

Chula Vista Senior High

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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.

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 English learners).

Internet Access

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

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Chula Vista Senior High
Street	820 Fourth Ave
City, State, Zip	Chula Vista, Ca, 91911-1102
Phone Number	619-476-3300
Principal	Mary Rose Peralta
E-mail Address	maryrose.peralta@sweetwaterschools.org
Web Site	http://cvh.sweetwaterschools.org/
CDS Code	37684113731064

District Contact Information	
District Name	Sweetwater Union High
Phone Number	(619) 691-5555
Superintendent	Karen Janney, Ed.D.
E-mail Address	karen.janney@sweetwaterschools.org
Web Site	www.sweetwaterschools.org/

School Description and Mission Statement (School Year 2017-18)

Founded in 1947, Chula Vista High School is located on the western side of Chula Vista. Chula Vista High School serves over 2,400 students in grades 9 - 12 with approximately 908 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.

All students at CVHS are expected to master state and district standards which will prepare them to meet the challenges of the 21st century. A variety of programs to suit every student need is a staple of CVHS. The school offers comprehensive programs of study in Advanced Placement, Honors classes, Accelerated classes, Bilingual classes, Structured English Immersion classes, AVID, Prep for Success, Power Thinking and Special Education.

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 effective teaching and learning characterizes the staff at CVH where we are deeply committed to "Do the Right Thing!" for our students and school community.

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.

The mission of Chula Vista High School, an academic and artistic community that celebrates its traditions, spirit, and diverse culture, is to ensure all students realize their highest aspirations through a system of learning distinguished by:

- Academic rigor across the curriculum fostering lifelong intellectual curiosity
- A climate of respect, fairness, equality, and security promoting individual confidence and responsibility
- A culture of collaboration between school, family, and community
- A proactive network of student support
- Exciting, unprecedented opportunities for student involvement
- Creative and artistic expression
- State of the Art Technology

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	616
Grade 10	663
Grade 11	629
Grade 12	678
Total Enrollment	2,586

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.2
Asian	0.5
Filipino	1.7
Hispanic or Latino	89.6
Native Hawaiian or Pacific Islander	0.3
White	3.2
Two or More Races	2.5
Socioeconomically Disadvantaged	75.4
English Learners	29.7
Students with Disabilities	10.6
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	95	116	107	1665
Without Full Credential	7	3	11	128
Teaching Outside Subject Area of Competence (with full credential)	2	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	4	0	0

Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: August 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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 http://curriculum.suhsd.k12.ca.us/	Yes	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 standardsbased. Textbooks for higher level math courses were adopted 2000-01. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	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 http://curriculum.suhsd.k12.ca.us/	Yes	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 http://curriculum.suhsd.k12.ca.us/	Yes	0
Foreign Language	Textbooks and instructional materials were adopted consistent with the textbook cycle 2004-05. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	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 http://curriculum.suhsd.k12.ca.us/	Yes	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/vocal music, and theatre. Texts were approved by the Board of Trustees. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Science Laboratory Equipment (grades 9-12)	One set of lab equipment per lab station.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

For the 2015-16 school year, the district has budgeted \$3,533,950 for the deferred maintenance program. This represents 1.00% of the district's general budget.

Deferred Maintenance Projects

The district's complete deferred maintenance plan is available at the district office.

Modernization/Expansion (New Construction on Existing Campus) Projects

In July of 2017 CVHS received air conditioning in the 100 building, cafeteria, 1500 building, 1200 building and wrestling room. And in January 2018 4 new relocatable classrooms with smart boards were installed behind the Performing Arts Center. In addition, we have created several community gardens that have transformed blighted areas into beautiful spaces.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical				

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Low water pressure in fountains, some hand dries not working (work orders submitted for repairs)
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2017				
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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	48	46	53	53	48	48
Mathematics (grades 3-8 and 11)	21	17	31	32	36	37

Note: 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 Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	614	586	95.44	46.25
Male	300	288	96	37.5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	314	298	94.9	54.7
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	15	15	100	66.67
Hispanic or Latino	559	531	94.99	44.63
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100	64.71
Two or More Races	12	12	100	66.67
Socioeconomically Disadvantaged	451	428	94.9	43.93
English Learners	209	193	92.34	13.47
Students with Disabilities	71	66	92.96	15.15
Students Receiving Migrant Education Services	--	--	--	--

