

Buena Vista High School (Continuation)

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the 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 website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Buena Vista High School (Continuation)
Street	900 North 10th St
City, State, Zip	Taft, CA, 93268
Phone Number	661-763-2383
Principal	Shastine Arias
Email Address	sarias@taftunion.org
School Website	www.taftunion.org/buenavista
Grade Span	9-12
County-District-School (CDS) Code	15-6381-8-1530138

2024-25 District Contact Information

District Name	Taft Union High School District
Phone Number	661-763-2300
Superintendent	Dr. Jason Hodgson
Email Address	jhodgson@taftunion.org
District Website	www.taftunion.org

2024-25 School Description and Mission Statement

Buena Vista High School (BVHS) is a 10th-12th grade Continuation/Opportunity school and alternative education site. We offer an alternative setting and path toward earning a high school diploma from a WASC accredited school. We meet the students as they are when they come to us and foster their academic, social and emotional growth. Buena Vista High School has two programs: Continuation and Opportunity. Each program is tailored to a specific group, based on age, and offers appropriate instruction, remediation, credit recovery opportunities and intervention.

BVHS is working toward the following goals: full implementation of Common Core State Standards, raising the students'

2024-25 School Description and Mission Statement

CAASPP proficiency percentages, increasing student attendance and parent involvement, and utilizing Positive Behavior Intervention Systems as well as other trauma informed and restorative practices. Our goals are based on a district-wide effort to meet the needs of our students, as evidenced by our Panthers' Purpose and district LCAP goals.

The BVHS mission is developing students who focus on career and personal success while becoming positive community members, learning to set and reach obtainable goals and accepting responsibility for their future. Campus staff share responsibility for assisting students in meeting this mission, and are all trained in strategies for Social Emotional Learning, Trauma Informed Practices and Restorative disciplinary practices. All site staff, classified, administrative and certificated, foster a mentoring relationship with the students.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	17
Grade 11	38
Grade 12	31
Total Enrollment	86

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	26.7
Male	73.3
Asian	1.1
Hispanic or Latino	67
White	26
English Learners	21
Homeless	5.8
Migrant	5.8
Socioeconomically Disadvantaged	88.3
Students with Disabilities	11.6

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.60	85.03	47.60	81.68	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	1.37	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	5.20	9.02	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	14.79	3.70	6.48	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	0.80	1.42	18854.30	6.86
Total Teaching Positions	5.40	100.00	58.20	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.40	66.97	48.50	79.47	234405.20	84.00
Intern Credential Holders Properly Assigned	0.30	5.00	2.80	4.70	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.60	10.00	5.00	8.23	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.90	13.64	2.50	4.15	11953.10	4.28
Unknown/Incomplete/NA	0.20	3.94	2.00	3.42	15831.90	5.67
Total Teaching Positions	6.60	100.00	61.00	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.50	79.13	49.10	79.60	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	1.39	3.00	4.99	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.50	7.30	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	19.30	3.00	4.89	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	1.90	3.19	14303.80	5.15
Total Teaching Positions	5.70	100.00	61.70	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.60	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.60	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.80	0.90	1.1
Total Out-of-Field Teachers	0.80	0.90	1.1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	7.4	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Buena Vista High School is a Continuation High School, and as such, offers the basic educational program, along with credit recovery opportunities, to allow our students to meet district graduation requirements. We offer very few seat-based elective courses on site, relying on the CTEC and APEX programs to supplement the core educational program of our students.

Year and month in which the data were collected

January, 2025

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	American Literature GR9, GR10, GR11, GR12, Warriner's Handbook GR9, GR10, GR11, GR12 Adopted 2017	Yes	0
Mathematics	Pre-Algebra, Algebra 1, Geometry Adopted 2017	Yes	0
Science	Focus on Integrated Science, Adopted 2018 Focus on Life Science Adopted 2018	Yes	0
History-Social Science	World History Adopted 2016, American History: Reconstruction to the Present Adopted 2017, Magruder's American Government Adopted 2018	Yes	0
Foreign Language	N/A		0
Health	APEX	Yes	0
Visual and Performing Arts	APEX	Yes	0

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

School Facility Conditions and Planned Improvements

Buena Vista High School's facility is small but fully functional and appropriate for the needs of students and staff. It is maintained in good repair, due to district maintenance staff's efforts and that of a part-time custodian on site. Last summer, the carpet was replaced in the office, and classrooms. The cafeteria and bathroom floors were stripped and waxed over Winter break and the work made a dramatic improvement in the overall appearance of the campus. Last summer the portable classroom was removed and work began on replacing it for a permanent one. The building was installed and completed in November 2024 and has added a much needed space to support our students. Grounds work has continued with removal of tree stumps to make the campus more accessible for our students.

