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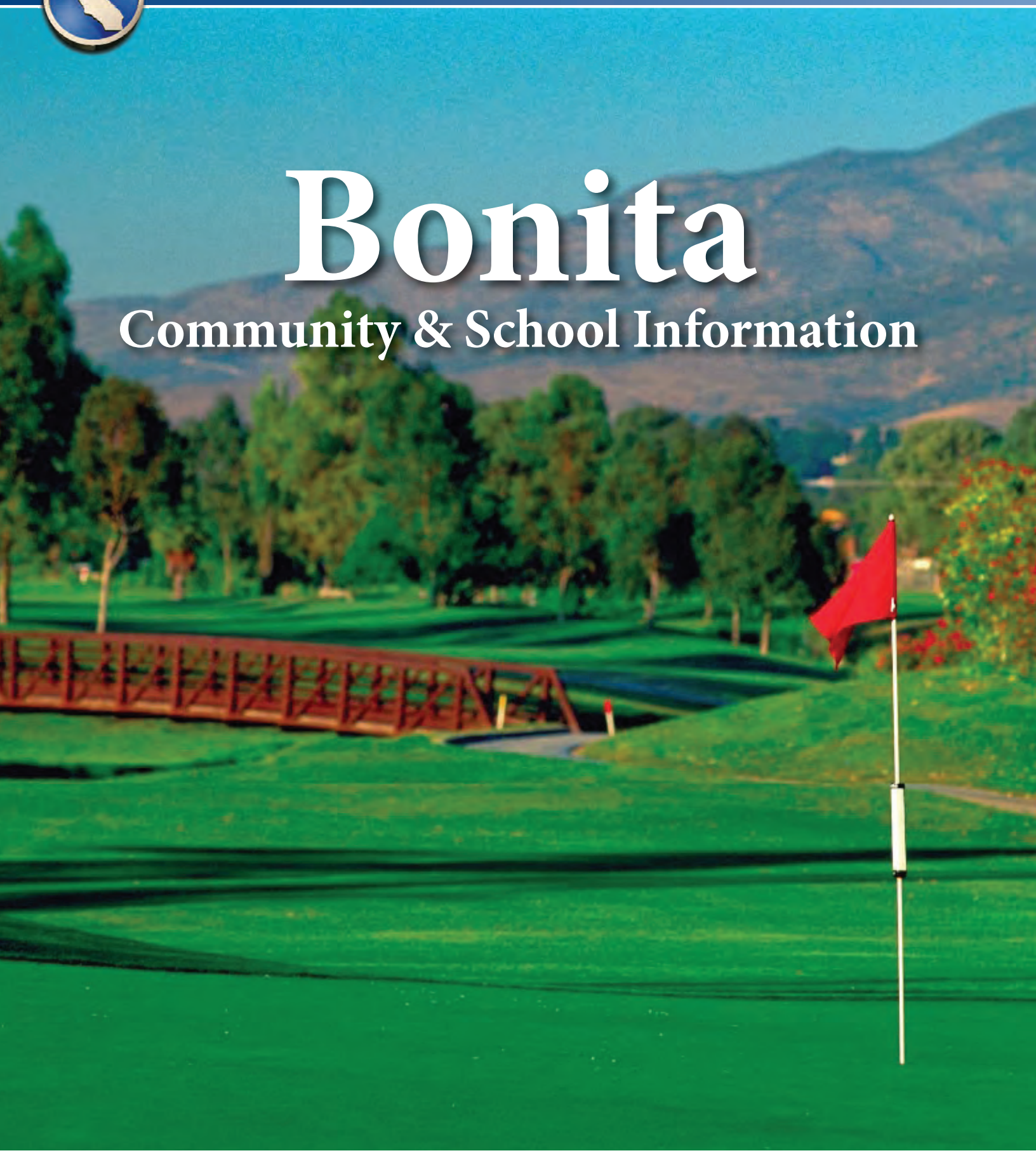
Bonita

Community & School Information



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Bonita

The city is great for work, but if you want to live somewhere with more of a community feeling check out Bonita, a family-friendly area located just a short ride from downtown San Diego.

There are enough places here to call home, from condos and townhouses to single-family residences. Outdoor types will love the recreational trail that winds its way through central Bonita (and circles the Chula Vista Golf Course). Hundreds of residents bike and walk this route every single day, and it's perfect for that early morning run. The Sweetwater Reservoir offers a different option with equestrian trails and yet more paths to explore. Plus, there's enough golf for everyone (is that even possible?). For indoor types, there are shops, cafes and restaurants.

Every autumn, just about the whole the town—that's almost all of the 13,000 residents—turns out for Bonitafest, an annual celebration with parades, marching bands and live entertainment that all ends with an amazing barbecue.

Bonita is an unincorporated community in southern San Diego County, California, nestled between the cities of Chula Vista, National City, and San Diego. It is also a Census-designated place defined by the U.S. Census Bureau.

While Bonita is politically designated as an unincorporated community, bounded by the incorporated cities of Chula Vista, San Diego, and National City the community of Bonita is more closely associated with the geography of the Lower Sweetwater Valley. Thus considered, Bonita occupies about a five mile (8 km) stretch of the Sweetwater River, its valley, and surrounding hills on either side, bounded upstream (east) by the Sweetwater Reservoir, and downstream (west) effectively by Interstate 805. The community crosses west of I-805 — an area less than 160 acres (0.6 km²) — reaching as far south and west as East H Street and Hilltop Drive. Its northern boundary is State Route 54 and its southern extent reaches approximately one mile (2 km) south of the river.

Nestled in the Sweetwater Valley lies the family community of Bonita, an unincorporated area bordered by state route 54 on the north, Madre Grande mountain in the east (state road 125), Telegraph Canyon on the south, and Interstate 805 on the west. Early settlers were gentlemen farmers raising lemon trees. Some of these old trees still exist in the Sweetwater Regional Park. You can see our humble rural beginnings watching the many horses and riders along the miles of riding and hiking trails crisscrossing the valley.

From a slow two lane country road, to a busy four lane city street today, Bonita Road showcases several churches, shopping centers and professional buildings. Two accredited 18 hole golf courses line the river valley.

Large portions of modern Bonita consist of housing tracts built throughout the 1960s, 1970s, and 1980s, including: Bonita Downs, Bonita Fairways, Bonita Glen, Bonita Highlands, Bonita Long Canyon, Bonita Woods, Emerald Ranch, Lynwood Hills and Ames Ranch.

History

In 1888, the Sweetwater Dam was built, creating the Sweetwater Reservoir and forever changing the geography of the region. Soon after, in 1906, the dam broke as a result of extensive rains which overfilled the reservoir, and the Lower Sweetwater Valley was completely flooded.

Bonita has experienced minor flooding throughout history, generally as a result of high seasonal rains attributed to El Niño. The floods most affect the Central Avenue river crossing, as no bridge has ever been built, unlike the Bonita Road and Willow Road crossings which are bridges, the former of which was rebuilt in the late 1990s.

In the 1990s and 2000s, the development of State Route 125 (The South Bay Expressway) became a major issue to Bonita residents, much as Interstate 805 and State Route 54 did during their development. Opponents argued that Bonita's rural nature would be compromised without benefit while proponents argued that the highway would reduce the significant increase in surface-street car traffic the community had seen since the 1980s when the eastern Chula Vista communities surrounding Eastlake were developed. The tollway opened in November 2007.

The Bonita Historical Museum is the principal repository of historical information for the Lower Sweetwater Valley.

Climate

The climate in Bonita is a combination of the coastal and inland valley climates of San Diego County. Warmer (and sunnier during the May Gray and June Gloom periods) than areas directly adjacent to San Diego Bay or the coast, but not as hot as inland valleys such as El Cajon, or even nearby Spring Valley. In summer, Bonita's climate is pleasant.

Parks and Recreation

To visitors and residents alike, one of the most visible features of Bonita recreational life is the walking trail which loops the Chula Vista Municipal Golf Course in central Bonita. Hundreds of residents walk, run, and ride this trail every day for pleasure and fitness, and the trail has become a vital component of Bonita life for many residents.

In the late 1990s the Sweetwater Regional Park was expanded and significantly improved, extending the walking and equestrian trails to an even greater number, and introducing a camping area at Summit Meadow Road. Now, virtually the entire valley from the reservoir to I-805 formally serve recreational purposes as either park or golf course.

Equestrianism has long been a part of the Bonita community, and many trails exist throughout the Lower Sweetwater Valley. There are a number of connections to trails external to Bonita as well. In fact many residents still keep their own horses and can be seen riding the trails regularly. The Bonita Valley

Trails organization monitors and supports the network of trails throughout the valley.

The following parks serve the Bonita community:

Fred H. Rohr Park
Sweetwater Regional Park
Sweetwater Reservoir Riding and Hiking Trail
Bonita Golf Course
Chula Vista Municipal Golf Course

Clubs & Organizations

Bonita Agua Dulce 4-H Club
Bonita Business and Professional Association
Bonita Kiwanis Club
Bonita Optimist Club (http://bonitaoptimist.optimistweb.org/)
Bonita Road Runners (http://www.bonitaroadrunners.com/)
Bonita Valley Garden Club
Bonita Valley Trails (http://bonitatrails.org/index.html)
Las Primeras (charity organization)
(http://www.angelfire.com/nf/spectreroms/lp/index.htm)
Sweetwater Valley Civic Association
Sweetwater Valley Little League (sweetwatervalley-ll@cox.net.)
Sweetwater Women's Club
Sunnyside Saddle Club (http://sunnysidesaddleclub.org/)

Events

Bonitafest is an annual community event, held in early autumn, highlighted by a parade and street fair along Bonita Road which includes crafts, music, entertainment, and food. The Kiwanis Club hosts a Bonitafest Golf Tournament in conjunction with this event.

