

Chula Vista High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Chula Vista High School
Street	820 Fourth Ave
City, State, Zip	Chula Vista, Ca, 91911-1102
Phone Number	619-476-3300
Principal	Mr. Julio Alcala
Email Address	julio.alcala@sweetwaterschools.org
School Website	http://cvh.sweetwaterschools.org/
County-District-School (CDS) Code	37684113731064

2023-24 District Contact Information

District Name	Sweetwater Union High School District
Phone Number	(619) 691-5555
Superintendent	Moises Aguirre, Ed.D.
Email Address	moises.aguirre@sweetwaterschools.org
District Website	www.sweetwaterschools.org/

2023-24 School Description and Mission Statement

Founded in 1947, Chula Vista High School is the second oldest high school in the Sweetwater Union High School District and is located on the western side of Chula Vista. Chula Vista High School serves over 1950 students in grades 9 - 12, with approximately 550 of those students enrolled in the School for the Creative and Performing Arts (SCPA), "school within a school" magnet program. The school has a legacy of success in academics, athletics, and the arts. Chula Vista is unique in that it offers a comprehensive program of academics and athletics while also specializing in the arts. With an innovative schedule, students are able to participate in activities that help them become well-rounded individuals.

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 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 ensure that all of our students will lead successful lives, we offer instruction in the mastery of skills needed for post-high school life—college, employment, government service—to support them as positive, contributing members of our dynamic society.

2023-24 School Description and Mission Statement

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	437
Grade 10	496
Grade 11	553
Grade 12	567
Total Enrollment	2,053

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1%
Male	48.9%
American Indian or Alaska Native	0.2%
Asian	0.9%
Black or African American	1.3%
Filipino	2.5%
Hispanic or Latino	82.7%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	1.5%
White	9.6%
English Learners	32.5%
Foster Youth	0.1%
Homeless	2.8%
Socioeconomically Disadvantaged	78.9%
Students with Disabilities	14%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	55.60	54.49	1140.10	69.11	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.50	0.15	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.00	0.37	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.30	3.27	57.40	3.48	12115.80	4.41
Unknown	43.10	42.23	443.50	26.88	18854.30	6.86
Total Teaching Positions	102.00	100.00	1649.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	92.60	86.15	1443.50	85.46	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	12.40	0.73	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.30	1.26	24.50	1.45	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.10	1.99	56.80	3.36	11953.10	4.28
Unknown	11.30	10.58	151.70	8.98	15831.90	5.67
Total Teaching Positions	107.50	100.00	1689.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.80
Misassignments	0.00	0.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00
Local Assignment Options	2.30	2.10
Total Out-of-Field Teachers	3.30	2.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2	0.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.8	0.2

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle 2010-2011. English Language Arts was adopted 2021-2022. Textbooks for English Language Development (ELD) were adopted	Yes	0

	consistent with the textbook cycle in 2017-2018. High school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/		
Mathematics	Textbooks and instructional materials were adopted consistent with the textbook cycle 2014-2015. High school texts for Integrated Math (IM) 1, IM 2, IM3, were approved by the Board of Trustees as being standards- based. Textbooks for Pre-Calculus with Trigonometry, Pre-Calculus, Calculus and Statistics were adopted consistent with the textbook cycle in 2015-2016. These books 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
Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Textbooks for AP Biology were adopted consistent with the textbook cycle 2016-2017. High school texts were selected from the state adopted list. Textbooks 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. Textbooks for World Geography were adopted consistent with the textbook cycle 2014-2015. Textbooks for AP US History were adopted consistent with the textbook cycle 2016-2017. High school texts were selected from the state adopted list. Textbooks 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 2016-2017. High school texts were selected from the state adopted list. Textbooks 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
Health	Textbooks and instructional materials were adopted consistent with the textbook cycle 2016-2017. High school texts were selected from the state adopted list. Textbooks 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: 1998-1999 art and photo; 2007-2008 instrumental/vocal music, and theatre. Middle school texts were selected from the state adopted list. Textbooks 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

School Facility Conditions and Planned 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.

