92
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	18
Misassignments of Teachers of English Learners	8
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	70%
Mathematics	46%
Science	71%
History-Social Science	55%

Academic Progress

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	826
Statewide Rank (from 2009 Base API Report)	9
2010-11 Program Improvement Status (PI Year)	

School Facilities
Summary of Most Recent Site Inspection

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. Our school provides a safe, clean environment for students, staff, and volunteers. Classrooms, bathrooms, and general areas are in GOOD repair and receive basic cleaning on a daily basis. Detailed cleaning is done during vacation periods.

The Chino Valley Unified School District conducted a Facility Inspection Tool (FIT) inspection at Ayala High School in October 2010. The findings of this inspection rated the school in EXEMPLARY working order. This inspection includes systems (ie: gas leaks, mechanical, HVAC, sewer), interior (ie: surfaces), cleanliness (ie: overall cleanliness, pest/vermin infestation), electrical, restrooms/fountains, safety (ie: fire safety, hazardous materials), structural (ie: damage, roofs), external (ie: playground, school grounds, windows, doors, gates, fences).

Repairs Needed

The District administers a scheduled maintenance program to support the educational process by maintaining a safe and healthy learning and teaching environment. The district provides routine maintenance, preventative maintenance, and minor construction-type projects.

Corrective Actions Taken or Planned

Daily reports of incidents that require repair at the school sites are processed through work orders. Emergency repairs are given the highest priority. The remaining incidents are handled on a first-come, first-served basis to ensure efficient service.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$6,212
District	$8,206
State	$5,681

School Completion

Indicator	Result
Graduation Rate	96.4%

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	894
Graduates Who Completed All Courses Required for University of California or California State University Admission	20.2%

Ruben S. Ayala High School

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page 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., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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.

About This School

Contact Information

School		District	
School Name	Ruben S. Ayala High	District Name	Chino Valley Unified
Street	14255 Peyton Avenue	Phone Number	909-628-1201
City, State, Zip	Chino Hills, CA 91709	Web Site	www.chino.k12.ca.us
Phone Number	909-627-3584	Superintendent	Wayne Joseph
Principal	Diana Yarboi	E-mail Address	wayne_joseph@chino.k12.ca.us
E-mail Address	diana_yarboi@chino.k12.ca.us	CDS Code	36- 67678- 3630522

School Description and Mission Statement

Located in Chino Hills, the strong academic image of Ayala High School reinforces the value of education and instills a sense of community pride in the faculty. The heart of the school, and meeting place for the student body, is a tree-lined quadrangle with eight academic buildings directly across a 600-foot lawn area. Paths throughout the quadrangle lead to classrooms in the academic buildings and in 45 portable classrooms.

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 life long learners who will be knowledgeable and responsible citizens.

Opportunities for Parental Involvement

Approximately 1000 of our parent community are involved with booster groups, PTSA, School Site Council, and parent support organizations. Business and community partnerships include the McCoy Equestrian center, our Engineering and Construction Academies, Chino Hills Ford, Staples, and numerous other collaborative community groups. Chino Adult School and Chaffey College classes are offered on our campus.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students 2009-10
Grade 9	609
Grade 10	610
Grade 11	614
Grade 12	637
Ungraded Secondary	8
Total Enrollment	2,478

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment 2009-10
African American	4.76%
American Indian or Alaska Native	.36%
Asian	20.46%
Filipino	9.56%
Hispanic or Latino	27.80%
Pacific Islander	.28%
White (not Hispanic)	35.11%
Multiple or No Response	1.65%
Socioeconomically Disadvantaged	10.05%
English Learners	6.17%
Students with Disabilities	10.41%

Average Class Size and Class Size Distribution

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29.4	17	28	37	31.1	5	30	41	28.5	13	37	33
Mathematics	31.1	4	31	35	29.3	11	25	33	28.2	13	35	24
Science	31.6	2	23	23	32.6	1	18	32	30.2	5	25	17
Social Science	32.5	3	27	46	31.7	4	30	41	29.1	7	36	18

School Climate
School Safety Plan
This section provides information about the school's comprehensive safety plan.

