

# School Accountability Report Card Reported for School Year 2009-10

## Published During 2010-11

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.

## I. 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.

## II. About This School

### Contact Information (School Year 2010-11)

This section provides the schools contact information.

School		District	
School Name	Chula Vista Senior High	District Name	Sweetwater Union High
Street	820 Fourth Ave.	Phone Number	619-691-5500
City, State, Zip	Chula Vista, CA 91911-1102	Web Site	www.suhsd.k12.ca.us
Phone Number	619-476-3300	Superintendent	Jesus Gandara
Principal	Steven Lizarraga	E-mail Address	jesus.gandara@sweetwaterschools.org
E-mail Address	steven.lizarraga@sweetwaterschools.org	CDS Code	37- 68411- 3731064

### School Description and Mission Statement (School Year 2009-10)

School Description and Mission Statement (School Year 2009-10)

Founded in 1947, Chula Vista High School is located on the western side of Chula Vista. Chula Vista High School serves over 2,600 students in grades 9 - 12 with approximately 580 of those students enrolled in the School for the Creative and Performing Arts (SCPA) magnet program. A high profile of success with championship athletic and performing arts programs and strong academic expectations for achievement, the school expresses and models values which represent the parents and community we serve.

The school is rich in long-standing tradition and promotes the feeling of belonging for students and families under the school motto of "Home of Champions." A commitment to powerful teaching and learning characterizes the staff at CVH where we are deeply committed to "Do the Right Thing!" for our students and school community.

Students in the Sweetwater Union High School District are expected to master state and district standards which will prepare them to meet the challenges of the 21<sup>st</sup> century.

Proudly providing an appropriate academic and artistic culture, Chula Vista High School prepares every student for entrance to institutions of higher learning. In order to insure that all of our students will lead successful lives, we offer instruction in knowledge and skills needed for post-high school life—college, employment, government service—and support them as positive, contributing members of our dynamic society.

## Opportunities for Parental Involvement (School Year 2009-10)

### Opportunities for Parental Involvement (School Year 2009-10)

Since its establishment in the spring of 2002, CVH has had a fully operational Parent Center that is ideally situated by the main entrance to the school. The facility provides space for:

- Outreach Consultant's (SB65 M&M Program) office
- Office for Family Advocate from the Family Resource Center (FRC/New Directions)
- Main center of operations for the Spartan Parent Organization
- Meeting/workshop location for after-school hours by various school departments, clubs/organizations, and community agencies
- Organizes "Coffee with the Principal" (monthly meetings) to update parents
- Most Improved Student Breakfast every 6 weeks
- ELAC Meeting quarterly to support bilingual parents
- Parent Institute (PIQE)

Staff has reached out to parents, thus parent involvement has steadily increased since spring 2002. CVH sees parents as resources to help support the education and development of children, acknowledges that parents do not have to be formally educated to help, and welcomes all forms of parent involvement.

1. Monthly Meeting agendas are planned by parents. A variety of guest speakers from the community, county agencies, and CVH staff and faculty members deliver topics of interest to attendees. Translation services are provided at these meetings.
2. Parent Volunteers are highly visible at the school daily and volunteer in the following areas:
  - Monitor bathrooms and outside areas during the administration of state mandated testing such as CAHSEE, STAR, etc.;
  - Perform clerical tasks: filing, duplicating, assisting with mailers, answering the telephone, making parent contacts and remaining available in the parent center when the Outreach Consultant is doing home visits and/or attending conferences/meetings.
  - Conduct fund raising activities with the sole purpose of raising funds to promote student achievement by providing incentives and rewards in areas of attendance, academics and attitude.

## Student Enrollment by Grade Level (School Year 2009-10)

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

Grade Level	Number of Students
Grade 9	745
Grade 10	711
Grade 11	629
Grade 12	576
Total Enrollment	2,662

## Student Enrollment by Group (School Year 2009-10)

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
African American	4.09%
American Indian or Alaska Native	0.64%
Asian	0.94%
Filipino	2.97%
Hispanic or Latino	84.52%
Pacific Islander	0.79%
White (not Hispanic)	5.71%
Multiple or No Response	0.34%
Socioeconomically Disadvantaged	67.00%
English Learners	28.00 %
Students with Disabilities	10.00%

## Average Class Size and Class Size Distribution (Secondary)

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	23	35	47	28.8	27	42	42	31	10	29	43
Mathematics	31.8	12	26	49	32.6	4	30	51	32	6	28	46
Science	30.0	2	50		30.2	1	55	1	29	4	58	
Social Science	32.9	2	25	54	33.2	2	30	63	33	2	24	53

## III. School Climate

### School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

Each year, Sweetwater schools review and update their Comprehensive School Safety Plans. The plan is submitted to the Superintendent each year by October 15. Staff orientation and training must be completed by October 30 each year. Disaster and evacuation drills are scheduled periodically throughout the school year. Chula Vista Police and Fire Departments help conduct and evaluate drills.