Year and month of the most recent FIT report

11/27/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No Repairs Needed
Interior: Interior Surfaces			X	Repairs Needed for broken or stained ceiling tiles in 8 locations
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No Repairs Needed
Electrical			X	Repairs Needed for Electrical cords daisy chained, electrical panel blocked, ethernet cover is missing and electrical conduit endcap missing.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Repair needed for low flow water faucet
Safety: Fire Safety, Hazardous Materials	X			Evacuation Maps obscured. Paint peeling on door frame. Unsecured items stored too high. All have been corrected.
Structural: Structural Damage, Roofs	X			No Repairs Needed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No Repairs Needed

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	10	3	30	41	46	47
Mathematics (grades 3-8 and 11)	0	0	7	13	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	35	34	97.14	2.86	2.94
Female	13	13	100.00	0.00	7.69
Male	22	21	95.45	4.55	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	18	17	94.44	5.56	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	6.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	34	33	97.06	2.94	3.03
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2023-24 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	35	33	94.29	5.71	0.00
Female	13	13	100.00	0.00	0.00
Male	22	20	90.91	9.09	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	18	17	94.44	5.56	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	0.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	34	32	94.12	5.88	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	2.78	5.41	13.46	17.16	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	78	74	94.87	5.13	5.41
Female	28	27	96.43	3.57	0.00
Male	50	47	94.00	6.00	8.51
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	49	46	93.88	6.12	4.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	27	27	100.00	0.00	7.41
English Learners	13	12	92.31	7.69	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	71	67	94.37	5.63	5.97
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2023-24 Career Technical Education Programs

The district provides a robust Career Technical Education program and coursework options for students. Buena Vista High School students are invited to participate in many of those course offerings made available through the district's CTEC program. As such, students may take courses in Retail Merchandising, Automotive Mechanics, Graphic Communications, Law Enforcement, Careers in Education and Health Careers. In addition, BVHS students may participate in Community Classroom/work experience opportunities and internships through CTEC. Each of the respective CTEC programs has a CTE advisory committee that meets regularly to review their programs. BVHS staff participate in some of these advisory committees, along with representatives from the industry sectors of the courses represented. In addition, the director of the CTEC program is a member of the BVHS School Learning Team, and is invited to give input into our decisions, as well as educate our site team in programs, supports and services available to BVHS students. The CTEC director also attends our parent engagement events such as Back to School Night, and the Harvest Festival.

2023-24 Career Technical Education (CTE) Participation	
Measure	CTE Program Participation
Number of Pupils Participating in CTE	82
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion	
This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.	
UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	70.97
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	90	95	95	95	95

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement
Parental Involvement Opportunities include but are not limited to: Mandatory Annual Parent/ Student Orientation meetings, Senior Status Awareness conferences with the counselor, Back to School Night, Harvest Festival, Parent Advisory/School Site Council group meetings quarterly, Behavior & Attendance Contract conferences with parents and students, and district committee opportunities. Parents are asked to participate in our school-wide survey for LCAP yearly. In addition, as part of our

2024-25 Opportunities for Parental Involvement

WASC accreditation, district stakeholders, including parents, are invited to participate in the school improvement process as the WASC report was developed, written and interviewed during the mid-cycle visit. Finally, all students in the Opportunity Program are invited to a meeting with their parents once each semester to review progress and recommend needed interventions and supports. Many additional contacts are made by phone, email, Parent Square, in-person and home visits, as needed.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	11.8	5.0	22.2	6.9	5.3	8.9	7.8	8.2	8.9
Graduation Rate	88.2	90.0	77.8	90.2	92.4	88.9	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	27	21	77.8
Female	--	--	--
Male	18	13	72.2
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	19	15	78.9
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	27	21	77.8
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	149	139	87	62.6
Female	53	51	35	68.6
Male	96	88	52	59.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	100	92	49	53.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	46	44	35	79.5
English Learners	29	29	17	58.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	138	128	80	62.5
Students Receiving Migrant Education Services	11	11	6	54.5
Students with Disabilities	16	14	7	50.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.68	3.55	3.36	3.37	4.73	2.83	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.16	0.32	0.32	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.36	0.00
Female	3.77	0.00
Male	3.13	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	6.90	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.62	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Under the Taft Union High School District Comprehensive School Safety Plan, which was revised & approved in November, 2024 Buena Vista High School has an established plan for safety, including emergency and non-emergency incidents. Moreover, we are a closed campus, with visitor sign-ins and visitor badges required for guests. We utilize the RAPTOR Visitor