Ayala High 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 security staff monitors school grounds daily before, during, and after school. Ayala High School enforces the district's policy regarding campus visitors; all visitors are required to check in at the school office and obtain a visitor's badge; upon departure, visitors must check out at the 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 system 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
This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	5.6	5.7	4.4	8.2	7.0	8.1
Expulsions	0.2	0.2	0.2	0.2	0.1	0.3

School Facilities

School Facility Conditions and Planned Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Ayala High School provides a safe, clean environment for students, staff, and volunteers. School facilities were build in 1990 and includes the multi purpose room, kitchen, office, staff workrooms, library, gym, 66 permanent classrooms and 45 portables, which provide adequate space for students and staff. A team of seven custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. Chino Valley Unified administers a scheduled maintenance program to ensure that all classrooms and facilities are well-maintained and provide an environment that is conducive to learning.

The school complies with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are held monthly and disaster preparedness drills are held twice a yearly.

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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. Our school provides a safe, clean environment for students, staff, and volunteers. Classrooms, bathrooms, and general areas are in GOOD repair and receive basic cleaning on a daily basis. Detailed cleaning is done during vacation periods.

The Chino Valley Unified School District conducted a Facility Inspection Tool (FIT) inspection at Ayala in October 2010. The findings of this inspection rated the school in EXEMPLARY working order. The chart below lists any repairs identified in the inspection and the action taken.

Chino Valley Unified School District Summer 2008 construction and maintenance projects included slurry coat and seal for Ayala High School. In addition the Spring 2009 projects include epoxy coating of the pool deck and re-keying all exterior gates.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	N/A	X			N/A
Interior: Interior Surfaces	N/A	X			N/A
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A	X			N/A
Electrical: Electrical	N/A	X			N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A	X			N/A
Safety: Fire Safety, Hazardous Materials	N/A	X			N/A
Structural: Structural Damage, Roofs	N/A	X			N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A	X			N/A
Overall Rating	EXEMPLARY				N/A

Teachers
Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	103	95	92	1280
Without Full Credential	0	0	0	11
Teaching Outside Subject Area of Competence	2	0	18	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	14	14	8
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	7	2	16

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page.

Location of Classes	Percent of Classes In Core Academic Subjects 2009-10	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	99.0	1.0
High-Poverty Schools in District	87.3	12.7
Low-Poverty Schools in District	98.3	1.7

Support Staff
Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.0	450
Library Media Teacher (Librarian)	.5	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	based on caseload	N/A
Resource Specialist (non-teaching)	based on caseload	N/A
Other		N/A

Curriculum and Instructional Materials
Quality, Currency, Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Prentice Hall – Timeless Voices/Timeless Themes, California Edition, 200 Gr. 9-12	0%
Mathematics	Holt Reinhart Winston -- Holt's California Mathematics, Course 1; Numbers to Algebra, 2008 Holt Reinhart Winston – Mathematics Course 2 pre-Algebra, 2008 Holt Reinhart Winston – Geometry, 2008 Holt Reinhart Winston – Algebra 2, 2008 Person Prentice Hall – Algebra & Trigonometry 8th Edition, 2008 Person Prentice Hall – PreCalculus, 2010 Houghton Mifflin Harcourt – PreCalculus with Limits, 2007 Person Prentice Hall – Calculus 3rd Edition, 2007 Pearson Addison Wesley – Stats Modeling the World 2nd Edition, 2007	0%
Science	Pearson Prentice Hall – Earth Science, 2006, Gr. 9-12 Pearson Prentice Hall – Biology, 2007, Gr. 9-12 Pearson Prentice Hall – Chemistry, 2007, Gr. 10-12 Glencoe – Physics: Principles and Problems, 2008, Gr. 11-12 Wiley – Environmental Science: Earth as a Living Planet, 2007, Gr. 11-12 Pearson prentice Hall – Physical Science: Concepts in Action w/earth and Space Science, 2009, Gr. 9-12	0%
History-Social Science	Glencoe – United States Government: Democracy in Action, 2006, Gr. 12 McDougal – American Government: Institutions & Policies, 2006, Gr. 12 Holt – American Anthem: Modern American History, 2007, Gr. 11 Bedford – America's History, 2007, Gr. 11 Prentice Hall – Economics: Principles in Action, 2007, Gr. 12 Prentice Hall – Foundations of Economics, 2007, Gr. 12 Prentice Hall – World History: The Modern World, 2007, Gr. 10	0%