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.

New elevator added to the south end of the 100 main office building.

Year and month of the most recent FIT report

11/15/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	Holes in the wall from TV Mount, AC does not work, windows don't close, needs new handles, Heater broken, no HVAC, peeling paint everywhere, broken sky windows, electrical covers missing, wires, panels open, Heater broken, no HVAC, peeling paint everywhere, broken sky windows, electrical covers missing, wires, panels open, HVAC runs too hot, stained ceiling tiles from leaks, Loose outlet under stage, doors to theater don't stay open and slam shut, bulbs in house replaced with LED but don't dim, Broken fire extinguisher door, ceiling tiles hanging, peeling ceiling above stage, loose stage trim, stage needs resanding and repair, wood showing through (Splinters) HVAC inconsistent in the small rooms - get really hot, broken faucet in women's dressing room. Alarm does not work, Box office lights

School Facility Conditions and Planned Improvements

			do not work. HVAC vent broken in closet, cracked and leads to nowhere.
Interior: Interior Surfaces		X	No heater, replace carpet in Nerias office, corner is leaking, pipes exposed, blinds broken, Peeling paint, 2 windows don't close, needs handles, need additional outlets for smartboard, fire extinguisher needs to be hung, falling tile, Check for leaks, Leaking & loose sinks, Tiles by the corner window show signs of leaking, teacher confirmed, Hole on the wall for plumbing pipe for accesds that was never covered back up. Peeling paint, missing junction box cover, missing bell boxcover, Light flickers in hall/closet, signs of bad leak on the corner wall and ceiling, Data port on the wall missing connection/cover, Backroom wall cracking, sky windows cracked, Holes on the wall, Blinds missing, Carpet damaged, blinds damaged, needs replacement floors and blinds, Floor is cracked,
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X	ANTS, Windows cracked, termites, fleas, electrical panels don't close, Mice, Carpet needs deep cleaning/possible replacement, Some of the showers are clogged, mice
Electrical		X	Loose outlet under stage, doors to theater don't stay open and slam shut, bulbs in house replaced with LED but don't dim, Broken fire extiguisher door, celing tiles hanging, peeling ceeling abpve stage, loose stage trim, stage needs resanding and repair, wood showing through(Splinters) HVAC inconsistent in the small rooms - get really hot, broken faucet in womens dressing room. Alram does not work, Box office lights do not work. Outlets on the west wall don't work when something else is puggled in to the same outlet.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	Peeling paint in G RR, Many faucets are loose and leaking, stained tiles from leaks, stained tiles on workroom(No room number) on the corner, LOOSE SINK FAUCET, Drinking fountain does not work, Some of the showers are clogged, mice, Loose faucet, needs hot water tank, chipping paint in the closet accross from office,
Safety: Fire Safety, Hazardous Materials	X		Light switch sparks, corner is damaged, hole on ceiling tile, sytained tiles, door slams,
Structural: Structural Damage, Roofs		X	Stains on roof tiles from leaks, Hole on the wall for plumbing pipe for accesds that was never covered back up, Roof tiles stained, carpet stained, spiders by the window, Leaking roof, bucket in place for leak, termies in closet, fridge is leaking, Gnats, laminate coming off by front foyer, needs new lock from closet to room.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	Crack on the wall,

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

ELA and 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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	44	43	50	48	47	46
Mathematics (grades 3-8 and 11)	10	14	26	26	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	537	521	97.02	2.98	43.44
Female	273	266	97.44	2.56	50.57
Male	264	255	96.59	3.41	35.97
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	16	16	100.00	0.00	62.50
Hispanic or Latino	429	417	97.20	2.80	42.17
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	64	64	100.00	0.00	46.03
English Learners	177	171	96.61	3.39	8.28
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	450	437	97.11	2.89	43.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	83	79	95.18	4.82	21.79

