

Buena Vista High School

13509 Ramona Avenue • Chino, CA 91710-4130 • 909-628-9903 • Grades 9-12
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2014-15 School Accountability Report Card Published During the 2015-16 School Year

Chino Valley Unified School District

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District Governing Board

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Facilities, Planning & Operations

School Description

Buena Vista High School (BVHS) continues to be the only daily "credit recovery program" for the Chino Valley Unified School District. Students who have reached the age of sixteen, may opt to 'voluntarily' transfer here when they have fallen behind in their academic credits for graduation. BVHS provides a variety of opportunities for students to recover credits in a small class size environment with a teaching and support staff that has several years of experience working with our most at risk student population.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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 at 909-628-9903 or the district office.

2014-15 Student Enrollment by Grade Level						
Grade Level Number of Students						
Grade 10	3					
Grade 11	41					
Grade 12	146					
Total Enrollment	190					

2014-15 Student Enrollment by Group							
Group Percent of Total Enrollment							
Black or African American	2.1						
Filipino	0.5						
Hispanic or Latino	88.4						
White	8.4						
Two or More Races	0.5						
Socioeconomically Disadvantaged	81.6						
English Learners	20.5						
Students with Disabilities	8.9						
Foster Youth	1.1						

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials								
Buena Vista High School	Buena Vista High School 13-14 14-15 15-1							
With Full Credential	14	14.2	14.6					
Without Full Credential	0	0	0					
Teaching Outside Subject Area of Competence	2	2	0					
Chino Valley Unified School District	13-14	14-15	15-16					
With Full Credential	+	+	1257.8					
Without Full Credential	+	+	12					
Teaching Outside Subject Area of Competence	+	+	8					

Teacher Misassignments and Vacant Teacher Positions at this School								
Buena Vista High School 13-14 14-15 15-16								
Teachers of English Learners	0	0	0					
Total Teacher Misassignments	0	0	0					
Vacant Teacher Positions	0	0	0					

^{* &}quot;Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers						
Location of Classes Taught by Highly Qualified Teachers Qualified Teachers						
This School	97.5	2.5				
Districtwide						
All Schools	96.5	3.5				
High-Poverty Schools	95.4	4.6				
Low-Poverty Schools	97.7	2.3				

^{*} High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

On October 14, 2015, the Chino Valley Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution 2015/2016-30 which certifies as required by Education Code 60119 that (1) sufficient textbooks and instructional materials have been provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and context of the curriculum frameworks in the following subjects: history/social science, mathematics, reading/language arts, and science, (2) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, (3) laboratory equipment was available for science laboratory classes offered in grades 9-12, inclusive.

Textbooks and instructional materials are provided for each student for use in class and to take home. It was determined that each pupil in each school has sufficient textbooks and instructional materials that are aligned to the academic content standards in the core subject areas for the 2015/2016 school year.

*Note: The Glencoe: Elementary Statistics (Adopted: 2007) is not from the district's most recent adoption during the 2015-16 school year.