Foreign Language	Spinner Publications, Inc. – Bom Dia! 2, 2007, Gr. 9-12 Prentice Hall – Abriendo Paso: Gramatica and Lectura, 2007, Gr. 9-12 EMC/Paradigm Publishers – C'est a Toi! Levels 1, 2, & 3, 2002, Gr. 9-12 Sign Media Inc. – Master American Sign Language, 2006, Gr. 9-12 Prentice Hall – Realidades, Books 1 & 2, 2004, Gr. 9-12 Harcourt – Nuevas Vista, Books 1 & 2, 2003, Gr. 9-12 Wayside Publishing – Azulejo, 2002, Gr. 9-12 Holt – Komm Mit!, Books 1, 2, & 3, 2003, Gr. 9-12 Cheng – Adventures in Japanese, Books 1 and 2, 9-12, Gr. 9-12	0%
Health	McGraw Hill Company – Glencoe Health, 2009, Gr. 9-12	0%

Textbooks in the core curriculum areas are selected from State adopted lists of approved standards-based materials. The State Board establishes the adoption cycle for new books, which is followed by the District. Materials being considered for adoption are previewed, evaluated and often piloted by teachers and administrators, and are subsequently approved by the Board of Education. Textbooks are purchased for each student for use in class and to take home. Students have access to instructional materials in a variety of instructional formats, including workbooks and CD ROMs, as well as formats tailored to students who are visually impaired.

The Chino Valley Unified School District held a public hearing on October 7, 2010, adopting a resolution concerning the sufficiency of instructional materials. It was determined that each pupil in each school has sufficient textbooks that are aligned to the content standards in the core subject areas for the 2010-2011 school year.

School Finances

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$8,254	$2,042	$6,212	$60,074
District	N/A	N/A	$8,206	$73,395
State	N/A	N/A	$5,681	$68,179

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Categorical money is additional support provided to the schools with specific guidelines for its use. Many schools receive funds for Categorical Aid Programs, which are federal and/or state grants and entitlements and are "restricted" funds. The restricted funds may be used only for the specific purpose intended, which is "supplement" (enhance) not "supplant" (take the place of) basic programs. The District will receive in excess of 46.7 million dollars in categorical monies for the 2009-2010 school year.

In addition, the District receives both state and federal money for special education services. Special education means specially designed instruction to meet the unique needs of a child with a disability. Chino Valley Unified School District provides such instruction through a continuum of placement options in the least restrictive environment. Students may receive special education services in a variety of settings that might include preschool, a regular classroom, a classroom that emphasizes specially designed instruction, the community, and the work environment. The district will receive approximately 14.7 million state money and 4.9 million federal money for our special education program for the 2009-2010 school year.

Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$42,844	$42,377
Mid-Range Teacher Salary	$71,194	$67,667
Highest Teacher Salary	$89,709	$87,102
Average Principal Salary (Elementary)	$109,587	$108,894
Average Principal Salary (Middle)	$112,831	$113,713
Average Principal Salary (High)	$123,731	$124,531
Superintendent Salary	$226,593	$223,323
Percent of Budget for Teacher Salaries	0.40 %	0.40 %
Percent of Budget for Administrative Salaries	0.00 %	0.00 %

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide. Note: 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	63	67	70	55	59	61	46	50	52
Mathematics	37	40	46	51	52	55	43	46	48
Science	64	63	71	52	55	59	46	50	54
History-Social Science	48	49	55	42	49	50	36	41	44

Standardized Testing and Reporting Results by Student Group

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced 2009-10			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	53	31	65	28
American Indian or Alaska Native	*	*	*	*
Asian	83	69	80	73
Filipino	78	40	79	57
Hispanic or Latino	61	36	68	44
Pacific Islander	*	*	*	*
White (not Hispanic)	71	44	68	54
Male	66	51	71	60
Female	75	42	71	49
Economically Disadvantaged	60	48	56	49
English Learners	21	49	35	23
Students with Disabilities	25	18	25	21
Students Receiving Migrant Education Services				

