

Buena Vista High School

2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 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
Email Address	ckoerner@taftunion.org
School Website	www.taftunion.org/buonavista
County-District-School (CDS) Code	15-6381-8-1530138

2022-23 District Contact Information

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

2022-23 School Overview

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

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

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

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	1
Grade 11	13
Grade 12	53
Total Enrollment	67

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.7
American Indian or Alaska Native	1.5
Asian	0.0
Black or African American	0.0
Filipino	1.5
Hispanic or Latino	50.7
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	44.8
English Learners	9.0
Foster Youth	3.0
Homeless	0.0
Migrant	1.5
Socioeconomically Disadvantaged	95.5
Students with Disabilities	4.5

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	American Literature GR9, GR10, GR11, GR12, Warriner's Handbook GR9, GR10, GR11, GR12 Adopted 2012	Yes	0
Mathematics	Pre-Algebra, Algebra 1, Geometry Adopted 2012	Yes	0
Science	Focus on Integrated Science, Adopted 2014 Focus on Life Science Adopted 2016	Yes	0
History-Social Science	World History Adopted 2016, American History: Reconstruction to the Present Adopted 2017, Magruder's American Government Adopted 2015	Yes	0
Foreign Language	N/A		0
Health	APEX	Yes	0
Visual and Performing Arts	APEX	Yes	0
Science Laboratory Equipment (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. Last 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. Board approval has been given to replace the portable classroom, final DSA approval was received and rough installation is done. Once clearance is given, we will move our Computer Lab/Library into that temporary classroom. Later this year, ground should be broken on a stick-built, permanent replacement for that temporary classroom in the former location.

Year and month of the most recent FIT report

08/12/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		3 areas (Kitchen, Men's/Women's Restrooms Needed HVAC Repairs
Interior: Interior Surfaces			X	Repairs Needed for broken or stained ceiling tiles in 6 locations and torn carpet in two locations
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No Repairs Needed
Electrical		X		Two locations required repair
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Repairs Needed in two restrooms
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		Repair Needed for one door handle

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	15	N/A	36	N/A	47
Mathematics (grades 3-8 and 11)	N/A	3	N/A	8	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	34	34	100.00	0.00	14.71
Female	12	12	100.00	0.00	16.67
Male	22	22	100.00	0.00	13.64
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	20	20	100.00	0.00	15.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	13	13	100.00	0.00	15.38
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	28	28	100.00	0.00	14.29
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

2021-22 CAASPP Test Results in Math by Student Group

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

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	34	34	100.00	0.00	2.94
Female	12	12	100.00	0.00	0.00
Male	22	22	100.00	0.00	4.55
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	20	20	100.00	0.00	5.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	13	13	100.00	0.00	0.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	28	28	100.00	0.00	3.57
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	7.14	1.45	17.52	10.55	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	76	69	90.79	9.21	1.45
Female	35	30	85.71	14.29	0
Male	41	39	95.12	4.88	2.56
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	43	40	93.02	6.98	2.5
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	30	26	86.67	13.33	0
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	66	63	95.45	4.55	1.59
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2021-22 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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	90
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	50.75
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

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.

2022-23 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 was 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, in-person and home visits, as needed.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		12	11.8		6	6.9		8.9	7.8
Graduation Rate		56	88.2		89.3	90.2		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	68	60	88.2
Female	33	31	93.9
Male	35	29	82.9
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	36	33	91.7
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	29	25	86.2
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	65	57	87.7
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	148	134	114	85.1
Female	65	62	55	88.7
Male	83	72	59	81.9
American Indian or Alaska Native	1	1	1	100.0
Asian	0	0	0	0.0
Black or African American	1	1	1	100.0
Filipino	1	1	1	100.0
Hispanic or Latino	87	77	63	81.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	57	53	47	88.7
English Learners	15	12	10	83.3
Foster Youth	2	2	2	100.0
Homeless	2	2	2	100.0
Socioeconomically Disadvantaged	136	123	107	87.0
Students Receiving Migrant Education Services	3	3	2	66.7
Students with Disabilities	8	8	7	87.5

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.91	3.40	2.45
Expulsions	0.00	0.00	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.68	0.00	3.37	0.20	3.17
Expulsions	0.00	0.00	0.00	0.16	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.68	0.00
Female	1.54	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	1.75	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.74	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 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 full-time academic counselor, a full-time grant-funded school social worker and consultant-provided substance counseling one day per week, as well as student mentoring 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 District Safety and Security Manager, who oversees safety planning and drills. The BVHS campus is gated and the gate locks once school is in session. Students must request access through the office after the school day begins. Video surveillance is available throughout the campus. Vape/THC and aggression detectors are placed in each student bathroom and are set to notify office staff in the event of detection. The 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.

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	

2021-22 Secondary Average Class Size and Class Size Distribution

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

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

2021-22 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	134

2021-22 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
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12221.00	236.10	11984.90	90267
District	N/A	N/A	27872.48	\$90,267
Percent Difference - School Site and District	N/A	N/A	-79.7	0.0
State	N/A	N/A	\$6,594	\$79,321
Percent Difference - School Site and State	N/A	N/A	58.0	12.9

2021-22 Types of Services Funded

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

- a. What I Need (WIN)/APEX Courses— Students who are behind in academic credits are identified and placed into WIN/APEX classes each semester. Our model involves an essential component of self-monitoring, journaling, teacher conferencing, re-teaching, and credit recovery.
- b. Group/Individual Substance Abuse Counseling—Contracted with the New Vision Recovery Inc. counseling, students with substance abuse addiction, self-injurious behavior, and for those who have been affected by the destructive behaviors of others.
- c. PBIS and Campus-Wide Mentoring Program, allows students and staff to build positive relationships, and provides at least one adult who is noticing and actively supporting each student on the campus.
- d. Tardy/Truancy Program— Attendance is monitored, addressed, evaluated, and communicated to the parents. 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
Beginning Teacher Salary	\$44,842	\$50,126
Mid-Range Teacher Salary	\$83,052	\$61,890
Highest Teacher Salary	\$115,148	\$99,120
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	\$144,722	\$128,609
Superintendent Salary	\$180,259	\$145,986
Percent of Budget for Teacher Salaries	19%	27%
Percent of Budget for Administrative Salaries	4%	6%

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. BVHS staff participated in two days of training this summer in The Leader In Me, a program focused on collective development of leadership skills for students. These were in addition to the 4 days that are still contracted for district PD.

During the 21-22 school year, BVHS staff utilized every opportunity for time together during district staff development days and pre-service to work on development and completion of our WASC process.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	6