	Textbooks and Instructional Materials Year and month in which data were collected: October 2015
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	9-12 Prentice Hall: Timeless Voices; Timeless Themes (Adopted: 2005) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	9-12 McGraw Hill – Integrated Math 1, Integrated Math II, and Integrated Math III (Adopted: 2015) 9-12 Carnegie Learning; Geometry, A Common Core Math Program Adopted: 2014) 9-12 Glencoe; Elementary Statistics (Adopted: 2007)* 9-12 Holt McDougal; Mathematics Explorations in Core Math for Common Core Algebra 2 (Adopted: 2014) The textbooks listed are from most recent adoption: No*
Science	Percent of students lacking their own assigned textbook: 0 9-12 Pearson Prentice Hall; Earth Science (Adopted: 2008) 9-12 Pearson Prentice Hall; Biology (Adopted: 2008) 9-12 Pearson Prentice Hall: Physical Science: Concepts in Action with Earth and Space Science (Adopted: 2007) 10-12 Pearson Prentice Hall; Chemistry (Adopted: 2008) 11-12 Glencoe; Physics: Principles and Problems (Adopted: 2008) 11-12 Wiley; Environmental Science: Earth as a Living Planet (Adopted: 2008)
	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	10 Prentice Hall; World History: The Modern World (Adopted: 2007) 11 Holt, Reinhart and Winston; American Anthem: Modern American History (Adopted: 2007) 11 Bedford; American's History (Adopted: 2007) 12 Glencoe/McGraw-Hill; United States Government: Democracy in Action (Adopted: 2007) 12 McDougal Littell; American Government: Institutions & Policies (Adopted: 2007) 12 Prentice Hall; Economics, Principles in Actions (Adopted: 2007) 12 Prentice Hall; Foundations of Economics (Adopted: 2007)
	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	9-12 Prentice Hall; Realidades, Book 1 and 2 (Adopted: 2007) 9-12 McDougal Littell; Abriendo Puertas, Tomo, Gramatica, and Lectura (Adopted: 2007) 9-12 Wayside Publishing; Azulejo (Adopted: 2007) 9-12 Harcourt School Publishers; Nuevas Vista, Book 1 and 2 (Adopted: 2007) 9-12 EMC/Paradigm Publishing; C'est a Toi Book 1, 2, and 3 (Adopted: 2007) 9-12 Holt, Reinhart and Winston; Komm Mit! Book 1, 2, and 3 (Adopted: 2007) 9-12 Spinner Publications; Bom Dia! Book 1 and 2 (Adopted: 2007) 9-12 Joint Publishing; Chinese Made Easy (Adopted: 2007), 2006 9-12 Cheng and Tsui; Adventures in Japanese 1 and 2 (Adopted: 2007)
	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Textbooks and Instructional Materials Year and month in which data were collected: October 2015						
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption					
Health	9-12 Glencoe; Glencoe Health (Adopted: 2009) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0					
Science Laboratory Equipment	Laboratory equipment is available for science laboratory classes offered in grades 9-12, inclusive. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0					

School Facility Conditions and Planned Improvements (Most Recent Year)

The Chino Valley Unified School District provides a safe, clean environment for students, staff, and parents. Custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is in place to keep all classrooms and facilities well-maintained and provide an environment that is conducive to learning. The school site complies with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

Safety concerns are the number one priority of Chino Valley Maintenance and Operations department. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Classrooms, bathrooms, and general areas are kept in good repair and receive basic cleaning on a daily basis. Detailed cleaning is done during vacation periods.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 2015						
Custom Insuranted		Repair Status		Repair Needed and		
System Inspected	Good	Fair	Poor	Action Taken or Planned		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Х					
Interior: Interior Surfaces	Х					
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Х			Room: P1-cluttered classroom or storage room Deficiencies were corrected December 2015.		
Electrical: Electrical		х		Room: 21-electrical outlet covers/light switch covers damaged/missing Room: P2-exposed wires (no/low voltage) Rooms: 32, 41, and library-electrical panel blocked Computer lab-lighting fixture/bulbs not working/missing Deficiencies were corrected December 2015.		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	х			Room:15-sink/fountain clogged Room: 11-sink/fountain not working Deficiencies were corrected December 2015.		
Safety: Fire Safety, Hazardous Materials	Х					
Structural: Structural Damage, Roofs	х			Rooms: P1, P2-damage to exterior paint, plaster, or finish Deficiencies were corrected December 2015.		

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 2015						
Contain land and		Repair	Status		Repair Needed and	
System Inspected	Good	Fa	air	Poor	Action Taken or Planned	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	х				East campus fence-gates broken, damaged or missing North fence has holes Deficiencies were corrected December 2015.	
Overall Rating	Exemplary	Good	Fair	Poor		
		Х				

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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School	District	State			
ELA	10	55	44			
Math	1	42	33			

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
Subject		School			District	ict State			
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science			12	63		64	59		56

^{*} Results are for grades 5, 8, and 10. 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.

