

Buena Vista High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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, 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 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).

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 (School Year 2017-18)

School Contact Information	
School Name	Buena Vista High School
Street	900 North 10th St
City, State, Zip	Taft, Ca, 93268
Phone Number	661-763-2383
Principal	Chelle Koerner
E-mail Address	ckoerner@taftunion.org
Web Site	www.taft.k12.ca.us
CDS Code	15-6381-8-1530138

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

School Description and Mission Statement (School Year 2017-18)

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 their 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 toward 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, as evidenced by our Panthers' Purpose and district 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 2016-17)

Grade Level	Number of Students
Grade 10	16
Grade 11	24
Grade 12	25
Total Enrollment	65

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	3.1
Asian	0
Filipino	0
Hispanic or Latino	43.1
Native Hawaiian or Pacific Islander	0
White	52.3
Two or More Races	0
Socioeconomically Disadvantaged	81.5
English Learners	7.7
Students with Disabilities	3.1
Foster Youth	0

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.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	5	5	6	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	2	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: December, 2017

Subject	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 2012, On-Ramp to Algebra 2015	Yes	0
Science	Focus on Earth Science, Focus on Life Science Adopted 2006	Yes	0
History-Social Science	World History Adopted 2006, American History: Reconstruction to the Present Adopted 2017, Magruder's American Government 2017	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

BVHS has several planned improvements over the next few years. We have a portable building which is used as a faculty work room and occasionally as a classroom for extra classes, (i.e. PE, 1 period). Eventually, it is planned for removal and replacement with another space that will extend from our current office structure, and will serve as a staff work/break room. Our most recent inspection revealed several areas needing improvement that our district maintenance staff have been working to address.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/20/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No Repairs Needed
Interior: Interior Surfaces			X	Several stained ceiling tiles & a broken urinal divider were found. All have since been located and replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No Repairs Needed
Electrical: Electrical		X		There were two classrooms where teachers had requested removal of light bulbs due to the glare they created on overhead projection screens. All have been replaced. A broken light switch cover was found and replaced.
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			No Repairs Needed
Safety: Fire Safety, Hazardous Materials	X			No Repairs Needed
Structural: Structural Damage, Roofs	X			No Repairs Needed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No Repairs Needed

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/20/17				
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] System, which 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); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	15	24	37	45	48	48
Mathematics (grades 3-8 and 11)		0	16	13	36	37

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 Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	29	29	100	24.14
Male	21	21	100	23.81
Female	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	15	15	100	13.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	29	29	100	24.14
English Learners	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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

Note: 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 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	29	29	100	0
Male	21	21	100	0
Female	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	15	15	100	0
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	29	29	100	0
English Learners	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

Note: 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.

Note: 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 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 Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	13	10	48	40	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

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, Culinary Arts, 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.

Career Technical Education Participation (School Year 2016-17)

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 (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	47.69
2015–16 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 State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

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 State priority: Parental Involvement (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 (School Year 2017-18)

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 Advisory group meetings twice yearly, Parent Project Participation, and district committee opportunities. In addition, as part of our WASC accreditation, district stakeholders, including parents, are invited to participate in the school improvement process.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	22.2	5	20	3.4	1.7	2.5	11.5	10.7	9.7
Graduation Rate	61.11	90	70	93.59	96.94	94.12	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	52	87.4	87.11
Black or African American	0	100	79.19
American Indian or Alaska Native	0	77.78	80.17
Asian	0	100	94.42
Filipino	0	0	93.76
Hispanic or Latino	44.44	90.57	84.58
Native Hawaiian/Pacific Islander	0	100	86.57
White	46.67	83.74	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	25	46.88	63.9
English Learners	100	71.43	55.44
Students with Disabilities	52.63	89.38	85.45
Foster Youth	0	0	68.19

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	36.6	12.3	10.3	11.3	4.9	6.0	3.8	3.7	3.6
Expulsions	0.8	0.8	0.0	0.2	0.5	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Under the Taft Union High School District Comprehensive School Safety Plan, which was revised & approved in October, 2015, 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. 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 include a half time academic counselor, consultant-provided substance counseling on site, and other student groups. Emergency drills, shelter-in-place, and lockdown drills are prepared for and practiced at all district school sites, including BVHS. 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.

Federal Intervention Program (School Year 2017-18)

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

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	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	6	15			5	16			8	11		
Mathematics	7	10			5	12			6	10		
Science	6	13			5	11			7	10		
Social Science	7	10	1		5	15			9	9		

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.5	70
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	20,628.00	\$0	20,628.00	92,285.00
District	N/A	N/A	22,803.00	88,926.00
Percent Difference: School Site and District	N/A	N/A	-9.5	3.8
State	N/A	N/A	6,574.00	69,964.00
Percent Difference: School Site and State	N/A	N/A	213.8	31.9

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

Types of Services Funded (Fiscal Year 2016-17)

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) 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).
- b) 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.
- c) 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.
- 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 enact consequences on a monetary nature for both students and parents.
- e) Independent Studies— By meeting a required criteria, students can be placed in IS (Independent Study) as an alternative placement to complete graduation requirements.
- f) 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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,569	\$45,374
Mid-Range Teacher Salary	\$80,633	\$67,188
Highest Teacher Salary	\$111,974	\$91,637
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$107,289
Average Principal Salary (High)	\$141,485	\$123,947
Superintendent Salary	\$171,375	\$132,751
Percent of Budget for Teacher Salaries	21%	28%
Percent of Budget for Administrative Salaries	2%	6%

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 2016-17)

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 of at least one student.

Professional Development (Most Recent Three Years)

Our District has four full days of 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 for last year was determined by a District Professional Development committee. This year, the determination of need and content was determined by the LCAP goals and recent changes in the law, as well as implementation of the Illuminate system that was purchased this past year. In addition, the district identified an area of need for district teachers to accommodate second language learners in their respective classrooms. PBIS planning was also part of the time we had for our pre-service this year. District staff provided the instruction in these areas.