

# Buena Vista High School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Buena Vista High School
<b>Street</b>	900 North 10th St
<b>City, State, Zip</b>	Taft, Ca, 93268
<b>Phone Number</b>	661-763-2383
<b>Principal</b>	Monica Toro
<b>E-mail Address</b>	mtoro@taft.k12.ca.us
<b>Web Site</b>	
<b>Grades Served</b>	9-12
<b>CDS Code</b>	15-6381-8-1530138

<b>District Contact Information</b>	
<b>District Name</b>	Taft Union High School District
<b>Phone Number</b>	661-763-2300
<b>Superintendent</b>	Blanca Cavazos
<b>E-mail Address</b>	bcavazos@taft.k12.ca.us
<b>Web Site</b>	www.taft.k12.ca.us

### School Description and Mission Statement (Most Recent Year)

Buena Vista High School (BVHS) is a 9th-12th grade continuation / 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 where they are and foster academic, social, and emotional growth. Buena Vista High School has two programs: Continuation and Opportunity. Each program is tailored to a specific group and offers appropriate instruction, remediation, and intervention.

BVHS is working towards the following goals: full implementation of Common Core State Standards, raising the CAASPP proficiency percentages, increasing parent involvement, and utilizing Positive Behavior Intervention Systems as well as other restorative practices. Our goals are based on a district wide effort to meet the needs of our students indicated by our LCAP goals.

The BVHS mission is to develop students who focus on career and personal success while becoming positive community members by learning to set and reach obtainable goals as they accept responsibility for their future.

### Student Enrollment by Grade Level (School Year 2014-15)

<b>Grade Level</b>	<b>Number of Students</b>
Grade 9	3
Grade 10	17
Grade 11	24
Grade 12	29
<b>Total Enrollment</b>	<b>73</b>

### Student Enrollment by Group (School Year 2014-15)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
American Indian or Alaska Native	1.4
Hispanic or Latino	46.6
White	49.3
Two or More Races	2.7
Socioeconomically Disadvantaged	84.9
English Learners	9.6
Students with Disabilities	12.3

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	5	5		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	0	0	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

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.

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

Year and month in which data were collected: September, 2013

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	American Literature GR9, GR10, GR11, GR12, Warriner's Handbook GR9, GR10, GR11, GR12 Adopted 2012	Yes	0
Mathematics	Pre-Algebra, Algebra 1, Algebra 2, Geometry Adopted 2005	Yes	0
Science	Focus on Earth Science, Focus on Life Science Adopted 2006	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	World History Adopted 2006, The Americans California Edition Adopted 2000, American Government 2006	Yes	0
Foreign Language			0
Health			0
Visual and Performing Arts			0
Science Laboratory Equipment (grades 9-12)			0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/25/2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			No Repairs Needed
<b>Interior:</b> Interior Surfaces	X			No Repairs Needed
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			No Repairs Needed
<b>Electrical:</b> Electrical	X			No Repairs Needed
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			No Repairs Needed
<b>Safety:</b> Fire Safety, Hazardous Materials	X			No Repairs Needed
<b>Structural:</b> Structural Damage, Roofs	X			No Repairs Needed
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No Repairs Needed

**Overall Facility Rating (Most Recent Year)**

Year and month in which data were collected: 10/25/2013				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	23	32	44
Mathematics	0	10	33

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

#### CAASPP Assessment Results - English Language Arts (ELA)

##### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	28	26	92.9	35	42	23	0
Male	11		18	64.3	28	50	22	0
Female	11		8	28.6	--	--	--	--
American Indian or Alaska Native	11		1	3.6	--	--	--	--
Filipino	11		1	3.6	--	--	--	--
Hispanic or Latino	11		10	35.7	--	--	--	--
White	11		13	46.4	31	38	31	0
Two or More Races	11		1	3.6	--	--	--	--
Socioeconomically Disadvantaged	11		19	67.9	47	42	11	0
English Learners	11		2	7.1	--	--	--	--
Students with Disabilities	11		4	14.3	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**CAASPP Assessment Results - Mathematics**

**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	28	27	96.4	70	26	0	0
Male	11		18	64.3	72	28	0	0
Female	11		9	32.1	--	--	--	--
American Indian or Alaska Native	11		1	3.6	--	--	--	--
Filipino	11		1	3.6	--	--	--	--
Hispanic or Latino	11		10	35.7	--	--	--	--
White	11		14	50.0	79	14	0	0
Two or More Races	11		1	3.6	--	--	--	--
Socioeconomically Disadvantaged	11		19	67.9	79	21	0	0
English Learners	11		2	7.1	--	--	--	--
Students with Disabilities	11		4	14.3	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**California Standards Tests for All Students in Science (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	12	11	13	66	61	48	59	60	56

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.

**California Standards Tests Results by Student Group in Science (School Year 2014-15)**

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	48
All Students at the School	13
Male	--
Female	16
Black or African American	--
Filipino	--
Hispanic or Latino	--
White	--
English Learners	--
Students with Disabilities	18
Students Receiving Migrant Education Services	--
Foster Youth	--

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.