Group Percent of Students Scoring Proficient or Advanced Science (grades 5, 8, and 1 All Students in the LEA All Student at the School 12	
All Students in the LEA 64	0)
All Student at the School 12	
Male 8	
Female	
Hispanic or Latino 14	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities 16	
Foster Youth	

^{*} Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven									
Student Group		Number of Students		Percent of Students					
	Grade	Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	
All Students	11	89	79	88.8	48	41	9	1	
Male	11		55	61.8	49	42	7	0	
Female	11		24	27.0	46	38	13	4	
Black or African American	11		3	3.4					

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven **Percent of Students Number of Students** Grade **Student Group** Standard Standard Standard Standard **Enrolled Tested Tested Not Met Nearly Met** Met **Exceeded** American Indian or Alaska Native 11 1 1.1 **Filipino** 11 --1 1.1 ----**Hispanic or Latino** 11 66 74.2 48 39 9 2 White 8 11 9.0 --Two or More Races 0 11 0.0 Socioeconomically Disadvantaged 11 64 71.9 50 6 2 41

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 students that did not receive a score; 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 students with scores.

21.3

7.9

84

19

7

11

11

11

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven									
		Number o	f Students	Percent of Students					
Student Group	Grade	Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	
All Students	11	89	79	88.8	90	8	1	0	
Male	11		55	61.8	91	7	0	0	
Female	11		24	27.0	88	8	4	0	
Black or African American	11		3	3.4					
American Indian or Alaska Native	11		1	1.1					
Filipino	11		1	1.1					
Hispanic or Latino	11		66	74.2	88	9	2	0	
White	11		8	9.0					
Two or More Races	11		0	0.0					
Socioeconomically Disadvantaged	11		64	71.9	91	6	2	0	
English Learners	11		19	21.3	100	0	0	0	
Students with Disabilities	11		7	7.9					
Foster Youth	11								

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 students that did not receive a score; 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 students with scores.

English Learners

Foster Youth

Students with Disabilities

0

16

0

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Parents are urged to participate in all aspects of their child's education at Buena Vista High School. Any parent or guardian w ishing to volunteer in a classroom or on the School Site Council (SSC), English Language Advisory Committee (ELAC), or in the Parent Advisory Committee (PAC) may contact the principal. Buena Vista is in partnership w ith many community businesses that offer our students gift certificates as incentives for meeting and exceeding their credit recovery goals. Each year, community organizations such as the Chino Police Department, Kiwanis Club, Rotary Club, and Chino Women's Club offer scholarships to the graduates. The Lion's Club also donates optical wear to low-income students who cannot afford prescription eyewear. Buena Vista High School is also working in conjunction with the Chino Human Services Department to offer our students a wide variety of counseling sessions in an effort to create a well-rounded individual.

State Priority: School Climate

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

Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

Each school has a detailed School Site Safety Plan for emergencies. Each staff member is assigned a specific responsibility in the event of an emergency. Staff members are trained in the plan's components and procedures. Fire, earthquake, and intruder drills are held on a regular basis so that all students and staff are familiar with emergency procedures. Emergency supplies are located on each campus in the event of an emergency.

Assigned staff monitors school grounds daily before, during, and after school. The District policy regarding campus visitors is enforced by requiring everyone to check in at the school office and obtain a visitor's badge. A visitor sign-in log is located in the school office and all visitors must sign in before going onto the campus. In addition, all visitors must wear an identifying badge while on campus. To increase security, all gates remain locked during the school day, so visitors must enter campus through the school office.

The Chino Valley Unified School District is committed to providing an environment that fosters health and safety, in both form and function. This commitment extends to the process of developing and maintaining a comprehensive Emergency and Disaster Preparedness Plan as a part of the District's Safe Schools Plan and is evident from the individual site to the overall District. These plans delineate actions to protect all students while they are at school. The plans are designed with the help of security staff members, local law enforcement, local fire, and emergency management, and public health officials as required by Education Code 32280-32282.