#### Key Elements of the Plan for the 2009-10 school year:

- Develop Site Safety Binder/CD to be distributed to all school staff
- Train all staff on emergency procedures during 3-day inservice before the school year begins
- Comply with 3 in 1 safety drills
- Assessment of current crime in school
- Identify strategies and programs that provide safety on campus

## 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	8.3	7.2	15.9	11.3	11.5	13.4
Expulsions	0.0	0.1	0.0	0.1	0.1	0.0

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2010-11)

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.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the district office, or on the Internet at <http://www.opsc.dgs.ca.gov/>.

#### Age of School Buildings

The school has an administration building, 92 classrooms, a gym and a library. The main campus was built in 1948. Additions were constructed in 1948, 1949, 1952, 1955, 1956, 1957, 1958, 1960, 1971, 1987, 1999, 2000, and 2006. Sixteen portable classrooms were constructed in 1948 and 1987. Forty-five permanent classrooms have been constructed.

The school opened in 1948 with an administration building, 19 permanent classrooms, 6 portable classrooms and a gym.

#### Maintenance and Repair

District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

#### Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

#### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Due to state budgetary issues, there are no matching funds being provided via the State School Deferred Maintenance Program for the 2010-11 school year. For the 2010-11 school year, the district has budgeted \$1,072,146 for the deferred maintenance program. This represents .3223% of the district's general fund budget.

#### Deferred Maintenance Projects

For the 2010-11 school year, the district's governing board approved deferred maintenance projects for this school in the form of gym flooring refinish and stadium lighting. The district's complete deferred maintenance plan is available at the district office.

#### Modernization/Expansion (New Construction on Existing Campus) Projects

Chula Vista High School will be receiving a new multi-purpose building which will house the school's theater. This 25,729 square foot structure will facilitate the creative arts for Chula Vista students. A new 5,735 square foot library will also be built. The new library will expand the world of knowledge for students, giving them an environment to learn and excel. Additionally, the school's gymnasium will be modernized, making it 14,154 square feet. Lastly, the boys and girls locker rooms will be updated and modernized. The boys' locker room will total 10,966 square feet and the girls locker room will total 8,946 square feet. The total estimated renovation for Chula Vista High School will come to \$20,901,870.

### **School Facility Good Repair Status (School Year 2010-11)**

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

Item Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X			
<b>Interior:</b> Interior Surfaces		X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X			
<b>Electrical:</b> Electrical		X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains		X			
<b>Safety:</b> Fire Safety, Hazardous Materials		X			
<b>Structural:</b> Structural Damage, Roofs			X		Seismic report pending; bleachers done
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences			X		Uneven asphalt
<b>Overall Rating</b>		X			

## **V. 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	111	111	111	1,699
Without Full Credential	16	16	4	51
Teaching Outside Subject Area of Competence	1	16	0	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	0	0	0
Total Teacher Misassignments	6	6	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

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	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	99	1
All Schools in District	98	2
High-Poverty Schools in District	99	1
Low-Poverty Schools in District	99	1

## VI. 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	8.8	303
Library Media Teacher (Librarian)		N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)		N/A
Other		

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

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	Textbooks and instructional materials were adopted consistent with the textbook cycle 2002-03. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to <a href="http://www.suhsd.k12.ca.us">www.suhsd.k12.ca.us</a> .	0%
Mathematics	Textbooks and instructional materials were adopted consistent with the textbook cycle 2008-09. High school texts for Algebra, Geometry and Intermediate Algebra were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to <a href="http://www.suhsd.k12.ca.us">www.suhsd.k12.ca.us</a> .	0%
Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to <a href="http://www.suhsd.k12.ca.us">www.suhsd.k12.ca.us</a> .	0%
History-Social Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to <a href="http://www.suhsd.k12.ca.us">www.suhsd.k12.ca.us</a> .	0%
Foreign Language	Textbooks and instructional materials were adopted consistent with the textbook cycle 2004-05. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to <a href="http://www.suhsd.k12.ca.us">www.suhsd.k12.ca.us</a> .	0%
Health	Textbooks and instructional materials were adopted consistent with the textbook cycle 2005-06. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to <a href="http://www.suhsd.k12.ca.us">www.suhsd.k12.ca.us</a> .	0%
Science Laboratory Equipment	One set of lab equipment per lab station.	0%
Visual and Performing Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle as follows: 1998-99 art and photo; 2007-08 instrumental and vocal music, and theatre. Texts were approved by the Board of Trustees. For the adopted textbook list go to <a href="http://www.suhsd.k12.ca.us">www.suhsd.k12.ca.us</a>	0%