**Career Technical Education Programs (School Year 2014-15)**

**Career Technical Education Participation (School Year 2014-15)**

Measure	CTE Program Participation
Number of pupils participating in CTE	25
% of pupils completing a CTE program and earning a high school diploma	40%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	0
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

**California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	8	15	20	50	45	47	57	56	58
Mathematics	12	21	4	56	55	46	60	62	59

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

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)**

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	53	28	18	54	31	15
All Students at the School	80	20		96	4	
Female	67	33		100		
Hispanic or Latino	69	31		92	8	
White	91	9		100		
Socioeconomically Disadvantaged	74	26		95	5	

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

**California Physical Fitness Test Results (School Year 2014-15)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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

**C. Engagement**

**State Priority: Parental Involvement**

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

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

**Opportunities for Parental Involvement (Most Recent Year)**

Parental Involvement Opportunities include but are not limited to: Parent/ Student Orientation, Welcome Meeting with Administrator, Opportunity Parent/Teacher Conferences (held twice and year), Senior Status Awareness conferences, Back to School Night, Parent Project Participation, and district committee opportunities.

**State Priority: Pupil Engagement**

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

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	1.30	2.20	3.40	1.30	2.20	3.40	13.10	11.40	11.50
Graduation Rate	97.81	96.92	93.59	97.81	96.92	93.59	78.87	80.44	80.95

**Completion of High School Graduation Requirements (Graduating Class of 2014)**

Group	Graduating Class of 2014		
	School	District	State
All Students	52	88.76	84.6
Black or African American		100	76
American Indian or Alaska Native		75	78.07
Asian			92.62
Filipino		100	96.49
Hispanic or Latino	87.5	89.9	81.28
Native Hawaiian/Pacific Islander		100	83.58
White	37.5	87.59	89.93
Two or More Races		100	82.8
Socioeconomically Disadvantaged	66.67	60.87	61.28
English Learners	33.33	68.18	50.76
Students with Disabilities	58.82	89.55	81.36
Foster Youth	--	--	--

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	34.67	29.84	36.59	15.57	10.49	11.34	5.07	4.36	3.80
Expulsions	6.00	4.03	0.81	1.83	1.17	0.18	0.13	0.10	0.09

**School Safety Plan (Most Recent Year)**

Under the Taft Union High School District Comprehensive School Safety Plan, revised & approved October, 2015, Buena Vista High School has an established plan for safety including emergency and nonemergency incidents. Moreover, we are a closed campus, with visitor sign-ins and visitor badges. We employ a fulltime Campus Supervisor who, in his absence, can be substituted by other district employees certified as campus supervisors. Our support staff include a fulltime academic counselor, grief counseling, and student groups. Emergency drills, shelter in place, and lockdown drills are prepared for and practiced as a district. The safety and welfare of every person on our campus is addressed through our safety plan and addressed on a continuous basis.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	N/A	Yes
Met Graduation Rate	N/A	Yes	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	5	21			4	26			6	15		
Mathematics	10	8			5	13			7	10		
Science	6	17			4	15			6	13		
Social Science	7	13	1		4	18			7	10	1	

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

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	80
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$1,275,489	\$763,515	\$511,974	83661.50
District	N/A	N/A	\$17,293,739	\$84,737
Percent Difference: School Site and District	N/A	N/A	-97.0	0.0
State	N/A	N/A	\$5,348	\$63,966
Percent Difference: School Site and State	N/A	N/A	10816.3	28.0

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

**Types of Services Funded (Fiscal Year 2014-15)**

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. Afterschool Tutoring —For those students who need additional help and a one on one instructional environment, we provide access to AVID tutors four days a week.
- b. Intervention Courses— Students struggling academically are identified and placed into intervention classes each semester. Our model involves an essential component of self- monitoring, writing, teacher conferencing, re-teaching, and credit recovery (if/with applicable).
- c. Group Counseling—Contracted with the New Vision Recovery Inc. counseling, students with substance abuse addiction, self-injury behavior, and for those who have been affected by the destructive behaviors of others. Grief counseling provided by Optimal Hospice is also available to our students.
- d. Teen Parenting Classes— Campus Life provides parenting classes for teen parents as they work toward complete their high school education while providing for their young children.
- e. 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 enact consequences on a monetary nature for both students and parents.
- f. Independent Studies— By meeting a required criteria, students can be placed in IS (independent studies) is an alternative placement to complete graduation requirements.
- g. Home Studies—Students who have a temporary medical condition or an extenuating circumstance are enrolled in home schooling. In this program, instructors go to the home of the student and work through their regularly scheduled classes with them so that they can maintain satisfactory progress for their return to the traditional setting when they are able.

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,208	\$42,003
Mid-Range Teacher Salary	\$75,273	\$60,808
Highest Teacher Salary	\$99,554	\$81,488
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$103,661
Average Principal Salary (High)	\$141,171	\$106,270
Superintendent Salary	\$150,000	\$125,241
Percent of Budget for Teacher Salaries	18%	29%
Percent of Budget for Administrative Salaries	2%	5%

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

**Advanced Placement (AP) Courses (School Year 2014-15)**

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

\* Cells with N/A values do not require data. Where there are student course enrollments.

**Professional Development (Most Recent Three Years)**

Our District has three full days of Professional Development. The specific focus and means of presentation for this year is determined by a District Professional Development committee. The previous two years, all professional development was determined and provided by site staff.