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	613	586	95.6	16.72
Male	300	286	95.33	18.88
Female	313	300	95.85	14.67
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	15	15	100	60
Hispanic or Latino	559	534	95.53	14.79
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	16	100	31.25
Two or More Races	12	11	91.67	18.18
Socioeconomically Disadvantaged	451	432	95.79	14.81
English Learners	209	197	94.26	3.55
Students with Disabilities	71	68	95.77	7.35
Students Receiving Migrant Education Services	--	--	--	--

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	45	40	53	49	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

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 programs:

Engineering Technology: Introduction to Engineering Design, Principles of Engineering, and Aerospace Engineering

Arts, Media and Entertainment (Design, Visual and Media Arts): CTE Multimedia Production, CTE Photography, CTE Computer Art, CTE Film and Digital Media, Design Studio 1-8

Arts, Media and Entertainment (Performing Arts): Theater Dance, CTE Drama Beg, Theater Dance 3-12, and CTE Drama Inter

Arts, Media and Entertainment (Production and Managerial Arts): Tech Theater 1&2, Music Engineering, CTE Tech Theater 3/4, Tech Theater Inter, and Tech Theater Adv

Business & Finance (Business Management): CTE Business Computer Fundamentals, CTE Business Technology, and CTE Business & Financial Markets

Health Sciences & Medical Technology (Patient Care): CTE Sports Medicine I, CTE Sports Medicine II and III

We have open enrollment for CTE and with our eight-period schedule, students have the opportunity to take additional electives and CTE classes. Counselors meet yearly with students to advise them on college and career paths and discuss their future goals when deciding on which classes to take for the upcoming school year. In addition, all our 9th grade students took the COPS career inventory this year to help them understand their future career interests. The 9th grade students present the results of this survey to their parents at their Student Led Conference. In addition we have a College and Career Prep day for Seniors in October during PSAT and Seniors have an opportunity to work on college applications and attend various career workshops. Our CTE classes are evaluated by the number of students enrolled versus the number of students that complete the pathway.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	159
% of pupils completing a CTE program and earning a high school diploma	20%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	10%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	98.88
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	48.29

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	8.4	35.1	30.6

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (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 2017-18)

CVHS knows that parent engagement has a profound effect on student achievement at school. To this end, opportunities for parent engagement include:

Grade level parent meetings to review academic requirements, such as 9th grade Student Led Conferences

Scholarship, College, A.P., GATE, and AVID Parent Nights

Parent meetings on a variety of parent/child topics to empower parents with information, for example Mano a Mano (eight-week workshops)

Back to School Days afford parents the opportunity to visit classrooms to meet teachers and learn about academic expectations

Parent Learning Walks once a semester where parents are invited to visit and observe classroom instruction in order to have deeper conversations with their children about school and academic success.

A staffed (Community Relations Facilitator) Parent Center office to give parents a presence at school

A Parent Leadership Round Table a value based professional growth program that serves as a tool for parents to replicate with their children and family members (9 parents participate in the weekly workshops)

“Coffee with the Principal” (monthly meetings)

Principal's Honor Roll ceremony once a semester

Most Improved Student Breakfast every semester

ELAC meeting bimonthly to support parents of EL students

English Learner Advisory Group (ELAG) meeting bimonthly to offer parent workshops as requested by parents

Parent Institute for Quality Education (PIQE)

Special invitations at SCPA events

School Site Council participation

Interpretation services are provided at all parent meetings

Parent volunteers to assist staff in the office, library, and other areas of the school

With the new Jupiter Grades online reporting system all parents have access to their students’ grades and an easy way to communicate with teachers via e-mail.

Parent opinions are surveyed annually during the second semester through the School Needs Survey which ELAC helps create.