Bonita Business & Professional Association was informally founded in 1971 by the tireless efforts of Emily Ritter who organized a group of 30 local business and professional people. Early morning meetings were held at the old Brookside Winery, and it was there where Bonitafest was born.

Bonita Business & Professional Association is the proud sponsor of Bonitafest. This annual event lines Bonita Road with craft, game, and food booths, and is highlighted by a parade with marching bands and hometown entries.

With the rolling hills, parks and open spaces, friendly people, and near perfect weather, there could not be a better place to raise your family or have your business.

Community Services

Bonita Museum & Cultural Center - www.bonitamuseum.org
Bonita Optimist Club - bonitaoptimist.optimistweb.org
Kiwanis Club of Bonita
San Diego Better Business Bureau - www.sandiego.bbb.org
South Bay Expressway - www.southbayexpressway.com
South Bay Family YMCA - www.southbay.ymca.org
Southwest SD County Lion's Club - www.podtheglobe.com/Lions/locateclub.htm

Water Districts

Otay Water District - www.otaywater.gov
Sweetwater Authority - www.sweetwater.org

Chula Vista Golf Course

5540 Sweetwater Rd
Bonita, CA 91902-2137
P: (619) 267-1103 / F: (619) 267-1146
http://www.bonitagolfclub.com

The 18-hole "Bonita" course at the Bonita Golf Club facility in Bonita, California features 6,287 yards of golf from the longest tees for a par of 71. The course rating is 68.8 and it has a slope rating of 117 on Bahia grass. Designed by William F. Bell, ASGCA, the Bonita golf course opened in 1954. Robert Scribner manages the course as the General Manager/Supt.

Education

The following schools serve (or served) the local Bonita community:

Chula Vista Elementary School District
Ella B. Allen Elementary School
Sunnyside Elementary School
Tiffany Elementary School (Chula Vista)
Valley Vista Elementary School

Sweetwater Union High School District
Bonita Vista Middle School (Chula Vista)
Bonita Vista High School (Chula Vista)

Southwestern College (Chula Vista)

Private Schools
Bonita Country Day School
Bonita Rd. Christian Academy
Kindercare Learning Center

DEMOGRAPHIC & SOCIO ECONOMIC ESTIMATES
91902

	Jan 1, 2013
Total Population	17,293
Household Population	17,231
Group Quarters Population	62
Persons Per Household	2.98

HOUSING AND OCCUPANCY

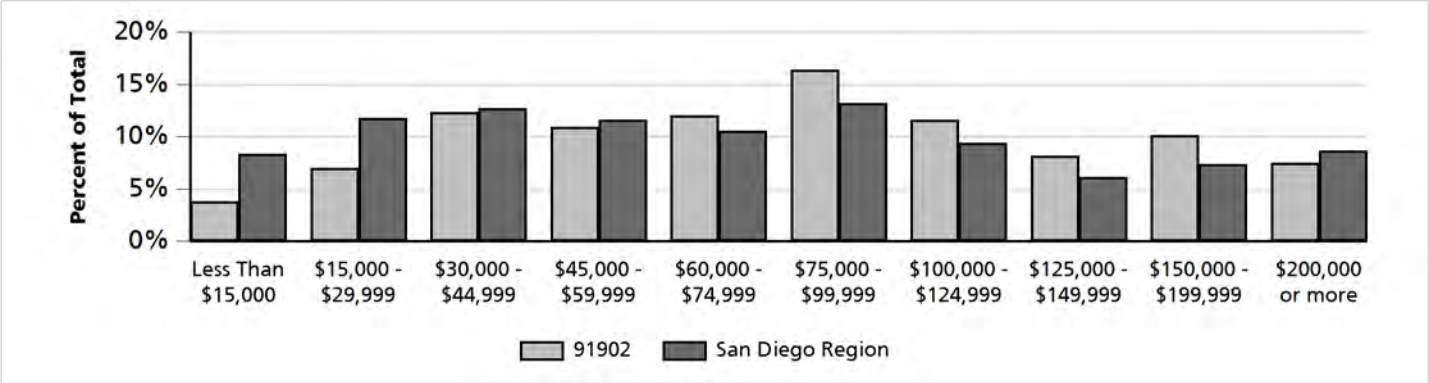
	Total Housing Units	Households	Vacancy Rate
Total Housing Units	6,005	5,788	3.6%
Single Family - Detached	4,655	4,468	4.0%
Single Family - Multiple-Unit	741	711	4.0%
Multi-Family	609	609	0.0%
Mobile Home and Other	0	0	--

HOUSEHOLD INCOME

Households by Income Category (2010 $, adjusted for inflation)

	Less than $15,000	$15,000-$29,999	$30,000-$44,999	$45,000-$59,999	$60,000-$74,999	$75,000-$99,999	$100,000-$124,999	$125,000-$149,999	$150,000-$199,999	$200,000 or more
% of Total	4%	7%	12%	11%	12%	16%	12%	8%	10%	7%

Median Household Income	2013
Adjusted for Inflation (2010 $)	$80,796
Not adjusted for inflation (current 2012$)	$84,580



IMPORTANT ADVISORY:

Caution should be taken when using data for small population groups, particularly at small levels of geography. Minor adjustments were made (such as correcting the location of housing units that were erroneously allocated by the Census Bureau to roads and open space) to more accurately reflect the region's true population and housing distribution.

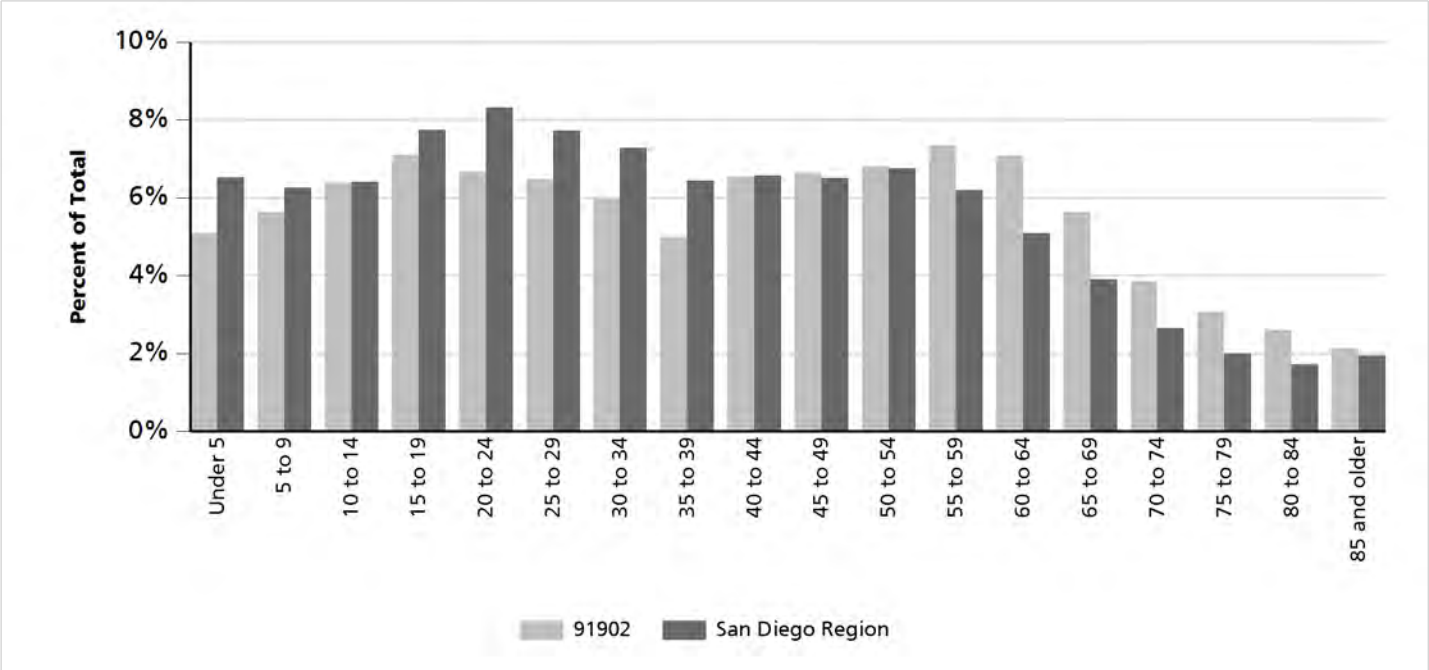
In addition, Census 2010 does not include information about structure type or household income. Those details and other demographic estimates shown here are developed from other sources, including the California Department of Finance E-5 estimates for cities and the County of San Diego; San Diego County Assessor Records, vital events records from the California Department of Health, and income data from the U.S. Census Bureau American Community Survey.

Caution should always be taken when using data for small population groups, particularly at small levels of geography.