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	537	513	95.53	4.47	13.70
Female	273	260	95.24	4.76	13.85
Male	264	253	95.83	4.17	13.55
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	16	15	93.75	6.25	40.00
Hispanic or Latino	429	412	96.04	3.96	11.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	64	62	96.88	3.12	24.19
English Learners	177	170	96.05	3.95	2.96
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	450	431	95.78	4.22	13.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	83	77	92.77	7.23	5.26

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	13.85	15.90	25.00	25.05	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	543	525	96.69	3.31	16.38
Female	271	261	96.31	3.69	15.71
Male	272	264	97.06	2.94	17.05
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	17	14	82.35	17.65	28.57
Hispanic or Latino	457	444	97.16	2.84	13.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	18.18
White	45	44	97.78	2.22	29.55
English Learners	164	163	99.39	0.61	2.45
Foster Youth	0	0	0	0	0
Homeless	17	17	100.00	0.00	5.88
Military	--	--	--	--	--
Socioeconomically Disadvantaged	438	424	96.80	3.20	16.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	70	100.00	0.00	8.57

2022-23 Career Technical Education Programs

The Sweetwater Union High School District (SUHSD) offers eleven out of the fifteen Career Technical Education (CTE) industry sectors. Across all high schools within the district, our CTE programs offer a series of multiyear courses that seamlessly blend essential academic knowledge with technical and occupational expertise. This unique integration serves as a pivotal pathway for students, guiding them toward diverse post-secondary options and alternative and prosperous career paths.

CTE is dedicated to encouraging academic excellence, encouraging career exploration, refining career-ready skills, and developing leadership potential. Our primary goal is to equip students with the tools and experiences essential for successful transitions into both higher education and the professional realm. This preparation unfolds through meticulously crafted high-quality programs, where students receive comprehensive instruction encompassing the fundamental principles of college and career readiness: communication, collaboration, problem-solving, professionalism, job shadowing, internships, business partnerships and receiving industry certification(s). Additionally, CTE pathways integrate Common Core State and CTE standards, intertwining them with industry-specific knowledge and skill sets.

Chula Vista High School offers programs in five industry sectors, Arts, Media and Entertainment (Design, Visual, and Media Arts, Performing Arts and Production and Managerial Arts), Business and Finance (Business Management), Engineering and Architecture (Engineering Technology), Health Science and Medical Technology (Patient Care) and Manufacturing and Product Development (Graphic Production Technologies). In addition, there is a California Partnership Academy – “Behind the Scenes” Performing Arts Academy. The Academy model is a three-year program, grades ten through twelve, structured as a school-within-a-school. Each academy has a career technical focus which integrates academic and career technical education, and establishes business partnerships.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1540
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	33.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.98
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	32.87

B. Pupil Outcomes

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 area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	93%	91%	91%	91%	92%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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

- Scholarship, College, A.P. and AVID Parent Nights
- Math Parent Night
- Parent meetings on a variety of parent/child topics to empower parents with information, for example PIQE.
- Back to School Days afford parents the opportunity to visit classrooms to meet teachers and learn about academic expectations
- A staffed (Community Relations Facilitator) Parent Center office to give parents a presence at school
- "Coffee with the Principal"
- Principal's Honor Roll ceremony once a 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 development workshops (through San Ysidro Health Clinic, District Attorney's office, PIQE)
- Special invitations at SCPA events
- School Site Council participation
- Parent volunteers to assist staff in the office, library, and other areas of the school
- With 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.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	8.8	5.7	6	7.6	7	5.9	9.4	7.8	8.2
Graduation Rate	82.2	87.3	92.2	83.8	85.5	87.6	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	536	494	92.2
Female	269	255	94.8
Male	267	239	89.5
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	15	15	100.0
Hispanic or Latino	451	412	91.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	12	12	100.0
White	47	45	95.7
English Learners	190	162	85.3
Foster Youth	--	--	--
Homeless	22	16	72.7
Socioeconomically Disadvantaged	467	430	92.1
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	66	57	86.4