## VIII. 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	\$8,973	\$3,113	\$5,860	\$72,723
District	N/A	N/A	\$652	\$72,682
Percent Difference – School Site and District	N/A	N/A	799%	.06%
State	N/A	N/A	\$5,681	\$69,595
Percent Difference – School Site and State	N/A	N/A	3%	4.49%

## 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.

General Operations	- services, materials, and support to the general education program
Title I	- services, materials, and support to raise the academic achievement of students currently performing below grade level
EIA/LEP	- services, materials, and support for English Language Learners
GATE/AP Challenge	- services, materials, and support for students designated as gifted learners as well as those enrolled in Advanced Placement courses
TUPE	- supplemental programs and experiences related to tobacco use, prevention, and education
Safe and Drug Free Schools	- programs designed to enhance student safety
Digital High School Grant	- supports maintenance and expansion of technology on campus
AVID	- supports students who aspire to attend four-year colleges and universities
CAPP/SMART	- partnership grant that links CVH to CVM, MVH, SDSU, UCSD and SWC to support student success on the CAHSEE and "a-g" courses required for university admission
Biotechnology Grant	- integrated program linking CVH students to representatives of industry and education related to biotechnology
M&M/Dropout Prevention Grant	- funds Outreach Consultant, who works to improve student attendance and facilitates the Student Success Team process

## 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	\$40,822	\$43,096
Mid-Range Teacher Salary	\$69,981	\$70,018
Highest Teacher Salary	\$91,613	\$89,675
Average Principal Salary (Middle)	\$131,846	\$122,408
Average Principal Salary (High)	\$139,927	\$128,615
Superintendent Salary	\$250,920	\$204,469
Percent of Budget for Teacher Salaries	39.80 %	37.50 %
Percent of Budget for Administrative Salaries	4.90 %	5.10 %

## IX. 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	35	37	44	41	44	49	46	50	52
Mathematics	15	17	21	28	32	35	43	46	48
Science	23	35	38	42	47	54	46	50	54
History-Social Science	30	32	34	32	38	43	36	41	44

*Note: Scores are not shown when the number of students tested is 10 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.*

## Standardized Testing and Reporting Results by Student Group (School Year 2009-10)

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			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	48	24	38	35
American Indian or Alaska Native	*	*	*	*
Asian	62	38	*	27
Filipino	70	33	71	55
Hispanic or Latino	42	20	36	32
Pacific Islander	64	38	*	*
White (not Hispanic)	63	21	40	48
Male	41	22	36	41
Female	48	19	39	27
Economically Disadvantaged	42	22	37	33
English Learners	8	8	9	10
Students with Disabilities	9	13	10	12
Students Receiving Migrant Education Services				

*Note: Scores are not shown when the number of students tested is 10 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.*

## 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	47.6	47.6	48.1	53.3	53.3	54.6	52.9	52.9	54.0
Mathematics	50.4	50.4	59.3	55.2	55.2	60.7	51.3	51.3	53.4

*Note: Scores are not shown when the number of students tested is 10 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 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	51.9	21.0	27.1	40.7	43.7	15.6
Male	57.3	19.5	23.2	39.9	43.6	16.5
Female	46.6	22.5	30.9	41.6	43.8	14.7
African American	54.5	36.4	9.1	51.5	39.4	9.1
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	22.7	22.7	54.5	13.6	50.0	36.4
Hispanic or Latino	54.0	20.1	25.8	41.9	43.0	15.1
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	39.4	18.2	42.4	30.3	51.5	18.2
English Learners	66.8	19.1	14.2	48.4	41.2	10.4
Socioeconomically Disadvantaged	54.4	19.6	26.0	42.8	41.3	15.8
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	95.7	2.9	1.4	85.3	13.2	1.5

*Note: Scores are not shown when the number of students tested is 10 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 Physical Fitness Test Results (School Year 2009-10)

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		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	15.7	29.1	34.1