POPULATION BY GENDER AND AGE

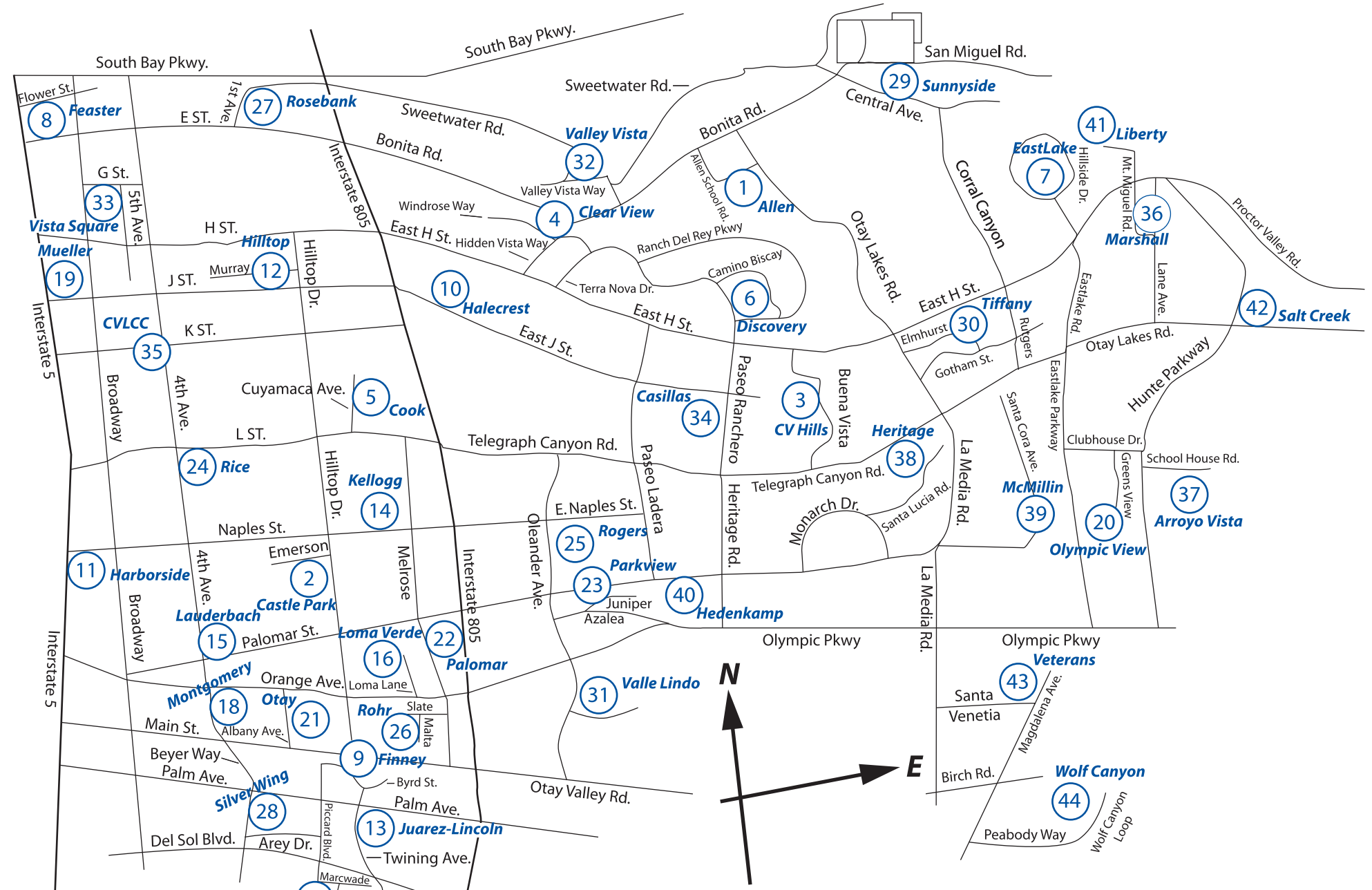
	Total	Male	Female	Percent Female
Total Population	**17,293**	8,357	8,936	52%
Under 5	881	421	460	52%
5 to 9	973	522	451	46%
10 to 14	1,106	568	538	49%
15 to 17	660	347	313	47%
18 and 19	568	286	282	50%
20 to 24	1,154	572	582	50%
25 to 29	1,119	562	557	50%
30 to 34	1,035	515	520	50%
35 to 39	863	406	457	53%
40 to 44	1,130	519	611	54%
45 to 49	1,147	535	612	53%
50 to 54	1,177	509	668	57%
55 to 59	1,269	614	655	52%
60 and 61	497	241	256	52%
62 to 64	726	349	377	52%
65 to 69	974	454	520	53%
70 to 74	667	329	338	51%
75 to 79	530	256	274	52%
80 to 84	450	210	240	53%
85 and older	367	142	225	61%
Under 18	3,620	1,858	1,762	49%
65 and older	2,988	1,391	1,597	53%
Median Age	41.3	39.7	42.5	N/A

POPULATION BY AGE



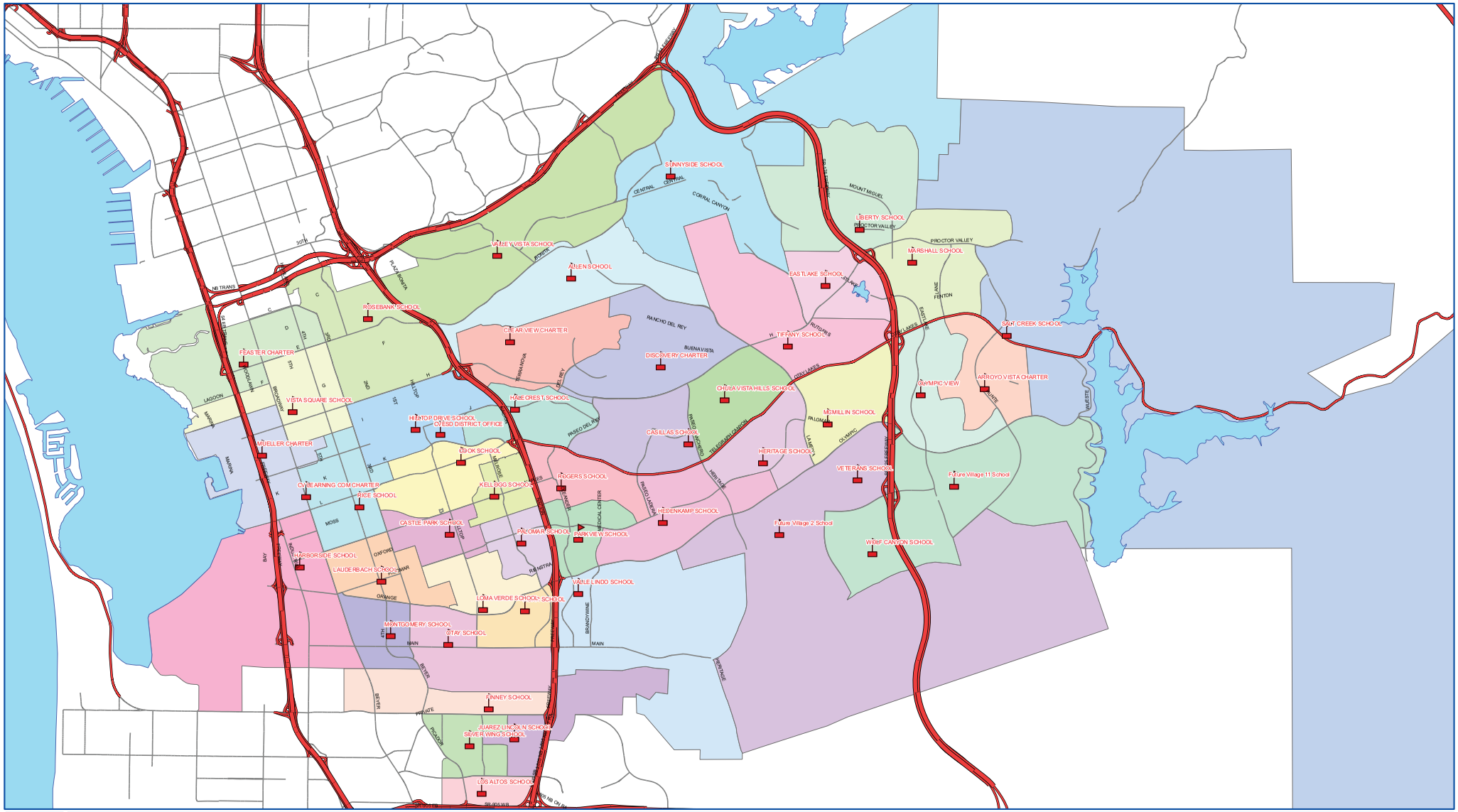
POPULATION BY RACE, ETHNICITY AND AGE

		Non-Hispanic				
	Hispanic	White	Black	American Indian	Asian & Pacific Isl.	All Other
Total Population	**7,818**	5,887	607	**63**	**2,323**	**595**
Under 5	492	185	34	6	103	61
5 to 9	520	217	40	1	104	91
10 to 14	654	198	33	5	134	82
15 to 17	381	141	16	4	70	48
18 and 19	317	150	13	1	54	33
20 to 24	663	285	27	1	127	51
25 to 29	567	311	30	5	158	48
30 to 34	537	254	35	5	158	46
35 to 39	452	206	52	4	119	30
40 to 44	519	306	71	9	196	29
45 to 49	519	367	57	4	180	20
50 to 54	527	455	50	6	129	10
55 to 59	517	512	52	6	160	22
60 and 61	178	224	12	2	75	6
62 to 64	238	375	10	1	100	2
65 to 69	254	536	22	2	150	10
70 to 74	161	360	11	1	130	4
75 to 79	143	300	15	0	72	0
80 to 84	113	263	7	0	65	2
85 and older	66	242	20	0	39	0
Under 18	2,047	741	123	16	411	282
65 and older	737	1,701	75	3	456	16
Median Age	32.9	53.6	41.7	39.4	43.4	18.9