Sponsorship via the Spartan Educational Foundation

CVH staff believes strongly that open communication with parents is essential for maximizing student learning. CVH sees parents as partners to help support the education and development of children and welcomes all forms of parent engagement. In the past three years, we have seen our parent involvement increase and all of our parent meetings are very well attended.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	4.7	3.7	4.3	7.5	6.2	6.3	11.5	10.7	9.7
Graduation Rate	89.41	89.43	88.99	82.46	84.62	82.79	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	92	83.04	87.11
Black or African American	78.57	83.41	79.19
American Indian or Alaska Native	66.67	45.45	80.17
Asian	100	94.25	94.42
Filipino	100	94.23	93.76
Hispanic or Latino	91.8	81.14	84.58
Native Hawaiian/Pacific Islander	100	88.46	86.57
White	90.48	86.41	90.99
Two or More Races	100	88	90.59
Socioeconomically Disadvantaged	89.89	79.52	85.45
English Learners	81.08	62.12	55.44
Students with Disabilities	70.59	52.38	63.9
Foster Youth	0	61.11	68.19

State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	7.9	5.0	4.6	5.7	4.6	4.2	3.8	3.7	3.6
Expulsions	0.0	0.0	0.1	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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:

- Develop Site Safety Binder to be distributed to all school staff
- Train all staff on emergency procedures at the beginning of the school year
- Conduct and comply with all safety drills
- Assess crime data yearly and develop intervention plans
- Identify strategies and programs that provide safety on campus

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2008-2009
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	19
Percent of Schools Currently in Program Improvement	N/A	76

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	25	44	24	53	25	43	37	41	21	59	67	14
Mathematics	18	30	9	11	15	45	10	9	15	48	12	8
Science	25	20	54	2	24	24	48	4	22	32	51	
Social Science	27	36	23	46	25	39	26	39	22	46	66	10

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6.6	360
Counselor (Social/Behavioral or Career Development)	.2	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	5.5	N/A
Other		N/A

Note: Cells with N/A values do not require data.

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5212.0	\$518.0	\$4694.0	\$78759.0
District	N/A	N/A	\$1742.0	\$83,046
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$6,574	\$82,770
Percent Difference: School Site and State	N/A	N/A		

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2016-17)

General Operations - services, materials, and support to the general education program

Title I - services, materials, and support classes to raise the achievement of academically disadvantaged students currently performing below grade level

Local Control Funding Formula - services, materials, and support classes to raise the academic achievement of students school-wide

National Math and Science Initiative Grant - materials, tutoring, and incentives for students to participate in Advanced Placement classes and to attain qualifying scores in AP tests

AVID - supports students who aspire to attend four-year colleges and universities

ASSETS Grant - supports the after school program tutoring and enrichment activities

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,920	\$50,221
Mid-Range Teacher Salary	\$77,008	\$83,072
Highest Teacher Salary	\$100,812	\$104,882
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$145,114	\$128,094
Average Principal Salary (High)	\$155,085	\$146,114
Superintendent Salary	\$235,000	\$226,121
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	4%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	5	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	4	N/A
All courses	20	29.9

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

For the 2015-16, 2016-17, and 2017-18 school years, professional development centered around the area of the district's common language of instruction and Effective First Instruction (EFI) that leads to student mastery and engagement through the lens of equity. To narrow our focus at CVHS, we have selected the following three areas as our focus on Professional Development for this year: 1. Building a positive culture through Restorative Practices, 2. Writing across the disciplines, and 3. Incorporating technology to deliver curriculum and enhance teaching and learning. Restorative practices – CVHS continues to have a high suspension rate and higher than average number of suspension incidents in the district. We also looked at the results of the California Healthy Kids survey 2016-17 as well as the Gallup and we were able to see that only 34% of our students feel engaged at school. Writing – By looking at our CAASPP, Performance Task and Common Writing Prompt data as well as surveying teachers, we realized our greatest need was for improved writing skills across all subjects. Technology- All 9th through 11th grade students were provided with laptops which called for more technological support for teachers to be able to incorporate technology in their teaching and learning.

Three preschool professional development days have been added to the school year so as to not affect instructional time, thus decreasing the amount of time students spend with substitutes. Teachers are also given the opportunity to take two pull-out on-site days per semester to address specific needs of the PLC. Professional Development in our focus areas took priority, our Faculty meetings are devoted to model specific instructional strategies to enhance teacher capacity in EFI and our three PD areas. Teachers also have the opportunity to participate in conferences/workshops that support EFI and our three areas. We also provide Curriculum Specialists/Coaches in the areas of English, math, science, social science, Technology and English Learners to work directly with teachers through coaching. These coaches also constantly and consistently collaborate at their weekly meetings and provide support for teachers in their content areas