## X. 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	3	4	4
Similar Schools	5	9	8

### 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	34	15	26	734
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	38	12	27	697
Pacific Islander				
White (not Hispanic)	1	31	20	763
Socioeconomically Disadvantaged	31	23	26	698
English Learners	49	7	34	649
Students with Disabilities	5	3	15	493

### 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.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes

Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	No

"Yes" Met 2010 AYP Criteria

"No" Did not Meet 2010 AYP Criteria

## Federal Intervention Program (School Year 2009-10)

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	In PI
First Year of Program Improvement	2010-2011	2008-2009
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	12
Percent of Schools Currently in Program Improvement	N/A	40.0

## XI. 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)	3.8	3.6	3.2	2.9	3.9	3.7	4.4	3.9	5.7
Graduation Rate	89.6	84.7	86.3	90.8	85.7	83.8	80.6	80.2	78.5

### 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 2010		
	School	District	State
All Students	91.42%	80.23%	N/A
African American	95.65%	82.23%	N/A
American Indian or Alaska Native	100.00%	94.59%	N/A
Asian	92.86%	89.06%	N/A
Filipino	95.00%	90.95%	N/A
Hispanic or Latino	90.56%	78.01%	N/A
Pacific Islander	83.33%	82.52%	N/A
White (not Hispanic)	97.67%	84.96%	N/A
Socioeconomically Disadvantaged	7.69%	6.08%	N/A
English Learners	84.44%	61.84%	N/A
Students with Disabilities	98.55%	67.75%	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.

Career and Technical Education is committed to provide students with challenging opportunities in which they can expand their academic content areas while preparing them for careers in a multitude of fields. Chula Vista High School offers the following program: Careers in Arts, Media and Entertainment.

### 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	1,006
Percent of the school's pupils completing a CTE program and earning a high school diploma	2.20%
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	10 %

### 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	N/A
Graduates Who Completed All Courses Required for UC/CSU Admission	36.2

### 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		N/A
English	8	N/A
Fine and Performing Arts	3	N/A
Foreign Language	3	N/A

Mathematics	5	N/A
Science	3	N/A
Social Science	13	N/A
All courses	35	

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

For the 2007-08 school year, staff participated in 10 staff development (non-instructional) days. These 10 days used the minimum day concept to allow for teacher work by department and professional learning communities. Much of the work teachers in core subject areas accomplish is done in PLC groups, where teachers work together to complete a variety of standards-based tasks. This work includes aligning course descriptions with District and State Guidelines/Frameworks and developing common assessments that link all teachers of a given subject to shared expectations. In addition, teachers in the core areas are supported by "resource teachers" who each have one or two "release periods" in their assigned teaching day dedicated to support of their colleagues. Among the services resource teachers perform are classroom visits and professional dialogue that challenges teachers to improve their instructional practice.

CVH also collaborates with the WestEd Office of Teacher Professional Development, a consulting group of experts in education (especially related to English Language Learners). WestEd coaches have led CVH teachers through video case study experiences, lesson development and department trainings. Several CVH teachers have participated in the SUHSD-sponsored Marilyn Tabor and other coaching workshops and have integrated these experiences within ongoing efforts to maximize student learning at the school. All English/Language Arts teachers have been trained in using Holt English materials. AVID and Advanced Placement training will be taken by 12 staff members for development of both programs.

For the 2008-09 school year, Chula Vista High continues to participate in the district's strategic plan for student support. CVHS has continued to develop their Professional Learning Communities through their subject departments. Each department also has a representative in the district Curriculum, Instruction and Assessment (CIA) teams. CVHS continues to participate in the district professional development plan sending staff to workshops in AVID, Tabor, Kinsella, and Marzano learning strategies. Through the Gear Up grant, CVHS has two academic resource teachers working with the Math department to improve instructional practices, classroom management and develop intervention strategies. Chula Vista High School also has academic support for all students through special funding, grants and the categorical office.

Chula Vista High School has created their own professional development strategic program in support of their students called Spartan University. Administrators, teachers and staff meet prior to the start of school and recommend professional development opportunities based on a 'needs assessment' from the entire staff. Opportunities then are made available for staff before and after school as well as during Prep time for staff to take advantage of these professional development opportunities.

For the 2009-10 school year, professional development focused on the district initiatives, including Understanding by Design, Structured English Immersion strategies, and Special Education inclusion training. CVHS teachers also participated in professional development centered on the use of Math manipulatives in Algebra and Geometry classes, and the implementation of daily learning targets to focus student learning. Spartan University continued to bring training to teachers during their prep periods, emphasizing the use of Data Director to measure student achievement.