CHULA VISTA ELEMENTARY SCHOOL DISTRICT

MAP NOT TO SCALE


SUNNYSIDE SCHOOL
MOUNT MIGUEL
LIBERTY SCHOOL
PROCTOR VALLEY
MARSHALL SCHOOL
EASTLAKE SCHOOL
MONTEVISTA SCHOOL
ALLEN SCHOOL
ROSEBANK SCHOOL
CLEAR VIEW CHARTER
RANCHO DEL REY
BUENA VISTA
DISCOVERY CHARTER
H. TIFFANY SCHOOL
SALT CREEK SCHOOL
FEASTER CHARTER
VISTA SQUARE SCHOOL
HILLTOP DRIVE SCHOOL
CVESD DISTRICT OFFICE
HARBEST SCHOOL
CHULA VISTA HILLS SCHOOL
OLYMPIC VIEW
ARROYO VISTA CHARTER
MCMILLIN SCHOOL
MUELLER CHARTER
ROOK SCHOOL
CASILLAS SCHOOL
HERITAGE SCHOOL
VETERANS SCHOOL
Future Village 11 School
CVTE LEARNING COM CHARTER
RISE SCHOOL
KELLOGG SCHOOL
ROGERS SCHOOL
CASTLE PARK SCHOOL
PALOMAR SCHOOL
PARK VIEW SCHOOL
HEIDENKAMP SCHOOL
Future Village 2 School
WOOD CANYON SCHOOL
HARBORSIDE SCHOOL
LAUDERBACH SCHOOL
VALLE LINDO SCHOOL
LOMA VERDE SCHOOL
MONTGOMERY SCHOOL
OTAY SCHOOL
FINNEY SCHOOL
JUAREZ LINCOLN SCHOOL
SILVER WING SCHOOL
LOS ALTOS SCHOOL
Chula Vista Elementary School District
Legend
Roads
Minor Road
Major Road
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CHULA VISTA ELEMENTARY SCHOOL DISTRICT

Accountability Report Card Summary
Reported for School Year 2012-13 Published During 2013-14

Ella B. Allen Elementary School

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2012-13 school year, except for the Fiscal Information which is reported for the 2011-12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

School Information

Ella B. Allen Elementary School	
Principal	Toni Faddis
Street	4300 Allen School Lane
City, State, Zip	Bonita, CA 91902-2309
Phone Number	(619) 479-3662
Fax Number	(619) 267-6237
Grades Served	K-6

Student Information

Site	Enrollment	English Learners	Free/Reduced Price Meals
School	412	21.4%	38%
District	28,668	35%	43%

Racial and Ethnic Target Group	Number and Percent of Enrollment	
	School	District
African American	2.7	4.2%
American Indian/Alaska Native	1.0	0.7%
Asian	2.2	2.6%
Filipino	8.3	10.3%
Hispanic or Latino	54.9	67.3%
Pacific Islander	0.2	0.6%
White (Not Hispanic)	30.6	14.0%
Two or More Races	0.0	0.0%

Teacher Information

Site	Number and Percent of Teachers	
	With Full Credentials	Without Full Credentials
District	1,164	3

Fiscal Information

Expenditures Per Pupil and School Site Teacher Salaries (2011-12)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels.

Level	Expenditures per Pupil			Avg. Tchr. Salary
	Total	Supp.	Basic	
School Site	$7,978	$2,075	$5,903	$71,606
District	---	---	$5,507	$65,828
% Diff. (School/District)	---	---	7.2	8.8
State	---	---	$5,537	$70,193
% Diff. (School/State)	---	---	6.6	2.0

Academic Performance

California Standards Tests (CST)

It shows how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaches state standards), Below Basic (below state standards), and Far Below Basic (well below state standards).

CST Subject	Percent of Students At or Above Proficient	
	School	District
English-Language Arts	74	66
Mathematics	81	73

Federal Accountability: Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that California determine whether or not each public school, district, and/or county office of education meet Adequate Yearly Progress (AYP) requirements. Detailed information about AYP can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/ or by speaking with the school principal.

AYP All Criteria - Schoolwide and District

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Student	Met AYP Requirements	
	School	District
All Students	No	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/ or by speaking with the school principal.

Program Improvement Status	
Program Improvement Status	Not in PI

State Accountability Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/ or by speaking with the school principal.

Level	API Growth Score	
	2012	2013
Ella B. Allen Elementary School	B	892
Chula Vista Elementary School District	870	863
California	788	790

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

Accountability Report Card Summary
Reported for School Year 2011-12 Published During 2012-13

Sunnyside Elementary School

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2011-12 school year, except for the Fiscal Information which is reported for the 2010-11 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

School Information

Sunnyside Elementary School	
Principal	Dawn Minutelli
Street	5430 San Miguel Road
City, State, Zip	Bonita, CA 91902
Phone Number	(619) 479-0571
Fax Number	(619) 479-7297
Grades Served	K-6

Student Information

Site	Enrollment	English Learners	Free/Reduced Price Meals
School	412	24%	31%
District	28,101	35%	43%

Racial and Ethnic Target Group	Number and Percent of Enrollment	
	School	District
African American	4.9	4.1%
American Indian/Alaska Native	0.5	0.6%
Asian	1.9	2.6%
Filipino	3.4	10.4%
Hispanic or Latino	60	68.3%
Pacific Islander	0	0.7%
White (Not Hispanic)	29.4	13.2%
Two or More Races	0	0.0%

Teacher Information

Site	Number and Percent of Teachers	
	With Full Credentials	Without Full Credentials
School	21	0
District	1,428	0

Fiscal Information

Expenditures Per Pupil and School Site Teacher Salaries (2010-11)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels.

Level	Expenditures per Pupil			Avg. Tchr. Salary
	Total	Supp.	Basic	
School Site	$8,133	$3,072	$5,061	$67,151
District	---	---	$5,229	$65,547
% Diff. (School/District)	---	---	-3.2%	2.4%
State	---	---	$5,455	$69,404
% Diff. (School/State)	---	---	-7.2%	-3.2%

Academic Performance

California Standards Tests (CST)

It shows how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaches state standards), Below Basic (below state standards), and Far Below Basic (well below state standards).

CST Subject	Percent of Students At or Above Proficient	
	School	District
English-Language Arts	69	68
Mathematics	71	74

Federal Accountability: Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that California determine whether or not each public school, district, and/or county office of education meet Adequate Yearly Progress (AYP) requirements. Detailed information about AYP can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/ or by speaking with the school principal.

AYP All Criteria - Schoolwide and District

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Student	Met AYP Requirements	
	School	District
All Students	No	No
Target Groups	No	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/ or by speaking with the school principal.

Program Improvement Status	
Program Improvement Status	Not Title I

State Accountability Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/ or by speaking with the school principal.

Level	API Growth Score	
	2011	2012
Sunnyside Elementary School	872	863
Chula Vista Elementary School District	861	870
California	778	788

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

Accountability Report Card Summary
Reported for School Year 2011-12 Published During 2012-13

Burton C. Tiffany Elementary School

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2011-12 school year, except for the Fiscal Information which is reported for the 2010-11 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

School Information

Burton C. Tiffany Elementary School	
Principal	Joel Tapia
Street	1691 Elmhurst Street
City, State, Zip	Chula Vista, CA 91913
Phone Number	(619) 421-6300
Fax Number	(619) 482-3115
Grades Served	K-6

Student Information

Site	Enrollment	English Learners	Free/Reduced Price Meals
School	527	21.4%	30%
District	28,101	35%	43%

Racial and Ethnic Target Group	Number and Percent of Enrollment	
	School	District
African American	5.5	4.1%
American Indian/Alaska Native	0.2	0.6%
Asian	2.8	2.6%
Filipino	12.1	10.4%
Hispanic or Latino	59.6	68.3%
Pacific Islander	0	0.7%
White (Not Hispanic)	19.2	13.2%
Two or More Races	0	0.0%

Teacher Information

Site	Number and Percent of Teachers	
	With Full Credentials	Without Full Credentials
School	26	0
District	1,428	0

Fiscal Information

Expenditures Per Pupil and School Site Teacher Salaries (2010-11)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels.

Level	Expenditures per Pupil			Avg. Tchr. Salary
	Total	Supp.	Basic	
School Site	$8,159	$2,743	$5,416	$70,837
District	---	---	$5,229	$65,547
% Diff. (School/District)	---	---	3.6%	8.1%
State	---	---	$5,455	$69,404
% Diff. (School/State)	---	---	-0.7%	2.1%

Academic Performance

California Standards Tests (CST)

It shows how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaches state standards), Below Basic (below state standards), and Far Below Basic (well below state standards).

CST Subject	Percent of Students At or Above Proficient	
	School	District
English-Language Arts	77	68
Mathematics	79	74

Federal Accountability: Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that California determine whether or not each public school, district, and/or county office of education meet Adequate Yearly Progress (AYP) requirements. Detailed information about AYP can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/ or by speaking with the school principal.

AYP All Criteria - Schoolwide and District

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Student	Met AYP Requirements	
	School	District
All Students	Yes	No
Target Groups	Yes	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/ or by speaking with the school principal.

Program Improvement Status	
Program Improvement Status	Not Title I

State Accountability Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/ or by speaking with the school principal.

Level	API Growth Score	
	2011	2012
Burton C. Tiffany Elementary School	869	893
Chula Vista Elementary School District	861	870
California	778	788

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

Accountability Report Card Summary
Reported for School Year 2011-12 Published During 2012-13

Valley Vista Elementary School

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2011-12 school year, except for the Fiscal Information which is reported for the 2010-11 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

School Information

Valley Vista Elementary School	
Principal	Carmen Emery
Street	3724 Valley Vista Way
City, State, Zip	Bonita, CA 91902
Phone Number	(619) 479-7171
Fax Number	(619) 479-7024
Grades Served	K-6

Student Information

Site	Enrollment	English Learners	Free/Reduced Price Meals
School	548	23.7%	41%
District	28,101	35%	43%

Racial and Ethnic Target Group	Number and Percent of Enrollment	
	School	District
African American	5.7	4.1%
American Indian/Alaska Native	0.2	0.6%
Asian	1.5	2.6%
Filipino	10.6	10.4%
Hispanic or Latino	68.4	68.3%
Pacific Islander	0.7	0.7%
White (Not Hispanic)	13	13.2%
Two or More Races	0	0.0%

Teacher Information

Site	Number and Percent of Teachers	
	With Full Credentials	Without Full Credentials
School	28	0
District	1,428	0

Fiscal Information

Expenditures Per Pupil and School Site Teacher Salaries (2010-11)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels.

