



# 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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 [dq.cde.ca.gov/dataquest/](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).

## California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<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>	Chelle Koerner
<b>Email Address</b>	ckoerner@taftunion.org
<b>School Website</b>	www.taftunion.org/buonavista
<b>County-District-School (CDS) Code</b>	15-6381-8-1530138

## 2021-22 District Contact Information

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

## 2021-22 School Overview

Buena Vista High School (BVHS) is a 9th-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 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 students' 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. 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.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	N/A
Grade 1	N/A
Grade 2	N/A
Grade 3	N/A
Grade 4	N/A
Grade 5	N/A
Grade 6	N/A
Grade 7	N/A
Grade 8	N/A
Grade 9	N/A
Grade 10	5
Grade 11	27
Grade 12	39
Total Enrollment	71

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	33.8
Male	66.2
American Indian or Alaska Native	0
Asian	0
Black or African American	0
Filipino	0
Hispanic or Latino	47.9
Native Hawaiian or Pacific Islander	0
Two or More Races	1.4
White	50.7
English Learners	9.9
Foster Youth	1.4
Homeless	12.7
Socioeconomically Disadvantaged	93
Students with Disabilities	7

## 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

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

### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

### 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 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** December, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	American Literature GR9, GR10, GR11, GR12, Warriner's Handbook GR9, GR10, GR11, GR12 Adopted 2012	Yes	0
<b>Mathematics</b>	Pre-Algebra, Algebra 1, Geometry Adopted 2012	Yes	0
<b>Science</b>	Focus on Integrated Science, Adopted 2004 Focus on Life Science Adopted 2006	Yes	0
<b>History-Social Science</b>	World History Adopted 2006, American History: Reconstruction to the Present Adopted 2017, Magruder's American Government Adopted 2015	Yes	0
<b>Foreign Language</b>	N/A		0
<b>Health</b>	APEX	Yes	0
<b>Visual and Performing Arts</b>	APEX	Yes	0
<b>Science Laboratory Equipment</b> (grades 9-12)	Laboratory Equipment is determined by the Science curriculum listed above	Yes	0

## 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. The portable teacher's work room was removed during the summer of 2018, and grass was planted in the space it had occupied. This summer, the MOT department completely painted the exterior of all campus buildings and shade structures, and it made a dramatic improvement in the overall appearance of the campus. This summer, approval was given to replace the portable classroom, but we are awaiting final DSA approval before installation is done. There is a tentative plan for eventual expansion of the existing break room area to include a multi-purpose work/meeting room for staff in the next few years.

**Year and month of the most recent FIT report** 07/26/21

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

## School Facility Conditions and Planned Improvements

<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			No Repairs Needed
<b>Interior:</b> Interior Surfaces			X	Repairs Needed
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			No Repairs Needed
<b>Electrical</b>				No Repairs Needed
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		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 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).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	43	32	74.42	25.58	28.13
Female	14	11	78.57	21.43	45.45
Male	29	21	72.41	27.59	19.05
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	24	21	87.5	12.5	28.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	19	11	57.89	42.11	27.27
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	34	25	73.53	26.47	24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	43	25	58.14	41.86	0.00
Female	14	9	64.29	35.71	--
Male	29	16	55.17	44.83	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	24	17	70.83	29.17	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	19	8	42.11	57.89	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	34	20	58.82	41.18	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	7.14	N/A	17.52	N/A	28.72

## 2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	83	28	33.73	66.27	7.14
<b>Female</b>	27	6	22.22	77.78	--
<b>Male</b>	56	22	39.29	60.71	9.09
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	43	17	39.53	60.47	5.88
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	38	11	28.95	71.05	9.09
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	12	6	50.00	50.00	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	78	26	33.33	66.67	7.69
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## 2020-21 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. These committees include 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 BV students.

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	42
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	11.1

## 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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	19.72
2019-2020 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.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 Opportunities for Parental Involvement

Parental Involvement Opportunities include but are not limited to: Mandatory Parent/ Student Orientation meetings, Senior Status Awareness conferences with the counselor, Back to School Night, Parent Advisory/School Site Council group meetings quarterly, Attention 2 Attendance 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 WASC accreditation, district stakeholders, including parents, are invited to participate in the school improvement process as the WASC report is developed and written. 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 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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	9.7	12.0	8.3	3.6	6.0	3.1	9.0	8.9	9.4
Graduation Rate	67.7	56.0	72.2	88.6	89.3	88.5	84.5	84.2	83.6

#### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	36	26	72.2
Female	15	11	73.3
Male	21	15	71.4
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00

<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	18	17	94.4
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	0	0	0.00
<b>White</b>	18	9	50.0
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	36	26	72.2
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	--	--	--