2024-25 School Safety Plan

Identification System to vet guests as they arrive on the campus. We employ a full-time Campus Supervisor who, in his absence, can be substituted by other district employees certified as campus supervisors. Our support staff includes a full-time academic counselor, a full-time grant-funded school social worker and consultant-provided substance counseling one day per week, as well as student mentoring. The district subscribes to the Say Something, Anonymous Reporting System, (SS-ARS) for self reporting. Emergency drills, shelter-in-place, and lockdown drills are prepared for and practiced at all district school sites, including BVHS. Representatives from BVHS report back to the District Safety and Security Manager, who oversees safety planning and drills. The BVHS campus is gated and the gate locks once school is in session. Students must request access through the office after the school day begins. Video surveillance is available throughout the campus. Vape/THC and aggression detectors are placed in each student bathroom and are set to notify office staff in the event of detection. The safety and welfare of every person on our campus is addressed through our safety plan and on an ongoing basis. Each full-time faculty member is assigned a group of students to Mentor, and mentoring meetings are held with those groups regularly during advisory period. Each teacher is trained in Social Emotional Learning and Trauma Informed practices, as well as Restorative Practices for student discipline.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	15		
Mathematics	6	11		
Science	4	8		
Social Science	6	12		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	19		
Mathematics	7	10		
Science	6	7		
Social Science	10	10		

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	28		
Mathematics	8	9		
Science	6	7		
Social Science	11	8		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	93

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	15937.87	343.77	15594.10	92357.83
District	N/A	N/A	24318.84	94307.75
Percent Difference - School Site and District	N/A	N/A	-43.7	-2.1
State	N/A	N/A	\$10,771	\$93,742
Percent Difference - School Site and State	N/A	N/A	36.6	-1.5

Fiscal Year 2023-24 Types of Services Funded

Buena Vista High School, under the direction of TUHSD, has taken an active role in addressing the needs of students. With varied approaches to academic, behavioral, and social/emotional interventions, we can address the needs of the whole student. Specifically on our campus, we provide:

- a. What I Need (WIN)/APEX Courses— Students who are behind in academic credits are identified and placed into WIN/APEX classes each semester. Our model involves an essential component of self-monitoring, journaling, teacher conferencing, re-teaching, and credit recovery.
- b. Group/Individual Substance Abuse Counseling—Contracted with the New Vision Recovery Inc. counseling, students with substance abuse addiction, self-injurious behavior, and for those who have been affected by the destructive behaviors of others.
- c. PBIS and Campus-Wide Mentoring Program, allows students and staff to build positive relationships, and provides at least one adult who is noticing and actively supporting each student on the campus.
- d. Tardy/Truancy Program— Attendance is monitored, addressed, evaluated, and communicated to the parents. Interventions, incentives, conferences and discipline are attempted before reverting to SARB (Student Attendance Review Board). SARB is a committee consisting of educators, law enforcement, representatives from Human Services, counseling services, members of the medical field, and members of the community who have the authority to recommend needed supports or incentives for regular school attendance for students and their parents.
- e. Independent Studies— By meeting a required criteria, students can be placed in PAC (Personalized Academic Center) as an alternative placement to complete graduation requirements.
- f. PrepareU Curriculum is utilized by the English teacher, and is provided within English classrooms to all BVHS students once yearly
- g. All students are assigned an advisory period, during advisory period students receive Instructional support, goal setting, mentoring, SEL, and as needed campus wide assessment time.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,654	\$56,629
Mid-Range Teacher Salary	\$86,407	\$92,603
Highest Teacher Salary	\$119,800	\$116,417
Average Principal Salary (Elementary)	\$0	\$141,349
Average Principal Salary (Middle)	\$0	\$156,338
Average Principal Salary (High)	\$150,570	\$159,410
Superintendent Salary	\$185,000	\$213,044
Percent of Budget for Teacher Salaries	19%	28%
Percent of Budget for Administrative Salaries	4%	6%

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Our District has four full days of scheduled Professional Development, two as pre-service and two as non-school in-service days through the school year. The specific focus and means of presentation is generally determined by a District Learning Team, functioning as a Professional Development Committee. In the previous year, the determination of need and content was determined by the LCAP goals and recent changes in the law. During the 23-24 school year, BVHS staff met numerous times together to calibrate and complete the FIA, SIT and LEASA self-

Professional Development

assessments, which were requirements of our MTSS Grant. BVHS staff participated in trainings with Steve Ventura.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	6	4	4