Level	Expenditures per Pupil			Avg. Tchr. Salary
	Total	Supp.	Basic	
School Site	$8,109	$2,236	$5,873	$78,961
District	---	---	$5,229	$65,547
% Diff. (School/District)	---	---	12.3%	20.5%
State	---	---	$5,455	$69,404
% Diff. (School/State)	---	---	7.7%	13.8%

Academic Performance

California Standards Tests (CST)

It shows how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaches state standards), Below Basic (below state standards), and Far Below Basic (well below state standards).

CST Subject	Percent of Students At or Above Proficient	
	School	District
English-Language Arts	61	68
Mathematics	69	74

Federal Accountability: Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that California determine whether or not each public school, district, and/or county office of education meet Adequate Yearly Progress (AYP) requirements. Detailed information about AYP can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/ or by speaking with the school principal.

AYP All Criteria - Schoolwide and District

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Student	Met AYP Requirements	
	School	District
All Students	No	No
Target Groups	No	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/ or by speaking with the school principal.

Program Improvement Status	
Program Improvement Status	Not in PI

State Accountability Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/ or by speaking with the school principal.

Level	API Growth Score	
	2011	2012
Valley Vista Elementary School	850	840
Chula Vista Elementary School District	861	870
California	778	788

Sweetwater Union High School District Map

LEGEND

- Junior Highs & Middle Schools
- Senior Highs
- Adult Schools

SWEETWATER
UNION HIGH SCHOOL DISTRICT

Bonita Vista Middle

Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page.

About This School

Contact Information (School Year 2012-13)

School	
School Name	Bonita Vista Middle
Street	650 Otay Lakes Rd.
City, State, Zip	Chula Vista, Ca, 91910-6910
Phone Number	619-397-2200
Principal	Ms. Virginia Sandoval-Johnson, Principal
E-mail Address	virginia.sandovaljohnson@sweetwaterschools.org
County-District-School (CDS) Code	37684116059745

District	
District Name	Sweetwater Union High
Phone Number	(619) 691-5500
Web Site	www.sweetwaterschools.org/
Superintendent First Name	Edward
Superintendent Last Name	Brand
E-mail Address	edward.brand@sweetwaterschools.org

Last updated: 1/29/2014

School Description and Mission Statement (School Year 2012-13)

Located in the eastern region of Chula Vista, Bonita Vista Middle serves more than 1,150 students in grades seven and eight. We employ a credentialed staff of 54 to support our students. Our campus reflects the cultural and socioeconomic makeup of our community and serves an ethnically diverse student population.

Students in the Sweetwater Union High School District are expected to master state and district standards which will prepare them to meet the challenges of the 21st century. In support of the district's mission, our school's motto is "Preparing Tomorrow's Leaders."

The staff believes its mission is to prepare all students for academic and personal success that will support students to become lifelong learners. Students will be provided equal access to an integrated curriculum and the opportunity to learn in a safe and secure environment where each person is valued, respected, and encouraged to achieve their fullest potential. Students will be prepared for the global society of the 21st century by participating in a challenging thematic curriculum, community service, and a wide variety of experiences that utilize technology. Our goal is to develop critical thinking, problem solving, and communication skills without losing sight of the special needs of the middle school child. The skills, knowledge, and attitudes that exemplify a Bonita Vista Middle School student are: self-directed learner, culturally empowered community member, effective communicator, and productive individual.

Last updated: 1/29/2014

Opportunities for Parental Involvement (School Year 2012-13)

There are many opportunities for parents to be involved in our school. Throughout the year we hold various informational parent nights regarding our instructional programs. Parents participate in Advisory Committees (GATE, ELL, School Site Council, etc.). We have parent boosters in our instrumental and choral music programs. Our PTSA is a very active parent group which participates in school fundraising, campus beautification and is supportive of our school programs.

Parents are active as volunteers in the classroom, shadow their students, serve as presenters and speakers, and act as partners in parent/teacher conferences.

Last updated: 1/29/2014

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

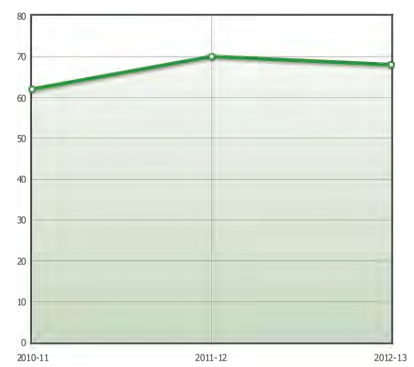
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site.

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

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
Subject	**2010-11**	**2011-12**	**2012-13**	**2010-11**	**2011-12**	**2012-13**	**2010-11**	**2011-12**	**2012-13**
English-Language Arts	62%	70%	68%	54%	57%	57%	54%	56%	55%
Mathematics	51%	58%	58%	39%	39%	36%	49%	50%	50%
Science	76%	87%	83%	62%	63%	62%	57%	60%	59%
History-Social Science	56%	70%	61%	49%	51%	50%	48%	49%	49%

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.

English-Language Arts Percent of Students Scoring at Proficient or Advanced



Math Percent of Students Scoring at Proficient or Advanced

Science Percent of Students Scoring at Proficient or Advanced

History Percent of Students Scoring at Proficient or Advanced

Last updated: 12/2/2013

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	57%	36%	62%	50%
All Students at the School	68%	58%	82%	61%
Male	65%	60%	88%	66%
Female	70%	56%	77%	56%
Black or African American	54%	57%	80%	44%
American Indian or Alaska Native	56%	56%	81%	71%
Asian	81%	76%	95%	80%
Filipino	80%	80%	91%	81%
Hispanic or Latino	63%	53%	78%	52%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	81%	67%	89%	77%
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	51%	48%	70%	42%
English Learners	28%	36%	40%	13%
Students with Disabilities	55%	30%	65%	24%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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.

Last updated: 12/2/2013

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page.

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	19.5%	24.6%	31.9%

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.

Last updated: 12/2/2013

Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.
The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	6	7	9
Similar Schools	2	3	9

Last updated: 12/2/2013

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	28	46	-19
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	38	48	-20
Native Hawaiian or Pacific Islander			
White	20	35	-20
Two or More Races			
Socioeconomically Disadvantaged	26	47	-38
English Learners	29	66	-31
Students with Disabilities	16	69	-51

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 12/2/2013

Academic Performance Index Growth by Student Group – 2012-13 Growth API Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	966	859	30,639	792	4,655,989	790
Black or African American	30	861	917	770	296,463	708
American Indian or Alaska Native	17	861	130	782	30,394	743
Asian	37	921	513	906	406,527	906
Filipino	83	923	2,766	888	121,054	867
Hispanic or Latino	617	834	22,764	769	2,438,951	744
Native Hawaiian or Pacific Islander	4		145	792	25,351	774
White	157	899	2,348	857	1,200,127	853
Two or More Races	21	921	1,053	862	125,025	824
Socioeconomically Disadvantaged	294	797	17,429	757	2,774,640	743
English Learners	220	795	14,437	743	1,482,316	721
Students with Disabilities	103	701	3,458	633	527,476	615

Last updated: 12/2/2013

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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

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

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page.

AYP Criteria	School	District
Made AYP Overall	No	N/A
Met Participation Rate - English-Language Arts	Yes	N/A
Met Participation Rate - Mathematics	Yes	N/A
Met Percent Proficient - English-Language Arts	No	N/A
Met Percent Proficient - Mathematics	No	N/A
Met API Criteria	Yes	N/A
Met Graduation Rate	N/A	N/A

Last updated: 12/2/2013

Federal Intervention Program (School Year 2013-14)

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

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	18
Percent of Schools Currently in Program Improvement	N/A	85.7%

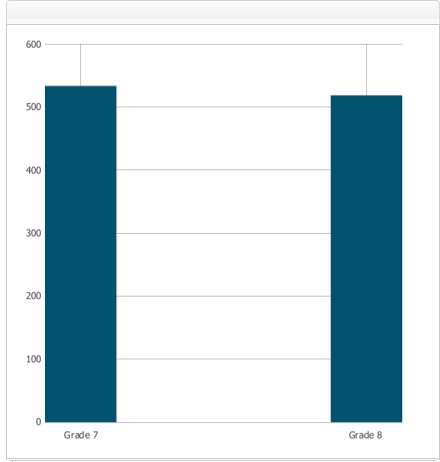
Note: Cells shaded in black or with N/A values do not require data.

Last updated: 12/2/2013

School Climate

Student Enrollment by Grade Level (School Year 2012-13)

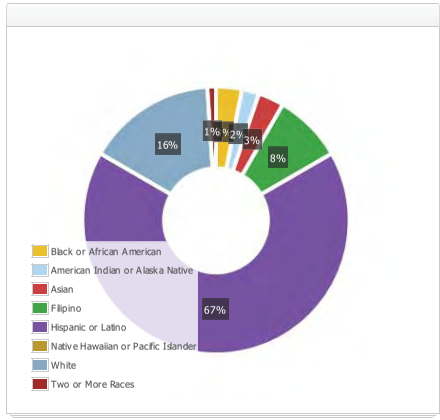
Grade Level	Number of Students
Grade 7	533
Grade 8	518
Total Enrollment	1051



Last updated: 12/2/2013

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	3.6
American Indian or Alaska Native	2.3
Asian	3.8
Filipino	8.0
Hispanic or Latino	64.3
Native Hawaiian or Pacific Islander	0.5
White	15.6
Two or More Races	1.9
Socioeconomically Disadvantaged	30.3
English Learners	23.6
Students with Disabilities	10.9



Last updated: 12/2/2013

Average Class Size and Class Size Distribution (Secondary)

	2010-11	2011-12	2012-13

Subject	Average Class Size	Number of Classes * 1-22	23-32	33+	Average Class Size	Number of Classes * 1-22	23-32	33+	Average Class Size	Number of Classes * 1-22	23-32	33+
English	27.6	15	16	24	25.8	15	13	20	25.0	16	9	20
Mathematics	32.3	3	16	33	26.7	9	33	6	29.0	7	9	23
Science	29.0	4	32	3	26.7	5	34	1	28.0	5	23	9
Social Science	31.9	5	7	23	32.2	1	11	20	31.0	5	6	22

* 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.