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2246	2181	740	33.9
Female	1155	1118	379	33.9
Male	1091	1063	361	34.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	5	5	3	60.0
Asian	18	18	2	11.1
Black or African American	32	30	11	36.7
Filipino	55	54	9	16.7
Hispanic or Latino	1868	1813	640	35.3
Native Hawaiian or Pacific Islander	14	13	4	30.8
Two or More Races	32	32	13	40.6
White	214	208	54	26.0
English Learners	776	750	292	38.9
Foster Youth	4	4	2	50.0
Homeless	67	64	35	54.7
Socioeconomically Disadvantaged	1840	1806	609	33.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	323	314	155	49.4

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.13	4.16	4.32	0.05	5.57	6.15	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.07	0.08	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.32	0
Female	2.86	0
Male	5.87	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	6.25	0
Filipino	1.82	0
Hispanic or Latino	4.28	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	9.38	0
White	4.67	0
English Learners	5.41	0
Foster Youth	0	0
Homeless	10.45	0
Socioeconomically Disadvantaged	4.4	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.36	0

2023-24 School Safety Plan

Each year, Sweetwater Union High School district 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. Chula Vista High School complies with this important requirement. Safety is a priority at our school.

Key Elements of CVHS Safety Plan:

- Site Safety Binder with key and updated information distributed to all school staff by beginning of the school year
- Emergency procedures reviewed with staff throughout the school year
- All safety drills (secure campus, lockdown, evacuation, clear room) conducted
- Assess crime data yearly and develop intervention plans
- Identify strategies and programs that provide safety on campus.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	46	39	25
Mathematics	23	45	27	26
Science	29	18	35	5
Social Science	24	42	38	23

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	41	44	21
Mathematics	23	44	35	21
Science	26	15	43	2
Social Science	25	33	50	19

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	39	51	14
Mathematics	21	49	40	10
Science	24	18	42	0
Social Science	23	33	53	15

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	311.06

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.6
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	10.9

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7068.17	614.42	6453.75	87,617.00
District	N/A	N/A	9754.53	\$91,566
Percent Difference - School Site and District	N/A	N/A	-40.7	-1.1
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	-26.7	-5.1

Fiscal Year 2022-23 Types of Services Funded

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

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

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,003	\$57,234
Mid-Range Teacher Salary	\$82,293	\$95,467
Highest Teacher Salary	\$107,730	\$122,669
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$157,167	\$153,476
Average Principal Salary (High)	\$167,100	\$173,198
Superintendent Salary	\$260,000	\$277,572
Percent of Budget for Teacher Salaries	32.97%	31.17%
Percent of Budget for Administrative Salaries	4%	4.46%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	33.5
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	4
English	8
Fine and Performing Arts	5
Foreign Language	3
Mathematics	7
Science	7
Social Science	16
Total AP Courses Offered Where there are student course enrollments of at least one student.	50

Professional Development

Chula Vista High School continues to build on the professional development centered around Effective First Instruction (EFI) that leads to student mastery and engagement through the lens of equity. Based on data analysis, we are focusing our Professional Development on building a positive culture through Restorative Practices, Developing Literacy Skills, and Developing Math skills through cross-curricular collaboration, use of technology to enhance instruction and systems, and strengthening habits of mind. We have identified key initiatives that will hold us accountable to our professional development focus. They are: Improving the effectiveness of our Professional Learning Communities collaboration (the vehicle by which we

Professional Development

plan EFI). Our Professional Development also is driven by continuous analysis of different sets of data to ensure that we are focusing on the "right" work that enhances teaching and learning for our students.

Preschool professional development days, Faculty meetings, and pullout days, are used as professional development time devoted to modeling specific instructional strategies to enhance teacher capacity in EFI and our three areas of focus. In addition, teachers also have the opportunity to participate in conferences/workshops that support EFI and our three areas. We also provide resource teachers in the areas of English, math, science, social science, Technology and English Learners to work directly with teachers through PLC work.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	5