

Buena Vista High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

| 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 2018-19)

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 student attendance and 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 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.

Student Enrollment by Grade Level (School Year 2017-18)

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 4 |
| Grade 10 | 11 |
| Grade 11 | 27 |
| Grade 12 | 26 |
| Total Enrollment | 68 |

Student Enrollment by Group (School Year 2017-18)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.0 |
| American Indian or Alaska Native | 2.9 |
| Asian | 0.0 |
| Filipino | 0.0 |
| Hispanic or Latino | 48.5 |
| Native Hawaiian or Pacific Islander | 0.0 |
| White | 47.1 |
| Socioeconomically Disadvantaged | 88.2 |
| English Learners | 5.9 |
| Students with Disabilities | 2.9 |
| Foster Youth | 0.0 |

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 |
|--|---------|---------|---------|----------|
| | 2016-17 | 2017-18 | 2018-19 | 2018-19 |
| With Full Credential | 5 | 6 | 5 | 62 |
| Without Full Credential | 0 | 0 | 0 | 4 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| 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 2018-19)

Year and month in which data were collected: December, 2018

| 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, Geometry Adopted 2012, On-Ramp to Algebra 2015 | Yes | 0 |
| Science | Focus on Integrated Science, Adopted 2004 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 Adopted 2015 | 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)

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 full-time custodian on site. The portable teacher's work room was removed during the summer of 2018, and grass was planted in the space it had occupied. There is a plan for expansion of the exiting break room area to include a multi-purpose work/meeting room for staff in the next few years.

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: 11/20/18 | | |
|--|----------------------|--|
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | No Repairs Needed |
| Interior: Interior Surfaces | Good | No Repairs Needed |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | No Repairs Needed |
| Electrical: Electrical | Good | No Repairs Needed |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | No Repairs Needed |
| Safety: Fire Safety, Hazardous Materials | Good | No Repairs Needed |
| Structural: Structural Damage, Roofs | Good | No Repairs Needed |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | No Repairs Needed |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: 11/20/18 | |
|---|------------------|
| Overall Rating | Exemplary |
| Exemplary | Exemplary |

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 | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| English Language Arts/Literacy (grades 3-8 and 11) | 24.0 | 16.0 | 45.0 | 38.0 | 48.0 | 50.0 |
| Mathematics (grades 3-8 and 11) | 0.0 | 0.0 | 13.0 | 14.0 | 37.0 | 38.0 |

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.

Note: 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 32 | 31 | 96.88 | 16.13 |
| Male | 19 | 18 | 94.74 | 16.67 |
| Female | 13 | 13 | 100.00 | 15.38 |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 14 | 14 | 100.00 | 14.29 |
| White | 17 | 16 | 94.12 | 18.75 |
| Socioeconomically Disadvantaged | 30 | 29 | 96.67 | 17.24 |
| English Learners | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

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 2017-18)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 32 | 31 | 96.88 | 0 |
| Male | 19 | 19 | 100 | 0 |
| Female | 13 | 12 | 92.31 | 0 |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | 14 | 14 | 100 | 0 |
| White | 17 | 16 | 94.12 | 0 |
| Socioeconomically Disadvantaged | 30 | 29 | 96.67 | 0 |
| English Learners | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

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 | Percentage of Students Meeting or Exceeding the State Standard | | | | | |
|-------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| Science (grades 5, 8, and 10) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

Career Technical Education Programs (School Year 2017-18)

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. These committees include representatives from the industry sectors the courses represent.

Career Technical Education Participation (School Year 2017-18)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | 34 |
| % of pupils completing a CTE program and earning a high school diploma | 0% |
| % 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 |
|---|---------|
| 2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission | 50.0 |
| 2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.0 |

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 2017-18)

| 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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

Parental Involvement Opportunities include but are not limited to: Parent/ Student Orientation, Welcome Meeting with Administrator, Opportunity Parent/Teacher Conferences (held twice each year), Senior Status Awareness conferences, Back to School Night, Parent Advisory/School Site Council group meetings quarterly, Parent Project Participation, and district committee opportunities. Parents are asked to participate in our school-wide survey for LCAP yearly. 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 | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Dropout Rate | 5.0 | 20.0 | 12.5 | 1.7 | 2.5 | 2.0 | 10.7 | 9.7 | 9.1 |
| Graduation Rate | 90.0 | 70.0 | 81.3 | 96.9 | 94.1 | 94.8 | 82.3 | 83.8 | 82.7 |