Last updated: 12/2/2013

School Safety Plan (School Year 2012-13)

Each year, Sweetwater schools review and update their Comprehensive School Safety Plans. The plan is submitted to the Superintendent each year by October 15th. Staff orientation and training is completed by October 30th each year. Disaster and evacuation drills are scheduled periodically throughout the school year.

Key Elements of the Plan:

· Update and review Site Safety Binder

· Train all staff on emergency procedures during 3-day inservice before the school year begins

· Comply with 3 in 1 safety drills

· Assessment of current crime in school

· Identify strategies and programs that provide safety on campus

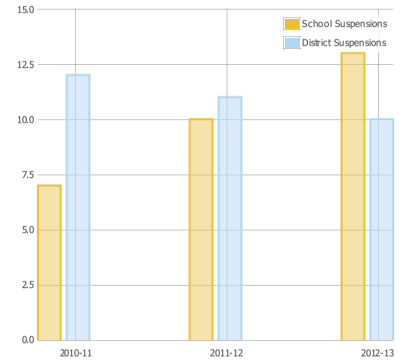
Last updated: 1/29/2014

Suspensions and Expulsions

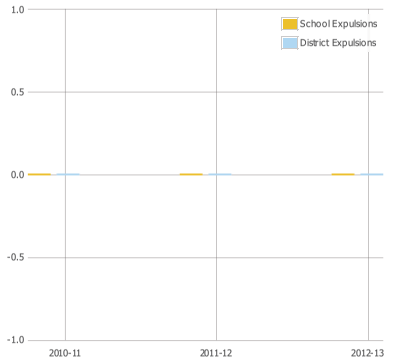
Rate *	School 2010-11	2011-12	2012-13	District 2010-11	2011-12	2012-13
Suspensions	7.10	10.00	13.80	12.70	11.00	10.50
Expulsions	0.00	0.00	0.00	0.10	0.00	0.00

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

Suspensions



Expulsions



Last updated: 12/10/2013

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

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/.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings

The school has an adaptive room, an administration building, 61 classrooms, a multipurpose room and a library. The main campus was built in 1968. Additions were constructed in 1975, 1987, 1989 and 1992. Nine portable classrooms were constructed in 1987 and 1989 for classroom use. Nineteen permanent classrooms have been constructed. The school opened in 1968 with an administration building, 40 classrooms and a library.

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. Our school is generally in good repair. No repairs are needed in facility categories identified in the Williams Settlement.

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 2013-14 school year, the district has budgeted $852,146 for the deferred maintenance program. This represents .276% of the district's general fund 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
For the 2013-14 school year, there are no new construction projects planned

Last updated: 12/2/2013

School Facility Good Repair Status (School Year 2013-14)

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

Overall Facility Rate (School Year 2012-13)

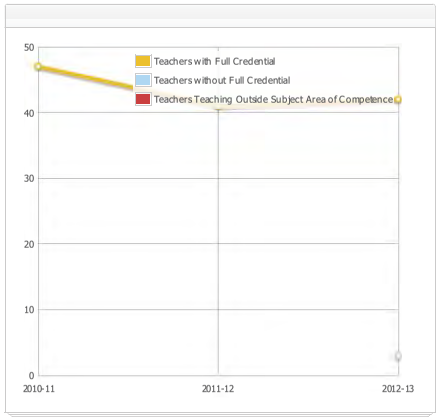
Overall Rating	Good

Last updated: 12/2/2013

Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	47	41	42	1565
Without Full Credential			3	55
Teachers Teaching Outside Subject Area of Competence (with full credential)				39



Last updated: 12/10/2013

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions	2		

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.

Last updated: 12/10/2013

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	41	59
All Schools in District	43	57
High-Poverty Schools in District	43	57
Low-Poverty Schools in District		

Note: 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.

Last updated: 12/2/2013

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	350.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	0.8	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells shaded in black or 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.

Last updated: 12/10/2013

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: December 2013

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle 2002-03. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/ Core Adoption 2002-03	Yes	0
Mathematics	Textbooks and instructional materials were adopted consistent with the textbook cycle 2008-09. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/ Math 8 – Previous Core Adoption 2001	Yes	0
Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/ Core Adoption 2006-07	Yes	0
History-Social Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/ Core Adoption 2006-07	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/ Core Adoption 2004-05	Yes	0
Health	Textbooks and instructional materials were adopted consistent with the textbook cycle 2005-06. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/ Core Adoption 2005-06	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)	Not applicable for middle schools	Yes	0

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$4,482	$468	$4,015	$76,873
District	N/A	N/A	$1,815	$76,873
Percent Difference – School Site and District	N/A	N/A	55.00%	0.00%
State	N/A	N/A	$5,537	$71,584
Percent Difference – School Site and State	N/A	N/A	32.00%	7.00%

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site.

Last updated: 1/31/2014

Types of Services Funded (Fiscal Year 2012-13)

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

AED - Academic Enrichment Development: After school academic support; targeted support

ARC – Academic Recovery Center: Students up missing assignments, targeted support

Re-Teaching – Identified students attend core subject re-teaching with core teachers

General Study Hall – Open to all students in need of academic support in all school subjects

Last updated: 12/2/2013

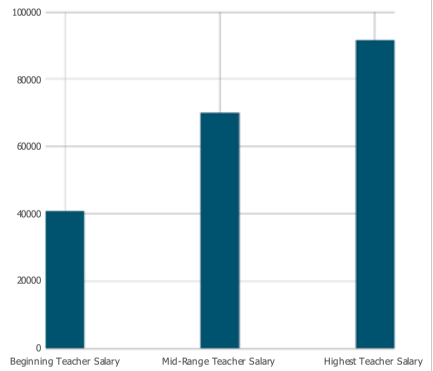
Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40,822	$42,865
Mid-Range Teacher Salary	$69,981	$69,484
Highest Teacher Salary	$91,613	$89,290
Average Principal Salary (Elementary)	$00	N/A

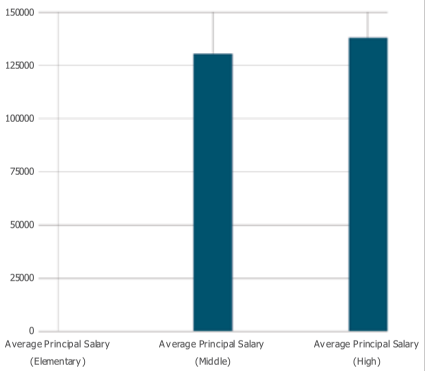
Average Principal Salary (Middle)	$130,234	$119,946
Average Principal Salary (High)	$137,817	$128,378
Superintendent Salary	$240,000	$202,664
Percent of Budget for Teacher Salaries	37.0%	37.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page.

Teacher Salary Chart



Principal Salary Chart



Last updated: 12/2/2013

School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

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

For general admissions requirements, please visit the UC Admissions Information Web page.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page.

Instructional Planning and Scheduling

Professional Development

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

2011-2012

Achieve 3000, Read 180, AVID, Co-Teach/Collaboration Rhetorical Approach in writing, Daily Learning Target (DLT), Academic Language Development (ALD), Common Formative Assessment (CFA's), Safari Montage and use of Data Director

2012-2013

Common Core Math/English, AVID, Achieve 3000, Read 180, AVID, Co-Teach/Collaboration Rhetorical Approach in writing, Daily Learning Target (DLT), Academic Language Development (ALD), Common Formative Assessment (CFA's), Safari Montage and use of Data Director, 7th grade iPad Technology, CANVAS

2013-2014

Common Core Math/English, Science 1, Social Science, 8th grade iPad Technology, Apple Technology Training, Verticle Core Alignment, CANVAS, JUPITER GRADES, Notability, Achieve 3000, Read 180.

Last updated: 1/29/2014

Bonita Vista Senior High

Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page.

About This School

Contact Information (School Year 2012-13)

School	
School Name	Bonita Vista Senior High
Street	751 Otay Lakes Rd.
City, State, Zip	Chula Vista, Ca, 91913-2004
Phone Number	619-397-2000
Principal	Bettina Batista, Principal
E-mail Address	bettina.batista@sweetwaterschools.org
County-District-School (CDS) Code	37684113730405

District	
District Name	Sweetwater Union High
Phone Number	(619) 691-5500
Web Site	www.sweetwaterschools.org/
Superintendent First Name	Edward
Superintendent Last Name	Brand
E-mail Address	edward.brand@sweetwaterschools.org

Last updated: 12/2/2013

School Description and Mission Statement (School Year 2012-13)

Bonita Vista High School offers a variety of challenging academic, athletic, and extracurricular programs to keep pace with the ever changing needs of the 2,500 (including Special Education and Learning Center) members of the student body. Students may participate in International Baccalaureate, Advanced Placement, Advancement Via Individual Determination (AVID), English Language Development (ELD) and Sheltered English Immersion content classes, Independent Study, a Learning Center, and the Moderate to Severe Program for developmentally disabled students.

"Baron Pride" thrives throughout the continuing accomplishments of BVHS students. Individual student achievement is widespread and ongoing. The Academic Decathlon, Academic League, the school yearbook Excalibur, the school newspaper Crusader and the Vocal and Instrumental Music programs, to name a few, earn local, national, and international recognition annually. These successes reflect the diversity of interests and accomplishments of our student body.