Plans are reviewed and updated yearly in accordance with Education Code 32286. These plans include procedures to respond to critical incidents, such as fire, earthquake, or intruders. School personnel practice these drills regularly.

The primary purpose of the Chino Valley Unified School District Emergency and Disaster Preparedness Plan is to define roles and responsibilities at the site and between the site and district office management. The Emergency and Disaster Preparedness Plan establishes the minimum requirements for school and site plans throughout the District. This Plan meets the requirements of the Standardized Emergency Management System (SEMS) as mandated by California Code of Regulations, Sections 2400-2450, and the National Incident Management System (NIMS) as mandated by Government Code 8607. It also meets the requirements for earthquake preparedness found in Title 5 (California State Education Code, Sections 35295-35297).

Suspensions and Expulsions								
School	2012-13	2013-14	2014-15					
Suspensions Rate	15.77	15.93	14.29					
Expulsions Rate	0.32	0.68	0.34					
District	2012-13	2013-14	2014-15					
Suspensions Rate	4.05	3.80	3.32					
Expulsions Rate	0.06	0.05	0.08					
State	2012-13	2013-14	2014-15					
Suspensions Rate	5.07	4.36	3.80					
Expulsions Rate	0.13	0.10	0.09					

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.

2014-15 Adequate Yearly Progress Overall and by Criteria								
AYP Criteria	School	District	State					
English Language Arts								
Met Participation Rate	Yes	Yes	Yes					
Met Percent Proficient	N/A	N/A	N/A					
Mathe	matics							
Met Participation Rate	No	Yes	Yes					
Met Percent Proficient	N/A	N/A	N/A					
Made AYP Overall	No	Yes	Yes					
Met Attendance Rate	N/A	Yes	Yes					
Met Graduation Rate	Yes	Yes	Yes					

2015-16 Federal Intervention Program					
Indicator	School	District			
Program Improvement Status		In Pl			
First Year of Program Improvement		2009-2010			
Year in Program Improvement		Year 3			
Number of Schools Currently in Program Impro	13				
Percent of Schools Currently in Program Impro	86.7				

Average Class Size and Class Size Distribution (Secondary)												
			i.	Number of Classrooms*								
	Average Cla	ass Size		1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	7	7	7	37	38	37						
Math	11	8	7	19	25	27	1		1			
Science	16	19	16	5	5	6	1		1			
SS	7	7	6	29	31	42		1	1			

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 at this School						
Number of Full-Time Equivalent (FTE)						
Academic Counselor	1.0					
Counselor (Social/Behavioral or Career Development)						
Library Media Teacher (Librarian)						
Library Media Services Staff (Paraprofessional)						
Psychologist	0.2					
Social Worker						
Nurse	0.5					
Speech/Language/Hearing Specialist						
Resource Specialist						
Other						
Average Number of Students per Staff Member						
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.

Professional Development provided for Teachers

The Chino Valley Unified School District is committed to high quality Professional Learning to support the instructional capacity of teachers and leaders. Professional learning opportunities are aligned to CVUSD's Area of Emphasis for Common Core ELA, Common Core Math, 4C's-Critical Thinking, Student Behavior, Instructional Technology and Formative Assessments. These areas were identified by the Teaching and Learning Task Force as focus areas for our district in 2015-16. Professional learning opportunities are evaluated through survey results, feedback, and next steps from End-Users. Professional learning opportunities are varied in its delivery: district-wide days during school hours, after-school workshops and volunteer sessions. Implementation for learning is supported through Site-Based PD from Site Administrators and coaching opportunities from Intervention Specialists.