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

| Group | Graduating Class of 2017 | | |
|----------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 56.0 | 86.7 | 88.7 |
| Black or African American | 100.0 | 100.0 | 82.2 |
| American Indian or Alaska Native | 0.0 | 75.0 | 82.8 |
| Asian | 0.0 | 0.0 | 94.9 |
| Filipino | 0.0 | 0.0 | 93.5 |
| Hispanic or Latino | 62.5 | 89.7 | 86.5 |
| Native Hawaiian/Pacific Islander | 0.0 | 100.0 | 88.6 |
| White | 50.0 | 85.0 | 92.1 |
| Two or More Races | 0.0 | 80.0 | 91.2 |
| Socioeconomically Disadvantaged | 58.8 | 91.6 | 88.6 |
| English Learners | 66.7 | 75.0 | 56.7 |
| Students with Disabilities | 100.0 | 66.7 | 67.1 |
| Foster Youth | 0.0 | 100.0 | 74.1 |

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 | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| Suspensions | 12.3 | 10.3 | 14.3 | 5.0 | 6.0 | 5.3 | 3.7 | 3.7 | 3.5 |
| Expulsions | 0.8 | 0.0 | 1.1 | 0.5 | 0.1 | 0.3 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2018-19)

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 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. The safety and welfare of every person on our campus is addressed through our safety plan and on a continuing basis.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2015-16 | | | Avg. Class Size | 2016-17 | | | Avg. Class Size | 2017-18 | | | | | |
|----------------|-----------------|----------------------|-------|-----------------|-----------------|----------------------|------|-----------------|-----------------|----------------------|-----|------|-------|-----|
| | 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 | 5.0 | 16 | | | 8.0 | 11 | | | 7.0 | 14 | | | | |
| Mathematics | 5.0 | 12 | | | 6.0 | 10 | | | 6.0 | 10 | | | | |
| Science | 5.0 | 11 | | | 7.0 | 10 | | | 9.0 | 8 | | | | |
| Social Science | 5.0 | 15 | | | 9.0 | 9 | | | 8.0 | 9 | 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 2017-18)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | .5 | 75 |
| 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 (non-teaching) | 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 2016-17)

| 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 | \$90,464 |
| Percent Difference: School Site and District | N/A | N/A | -10.0 | 2.0 |
| State | N/A | N/A | \$7,125 | \$69,615 |
| Percent Difference: School Site and State | N/A | N/A | 56.4 | 28.0 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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/when applicable).

- b. Group 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. 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 PAC (Personalized Academic Center) as an alternative placement to complete graduation requirements.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

| Category | District Amount | State Average for Districts In Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$44,842 | \$46,143 |
| Mid-Range Teacher Salary | \$83,052 | \$58,475 |
| Highest Teacher Salary | \$115,334 | \$91,065 |
| Average Principal Salary (Elementary) | \$0 | |
| Average Principal Salary (Middle) | \$0 | \$107,289 |
| Average Principal Salary (High) | \$137,404 | \$120,789 |
| Superintendent Salary | \$180,259 | \$135,186 |
| Percent of Budget for Teacher Salaries | 25.0 | 29.0 |
| Percent of Budget for Administrative Salaries | 3.0 | 6.0 |

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 2017-18)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|---------------------------------|-------------------------------|-----------------------------------|
| Computer Science | 0 | N/A |
| English | 0 | N/A |
| Fine and Performing Arts | 0 | N/A |
| Foreign Language | 0 | N/A |
| Mathematics | 0 | N/A |
| Science | 0 | N/A |
| Social Science | 0 | N/A |
| All courses | 0 | .0 |

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 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 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 DnA 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 some instruction, and one outside presenter provided district-wide faculty training in Universal Design for Learning. Over the summer of 2018, teachers on the Buena Vista Campus participated in 4 half-days of Professional Development on Trauma Informed Practices and Positive Behavior Interventions and Supports for BVHS students.