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

The mission of Bonita Vista High School, a distinctive and vibrant international community of leaders, is to ensure all students thrive and successfully contribute to a global society through a system of learning distinguished by:

• Rigorous, comprehensive, and enriching academic programs

• Diversified extra-curricular programs designed to engage and inspire all students

• A safe learning environment

• A culture that fosters intellectual risk-taking and the exploration of new ideas

• Individuals whose actions are guided by integrity, honesty, and respect

• Partnerships with students, staff, families, and community members

• A tradition of excellence and Baron Pride

Last updated: 12/16/2013

Opportunities for Parental Involvement (School Year 2012-13)

The School Site Council at Bonita Vista High School meets on a regular basis to review school programs. Elections for new members are held every Fall. The PTSA Executive Board offers opportunities to assist in areas such as newsletter support, PTSA scholarships, teacher grants, etc. Booster Groups affiliated with specific sports or departments also offer opportunities for involvement. These include Vocal Music Boosters, Football Boosters, Club Blue Boosters, Baron Aquatics, etc. Contact the specific coach or teacher for further information.

Last updated: 12/16/2013

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

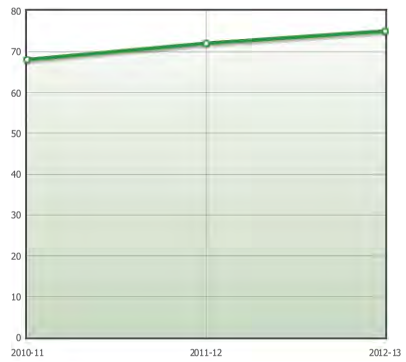
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site.

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

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
Subject	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	68%	72%	75%	54%	57%	57%	54%	56%	55%
Mathematics	52%	50%	51%	39%	39%	36%	49%	50%	50%
Science	68%	65%	64%	62%	63%	62%	57%	60%	59%
History-Social Science	66%	65%	61%	49%	51%	50%	48%	49%	49%

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.

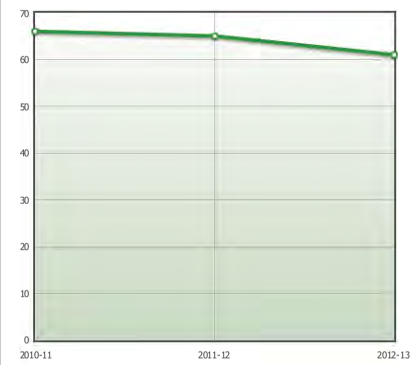
English-Language Arts Percent of Students Scoring at Proficient or Advanced



Math Percent of Students Scoring at Proficient or Advanced

Science Percent of Students Scoring at Proficient or Advanced

History Percent of Students Scoring at Proficient or Advanced



Last updated: 12/2/2013

Standardized Testing and Reporting Results by Student Group – Most Recent Year

	Percent of Students Scoring at Proficient or Advanced			
Group	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	57%	36%	62%	50%
All Students at the School	75%	51%	64%	61%
Male	73%	53%	64%	67%
Female	77%	48%	65%	55%
Black or African American	75%	37%	67%	68%
American Indian or Alaska Native	63%	52%	N/A	54%
Asian	86%	80%	94%	79%
Filipino	80%	60%	78%	75%
Hispanic or Latino	71%	46%	58%	56%
Native Hawaiian or Pacific Islander	69%	46%	N/A	N/A
White	83%	59%	75%	69%
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	67%	48%	53%	55%
English Learners	34%	40%	23%	13%
Students with Disabilities	60%	54%	72%	23%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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.

Last updated: 12/2/2013

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

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	78%	74%	74%	62%	56%	59%	59%	56%	57%
Mathematics	79%	78%	75%	64%	66%	66%	56%	58%	60%

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.

English-Language Arts Percent of Students Scoring at Proficient or Advanced

Mathematics Percent of Students Scoring at Proficient or Advanced

Last updated: 12/2/2013

California High School Exit Examination Grade Ten Results by Student Group

	English-Language Arts			Mathematics		
Group	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	41%	25%	34%	34%	41%	25%
All Students at the School	26%	26%	48%	25%	40%	34%
Male	31%	27%	42%	26%	36%	38%
Female	21%	24%	55%	24%	44%	31%
Black or African American	38%	24%	38%	38%	38%	24%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	17%	6%	78%	N/A	39%	61%
Filipino	18%	27%	55%	12%	39%	49%
Hispanic or Latino	28%	27%	45%	28%	44%	28%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	23%	20%	57%	25%	24%	51%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	38%	29%	33%	33%	39%	28%
English Learners	95%	5%	N/A	76%	22%	2%
Students with Disabilities	69%	22%	10%	68%	18%	14%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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.

Last updated: 12/2/2013

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page.

	Percent of Students Meeting Fitness Standards		
Grade level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	6.7%	34.7%	45.2%

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.

Last updated: 12/2/2013

Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.
The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	9	9	9
Similar Schools	9	9	10

Last updated: 1/21/2014

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	17	2	-9
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino	15	-21	0
Hispanic or Latino	14	4	-9
Native Hawaiian or Pacific Islander			
White	24	3	-5
Two or More Races			
Socioeconomically Disadvantaged	19	7	-27
English Learners	24	31	-18
Students with Disabilities	40	2	25

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 12/2/2013

Academic Performance Index Growth by Student Group – 2012-13 Growth API Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	1,773	848	30,639	792	4,655,989	790
Black or African American	54	822	917	770	296,463	708
American Indian or Alaska Native	11	821	130	782	30,394	743
Asian	68	928	513	906	406,527	906
Filipino	153	884	2,766	888	121,054	867
Hispanic or Latino	1,118	828	22,764	769	2,438,951	744
Native Hawaiian or Pacific Islander	16	833	145	792	25,351	774
White	261	882	2,348	857	1,200,127	853
Two or More Races	92	889	1,053	862	125,025	824
Socioeconomically Disadvantaged	479	804	17,429	757	2,774,640	743
English Learners	514	802	14,437	743	1,482,316	721
Students with Disabilities	186	702	3,458	633	527,476	615

Last updated: 12/2/2013

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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

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

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page.

AYP Criteria	School	District
Made AYP Overall	No	N/A
Met Participation Rate - English-Language Arts	Yes	N/A
Met Participation Rate - Mathematics	Yes	N/A
Met Percent Proficient - English-Language Arts	No	N/A
Met Percent Proficient - Mathematics	No	N/A
Met API Criteria	Yes	N/A
Met Graduation Rate	Yes	N/A

Last updated: 12/2/2013

Federal Intervention Program (School Year 2013-14)

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

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	18
Percent of Schools Currently in Program Improvement	N/A	85.7%

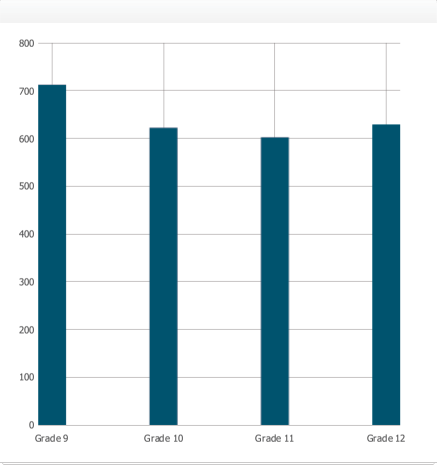
Note: Cells shaded in black or with N/A values do not require data.

Last updated: 12/2/2013

School Climate

Student Enrollment by Grade Level (School Year 2012-13)

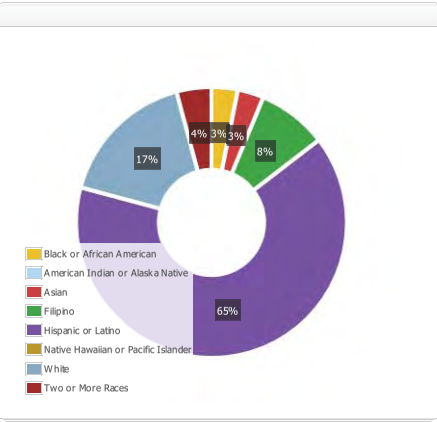
Grade Level	Number of Students
Grade 9	712
Grade 10	622
Grade 11	602
Grade 12	629
Total Enrollment	2565



Last updated: 12/2/2013

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	3.6
American Indian or Alaska Native	0.5
Asian	3.9
Filipino	8.3
Hispanic or Latino	62.6
Native Hawaiian or Pacific Islander	0.8
White	16.1
Two or More Races	4.1
Socioeconomically Disadvantaged	23.3
English Learners	28.0
Students with Disabilities	10.9



Last updated: 12/2/2013

Average Class Size and Class Size Distribution (Secondary)

	2010-11				2011-12				2012-13			
		Number of Classes *				Number of Classes *				Number of Classes *		
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English	24.1	44	16	40	25.9	34	20	37	18.0	80	16	48
Mathematics	28.4	19	27	38	32.5	11	19	49	25.0	42	17	46
Science	25.4	7	45		26.3	6	50		22.0	28	59	
Social Science	32.1	7	14	44	30.5	12	16	35	25.0	45	18	51

* 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.

Last updated: 12/2/2013

School Safety Plan (School Year 2012-13)

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.