FY 2013-14 Teacher a	FY 2013-14 Teacher and Administrative Salaries							
Category	District Amount	State Average for Districts In Same Category						
Beginning Teacher Salary	\$44,129	\$43,165						
Mid-Range Teacher Salary	\$73,330	\$68,574						
Highest Teacher Salary	\$92,400	\$89,146						
Average Principal Salary (ES)	\$109,686	\$111,129						
Average Principal Salary (MS)	\$113,566	\$116,569						
Average Principal Salary (HS)	\$127,787	\$127,448						
Superintendent Salary	\$200,000	\$234,382						
Percent of District Budget								
Teacher Salaries	43%	38%						
Administrative Salaries	6%	5%						

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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries								
Lavel	Ехре	Average						
Level	Total	Restricted	Unrestricted	Teacher Salary				
School Site	\$12,303	\$2,003	\$10,301	\$72,737				
District	*	*	\$5,945	\$78,442				
State	+	* *		\$72,971				
Percent Diffe	erence: School	73.3	-5.0					
Percent Diffe	erence: School	119.6	2.9					

^{*} Cells with ♦ do not require data.

Types of Services Funded

The district's general fund includes monies for:

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

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

2014-15 California High School Exit Examination Grade Ten Results by Student Group								
Group	Eng	glish-Language A	rts	Mathematics				
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced		
All Students in the LEA	34	25	41	36	39	25		
All Students at the School	0	0		0	0			

^{*} 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced								
Buena Vista High School	2012-13	2013-14	2014-15					
English-Language Arts								
Mathematics								
Chino Valley Unified School District	2012-13	2013-14	2014-15					
English-Language Arts	63	51	54					
Mathematics	64	53	53					
California	2012-13	2013-14	2014-15					
English-Language Arts	57	56	58					
Mathematics	60	62	59					

^{*} 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)								
Buena Vista High School	2011-12	2012-13	2013-14					
Dropout Rate	6.60	5.80	6.20					
Graduation Rate	86.51	89.03	89.43					
Chino Valley Unified School District	2011-12	2012-13	2013-14					
Dropout Rate	6.60	5.80	6.20					
Graduation Rate	86.51	89.03	89.43					
California	2011-12	2012-13	2013-14					
Dropout Rate	13.10	11.40	11.50					
Graduation Rate	78.87	80.44	80.95					

Career Technical Education Participation			
Measure	CTE Program Participation		
Number of pupils participating in CTE	28		
% of pupils completing a CTE program and earning a high school diploma	80.0		
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education			

Completion of High School Graduation Requirements				
Group	Graduating Class of 2014			
	School	District	State	
All Students	45.65	91.5	84.6	
Black or African American	75	81.98	76	
American Indian or Alaska Native		100	78.07	
Asian	50	97.73	92.62	
Filipino	50	100	96.49	
Hispanic or Latino	44.04	88.11	81.28	
Native Hawaiian/Pacific Islander		100	83.58	
White	50	96.82	89.93	
Two or More Races		85.71	82.8	
Socioeconomically Disadvantaged	41.67	80.24	61.28	
English Learners	39.13	29.69	50.76	
Students with Disabilities	51.02	87.97	81.36	
Foster Youth				

Courses for University of California (UC) and/or California State University (CSU) Admission		
UC/CSU Course Measure	Percent	
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	98.43	
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0	

2014-15 Advanced Placement Courses			
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses	
Computer Science		*	
English		•	
Fine and Performing Arts		•	
Foreign Language		*	
Mathematics		•	
Science		•	
Social Science		•	
All courses			

Where there are student course enrollments.

Career Technical Education Programs

Our vision includes a relevant and rigorous academic program that integrates with career technical education. Chino Valley Unified School District (CVUSD) will provide the opportunity for all students to master the academic standards, develop physical and social skills, and apply them with the vocational and technical skills of Career Technical Education (CTE). The purpose is to prepare our students to successfully interact, communicate, and work in key industry sectors that are vital to our local, state, and global economies. Through proper preparation, our students will acquire the necessary education and skills to enhance, support, and grow our global economy. The goal of CVUSD includes changing, improving, and enhancing the philosophy of career technical education from past practices to a paradigm shift that includes rigorous, relevant, and quality programs that prepare students with a seamless transition to the workforce, technical training programs, and postsecondary education. Students will have universal access to all CTE programs.

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, the county, and the state. 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.