### 2020-21 Chronic Absenteeism by Student Group

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
<b>All Students</b>	118	115	114	99.1
<b>Female</b>	44	44	44	100.0
<b>Male</b>	74	71	70	98.6
<b>American Indian or Alaska Native</b>	1	1	1	100.0
<b>Asian</b>	0	0	0	0.0
<b>Black or African American</b>	0	0	0	0.0
<b>Filipino</b>	1	1	1	100.0
<b>Hispanic or Latino</b>	62	60	60	100.0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0.0
<b>Two or More Races</b>	1	1	1	100.0
<b>White</b>	53	52	51	98.1
<b>English Learners</b>	9	8	8	100.0
<b>Foster Youth</b>	3	3	2	66.7
<b>Homeless</b>	12	12	12	100.0
<b>Socioeconomically Disadvantaged</b>	110	107	106	99.1
<b>Students Receiving Migrant Education Services</b>	2	2	2	100.0
<b>Students with Disabilities</b>	9	7	7	100.0

## 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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	9.01	0.00	8.22	0.00	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.09	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.91	3.40	2.45
<b>Expulsions</b>	0.00	0.00	0.05



## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	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	0.00	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2021-22 School Safety Plan

Under the Taft Union High School District Comprehensive School Safety Plan, which was revised & approved in January, 2022 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 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 3/5 time academic counselor, and consultant-provided substance counseling one day per week, as well as student mentoring and a Save Promise Club. 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 VP at TUHS, 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 and THC detectors are placed in each student bathroom and are set to notify office staff in the event of detection. The SAVE Promise Club is a student organization created on campus to celebrate kindness and inclusion for all students. The safety and welfare of every person on our campus is addressed through our safety plan and on an ongoing basis.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	19		
Mathematics	7	12		
Science	6	14		
Social Science	7	14		

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	7	16		
Mathematics	7	12		
Science	6	11		
Social Science	8	11		

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	13		
Mathematics	11	5		
Science	9	7		
Social Science	9	7	1	

## 2020-21 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	142

## 2020-21 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0.6
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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
<b>School Site</b>	\$17122.53	\$1240.51	\$15882.03	\$88,610
<b>District</b>	N/A	N/A	\$33477.86	\$88,185
<b>Percent Difference - School Site and District</b>	N/A	N/A	-71.3	0.5
<b>State</b>			\$8,444	\$77,422
<b>Percent Difference - School Site and State</b>	N/A	N/A	61.2	13.5

## 2020-21 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)/Intervention Courses— Students struggling academically are identified and placed into WIN/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/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. 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. The district utilizes a system called Attention 2 Attendance, (A2A). 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. After the 5th period, Student support is provided (available from all site teachers) to any student who volunteers and is required by all students who are not currently passing ALL of their classes.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$44,842	\$47,995
<b>Mid-Range Teacher Salary</b>	\$83,052	\$65,131
<b>Highest Teacher Salary</b>	\$115,334	\$99,908
<b>Average Principal Salary (Elementary)</b>	\$0	\$0
<b>Average Principal Salary (Middle)</b>	\$0	\$0
<b>Average Principal Salary (High)</b>	\$141,171	\$129,582
<b>Superintendent Salary</b>	\$180,259	\$140,551
<b>Percent of Budget for Teacher Salaries</b>	10%	23%
<b>Percent of Budget for Administrative Salaries</b>	2%	5%

## 2020-21 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	N/A
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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
<b>Total AP Courses Offered</b>	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 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, as well as BVHS having qualified for Comprehensive School Improvement funding to address suspensions. The grant paid for curriculum development hours, in addition to the district days, which allowed for individual teacher planning and course development, as well as for a series of training sessions over the course of the 2019-20 year on Social Emotional, Academic Learning (SEAL). Staff from Buena Vista were all involved in the year-long training, and included several volunteers from the TUHS campus, as well. All but the last day of training took place in person, and the final day was virtual. Throughout the series, BV staff discussed and planned strategies together and shared feedback on the use of those strategies together.

During the summer of 2020, BVHS staff also participated in 4 virtual professional development dates wherein training was provided on the use of the Thrively system for SEL support for students and other site-specific topics. In addition, all district staff were invited to participate in a 3 day intensive CANVAS training and self-paced virtual SEAL series. All BVHS certificated staff participated in both. These were in addition to the 4 days that are still contracted for district PD.

During the 20-21 school year, BVHS staff utilized every opportunity for time together during district staff development days and pre-service to work on our upcoming WASC. In the summer of 2021, staff also completed virtual and on-site training days using physical distancing and masks to ensure safety. These dates and topics were determined based on staff request and site need for preparation of the school's WASC report and subsequent site visit scheduled for October, 2021, including allotted time during preservice and the district's fall Inservice day.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	12	12	12