Key Elements of the Plan:

· Develop Site Safety Binder (to be distributed to all school staff)

· Train all staff on emergency procedures during 3-day inservice or during the school year's first staff meeting

· Comply with 3 in 1 safety drills

· Improve traffic flow into south parking lot

· Identify strategies and programs that provide safety on campus

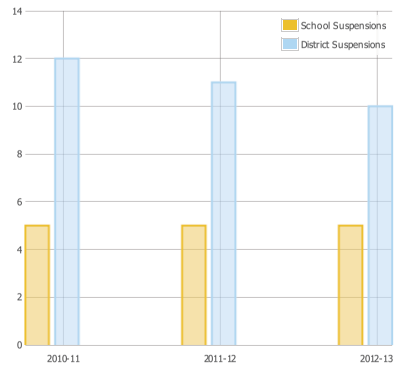
Last updated: 12/16/2013

Suspensions and Expulsions

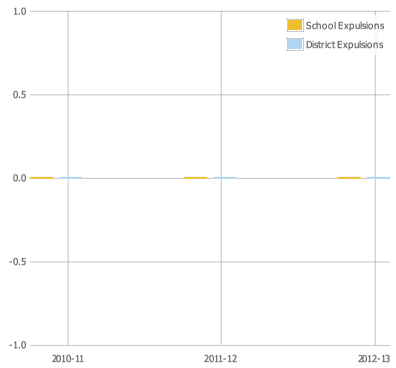
	School			District		
Rate *	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	5.40	5.10	5.60	12.70	11.00	10.50
Expulsions	0.10	0.00	0.00	0.10	0.00	0.00

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

Suspensions



Expulsions



Last updated: 12/10/2013

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

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, a cafeteria, 92 classrooms and a library. The main campus was built in 1966. Additions were constructed in 1971, 1986, 1987, 1989, 1999 and 2000. Fourteen portable classrooms were constructed in 1987 and 1989. Thirty-seven permanent buildings have been constructed.

The school opened in 1966 with an administration building, a cafeteria, 36 classrooms, a gym and a library.

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 2013-14 school year, the district has budgeted $5,157,803 for the deferred maintenance program. This represents 2.2% of the district's general fund 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

For the 2013-14 school year, there are no modernization/expansion or new construction projects planned.

Last updated: 1/30/2014

School Facility Good Repair Status (School Year 2013-14)

	Repair	Repair Needed and

System Inspected	Status	Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Light fixtures need repair
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	Water damage on ceiling tiles
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rate (School Year 2012-13)

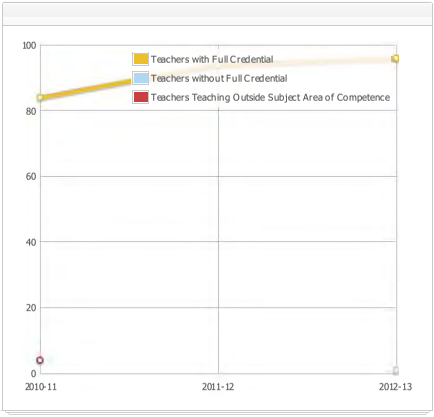
Overall Rating	Good

Last updated: 1/23/2014

Teachers

Teacher Credentials

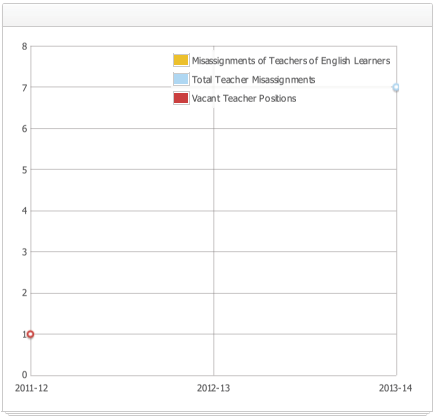
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	84	94	96	1565
Without Full Credential			1	55
Teachers Teaching Outside Subject Area of Competence (with full credential)	4			39



Last updated: 12/10/2013

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners			
Total Teacher Misassignments*			7
Vacant Teacher Positions	1		



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.

Last updated: 12/10/2013

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	46	54
All Schools in District	43	57
High-Poverty Schools in District	43	57
Low-Poverty Schools in District		

Note: 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.

Last updated: 12/2/2013

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6.4	401.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	1.2	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells shaded in black or 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.

Last updated: 12/10/2013

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: December 2013

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent 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/ Core Adoption 2002-03	Yes	0.0
Mathematics	Textbooks and instructional materials were adopted consistent with the textbook cycle 2008-09. High school texts for Algebra, Geometry, and Intermediate Algebra were approved by the Board of Trustees as being standards-based. Textbooks for higher level math courses were adopted 2000-01. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
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/ Core Adoption 2006-07	Yes	0.0
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/ Core Adoption 2006-07	Yes	0.0
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/ Core Adoption 2004-05	Yes	0.0
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/ Core Adoption 2005-06	Yes	0.0
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	0.0

Science Laboratory Equipment (grades 9-12)	One set of lab equipment per lab station.	Yes	0.0

Last updated: 12/19/2013

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$4,482	$468	$4,015	$76,873
District	N/A	N/A	$1,815	$76,873
Percent Difference – School Site and District	N/A	N/A	55.00%	0.00%
State	N/A	N/A	$5,537	$71,584
Percent Difference – School Site and State	N/A	N/A	32.00%	7.00%

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site.

Last updated: 1/31/2014

Types of Services Funded (Fiscal Year 2012-13)

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

Gifted and Talented - specialized learning assistance for students with great ability, achievement, or potential

International Baccalaureate - support for the International Baccalaureate program, including staff development, testing and supplies

Special Projects - monies from agencies (e.g., federal, state) earmarked for specific services

Last updated: 12/2/2013

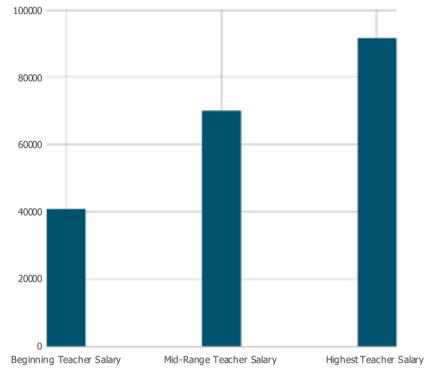
Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40,822	$42,865
Mid-Range Teacher Salary	$69,981	$69,484
Highest Teacher Salary	$91,613	$89,290
Average Principal Salary (Elementary)	$00	N/A
Average Principal Salary (Middle)	$130,234	$119,946

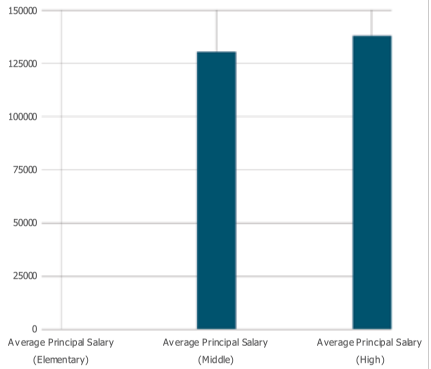
Average Principal Salary (High)	$137,817	$128,378
Superintendent Salary	$240,000	$202,664
Percent of Budget for Teacher Salaries	37.0%	37.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page.

Teacher Salary Chart



Principal Salary Chart



Last updated: 12/19/2013

School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

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

For general admissions requirements, please visit the UC Admissions Information Web page.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

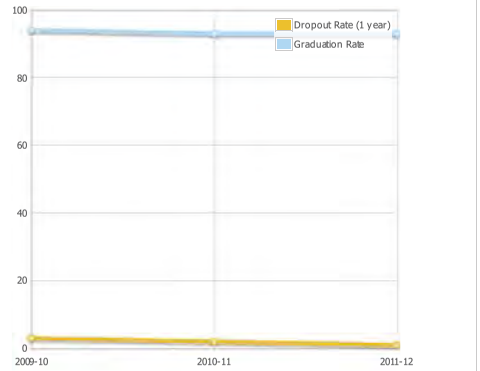
- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page.

Dropout Rate and Graduation Rate

	School			District			State		
Indicator	**2009-10**	**2010-11**	**2011-12**	**2009-10**	**2010-11**	**2011-12**	**2009-10**	**2010-11**	**2011-12**
Dropout Rate	3.6	2.9	1.1	10.0	7.8	6.3	16.6	14.7	13.1
Graduation Rate	94.01	93.73	93.33	78.86	80.39	82.61	74.72	77.14	78.73

Dropout/Graduation Rate Chart



Last updated: 1/15/2014

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

	Graduating Class of 2012		
Group	**School**	**District**	**State**
All Students	541	6,403	418,598
Black or African American	23	224	28,078
American Indian or Alaska Native	4	23	3,123
Asian	26	102	41,700
Filipino	40	594	12,745
Hispanic or Latino	311	4,691	193,516
Native Hawaiian or Pacific Islander	7	39	2,585
White	124	594	127,801
Two or More Races	6	132	6,790
Socioeconomically Disadvantaged	27	484	217,915
English Learners	143	2,943	93,297
Students with Disabilities	185	3,938	31,683

Note: "N/D" means that no data were available to the CDE or LEA to report.

Last updated: 1/15/2014

Career Technical Education Programs (School Year 2012-13)

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. Bonita Vista High School offers the following programs: Transportation and Arts Media and Entertainment.

Last updated: 12/16/2013

Career Technical Education Participation (School Year 2012-13)

Measure	**CTE Program Participation**
Number of pupils participating in CTE	614
Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	75.0

Last updated: 1/15/2014

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	154.0
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	48.2

Last updated: 11/26/2013

Advanced Placement Courses (School Year 2012-13)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	4	N/A
Fine and Performing Arts	8	N/A
Foreign Language	14	N/A
Mathematics	10	N/A
Science	8	N/A
Social Science	6	N/A
All Courses	50	15.0

Note: Cells shaded in black or with N/A values do not require data.

*Where there are student course enrollments.

Last updated: 11/26/2013

Instructional Planning and Scheduling

Professional Development

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

For the 2010-11 and 2011-12 school year, Bonita Vista High staff participated in seven (7) Staff Development Minimum Days and 10 PLC/Pro Hour Days.

For the 2012-13 school year, Bonita Vista High staff participated in six (6) Staff Development Days.

Last updated: 12/16/2013