California High School Exit Examination Results

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site. Note: 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	78.1	78.1	77.6	62.9	62.9	62.5	52.9	52.9	54
Mathematics	74.6	74.6	76.9	57.3	57.3	57.7	51.3	51.3	53.4

California High School Exit Examination Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	22.4	25.7	51.9	23.1	41.6	35.3
Male	30.8	26.8	42.4	22.7	40.4	36.8
Female	14.9	24.7	60.4	23.5	42.7	33.9
African American	32.1	21.4	46.4	58.6	20.7	20.7
American Indian or Alaska Native	*	*	*	*	*	*
Asian	16.1	23.2	60.7	7.1	32.1	60.7
Filipino	15	20	65	16.7	48.3	35
Hispanic or Latino	28.6	23.2	48.2	27.1	45.8	27.1
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	22.5	29.9	47.5	25.4	44.4	30.2
English Learners	55.6	27.8	16.7	31.4	37.1	31.4
Socioeconomically Disadvantaged	35.2	20.4	44.4	34.5	30.9	34.5
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	71.4	21.4	7.1	76.8	21.4	1.8

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing (PFT) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones 2009-10		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7			
9	9.2%	21.1%	66.3%

Accountability
Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	9	9	9
Similar Schools	4	3	3

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2007-08	2008-09	2009-10	2010
All Students at the School	-4	8	22	826
African American				
American Indian or Alaska Native				
Asian	4	12	6	886
Filipino	-30	30	21	836
Hispanic or Latino	5	17	25	767
Pacific Islander				
White (not Hispanic)	-2	-2	29	789
Socioeconomically Disadvantaged	19	43	29	756
English Learners				
Students with Disabilities	-15	55	28	584

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

■   Participation rate on the state's standards-based assessments in ELA and mathematics
■   Percent proficient on the state's standards-based assessments in ELA and mathematics
■   API as an additional indicator
■   Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page.

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria. Yes = met 2010 AYP criteria   No = did not meet 2010 AYP criteria

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Pend

Federal Intervention Program (School Year 2010-11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	20.6

School Completion and Postsecondary Preparation
Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page (Outside Source).

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the Undergraduate Admission & Requirements Web page (Outside Source).

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page.

Indicator	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Dropout Rate (1-year)	0.7	0.4	1.8	2.4	1.5	3.3	4.4	3.9	5.7
Graduation Rate	96.0	97.3	96.4	88.3	90.7	89.0	80.6	80.2	78.4

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2009-10 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	96.10%	90.10%	N/A
African American	96.30%	93.27%	N/A
American Indian or Alaska Native	100.00%	100.00%	N/A
Asian	100.00%	97.63%	N/A
Filipino	96.67%	97.54%	N/A
Hispanic or Latino	94.56%	88.42%	N/A
Pacific Islander	100.00%	100.00%	N/A
White (not Hispanic)	96.52%	95.60%	N/A
Socioeconomically Disadvantaged	95.83%	91.32%	N/A
English Learners	95.45%	81.92%	N/A
Students with Disabilities	96.08%	91.67%	N/A

Career Technical Education Programs (School Year 2009-10)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

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.

Career Technical Education Participation (School Year 2009-10)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	894
Percent of the school's pupils completing a CTE program and earning a high school diploma	20.2%
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	100.0%

Courses for University of California and/or California State University Admission (School Year 2008-09)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion, of courses required for UC/CSU admission can be found on the CDE DataQuest Web page.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	64.0%
Graduates Who Completed All Courses Required for UC/CSU Admission	4.8%

Advanced Placement Courses (School Year 2009-10)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE DataQuest Web page.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	6	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	4	N/A
All courses	**16**	**18.46%**

Instructional Planning and Scheduling
Professional Development

The Chino Valley Unified School District is committed to increasing the instructional capacity of teachers and leaders. Staff development programs are aligned with the District's commitment to increase student achievement, provide safe schools, and promote a positive learning environment. The principal and assistant principal at Ayala High School attend two monthly staff development sessions and monthly feeder group meetings to develop skills in instructional supervision, data analysis, budget and finance, technology, and school culture and have for several years. Teachers have many opportunities for professional development and growth provided through the site and District. There is a high rate of participation among Ayala High School teachers in these training sessions. Staff development offerings are posted on the District's website at www.chino.k12.ca.us

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page (Outside Source).

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92