


[SARC Inicio](#) » Buena Vista

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Informe de Responsabilidad Escolar

Acerca de esta escuela

[Exención de responsabilidad traducción](#)

Información de contacto (año escolar 2018-19)

Spanish ▼

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Distrito Información de contacto (año escolar 2018-19)

Nombre del distrito Paramount Unified

Número de teléfono (562) 602-6000

Superintendente Ruth Pérez

Dirección de correo electrónico rperez@paramount.k12.ca.us
sitio web www.paramount.k12.ca.us

Escuela Información de contacto (año escolar 2018-19)

Nombre de la escuela Buena Vista

Calle 3717 Michelson St.

Código postal Lakewood, Ca, 90712-1402

Número de teléfono 562-602-8090

Director de escuela Morrie Kosareff, Principal

Dirección de correo electrónico mkosareff@paramount.k12.ca.us
sitio web <https://bv.pusdschools.net/>
Condado-Distrito-School (CDS) Código 19648731936756

Última actualización: 01/24/2019

Descripción y misión (año escolar 2018-19)

Buena Vista High School es una escuela secundaria de recuperación que proporciona oportunidades educativas a los estudiantes del Distrito Escolar Unificado de Paramount que florecen en una pequeña comunidad de aprendizaje. Buena Vista High School y sus profesores se enorgullece de que la escuela proporciona un ambiente educativo y seguro donde los estudiantes reciben enseñanza y de asesoramiento enfoques individualizados para ayudar en su crecimiento académico. Buena Vista estudiantes de secundaria se matriculan de Paramount High School y gozan de la posibilidad de obtener créditos a un ritmo mayor que el ajuste integral de la escuela secundaria. Esta capacidad da a los estudiantes la unidad y la esperanza de que será capaz de graduarse en el tiempo con todos los apoyos que Buena Vista High School les ofrece a través de sus esfuerzos educativos.

The purpose of Buena Vista High School is to provide a nurturing, safe school environment in which individualized teaching and counseling approaches help each student experience academic success while becoming responsible citizens and life-long learners. Our goal is to make high school relevant and rigorous for all students so that they graduate college and career ready, in order to meet life's challenges.

Expected Schoolwide Learner Outcomes (SLOs)

Graduates of Buena Vista High School will be...

Responsible citizens who...

- * make positive decisions and contributions to their community.
- * accept responsibility for their choices.

Effective communicators who...

- * actively listen in a respectful, attentive, and reflective manner.
- * speak and write in a clear, cohesive manner.

Critical thinkers who...

- * are capable problem solvers in real-world situations.
- * interpret, analyze, and utilize various media resources, including the Internet.

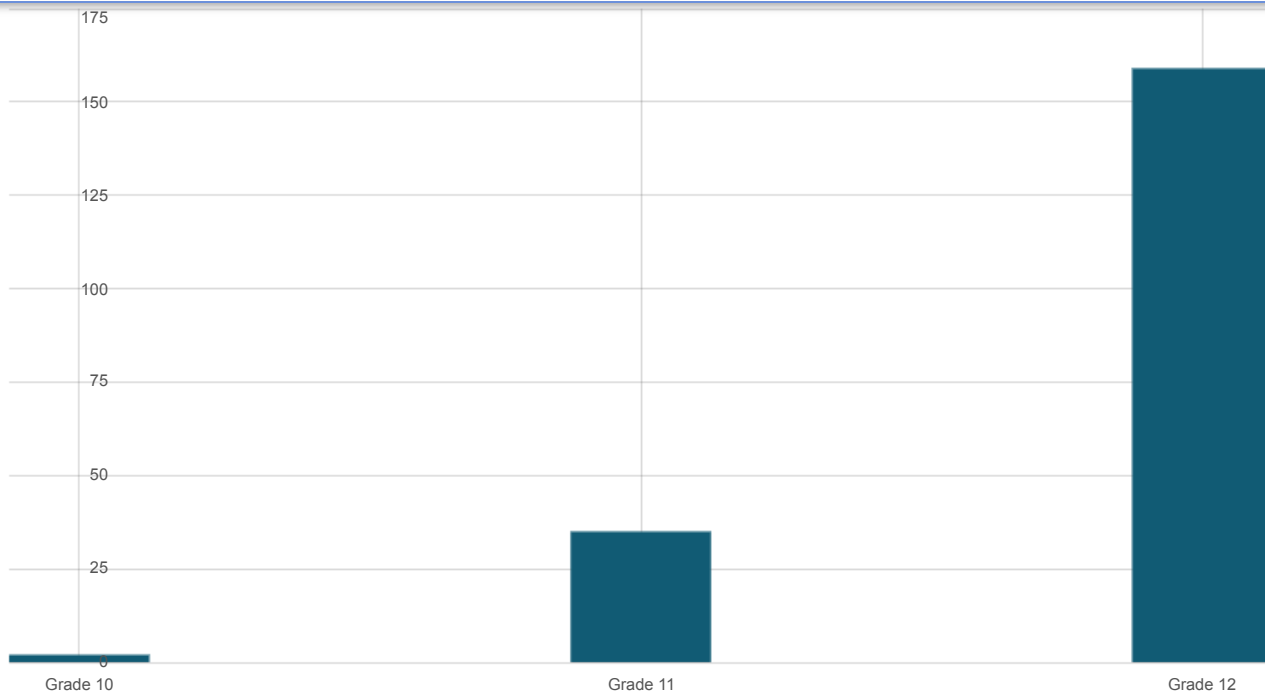
Self-reflective individuals who...

- * are resilient and will persevere in the face of adversity.
- * can successfully adapt to an ever-changing, culturally diverse society.

Last updated: 1/28/2019

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

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 10 | 2 |
| Grade 11 | 35 |
| Grade 12 | 159 |
| Total Enrollment | 196 |



Last updated: 1/24/2019

Student Enrollment by Student Group (School Year 2017—18)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 7.1 % |
| American Indian or Alaska Native | % |
| Asian | % |
| Filipino | % |
| Hispanic or Latino | 88.8 % |
| Native Hawaiian or Pacific Islander | 0.5 % |
| White | 2.6 % |
| Two or More Races | 1.0 % |
| Other | 0.0 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 87.2 % |
| English Learners | 43.9% |
| Estudiantes con Discapacidades | 12.2% |
| jóvenes de crianza | 1.5% |

Preguntas: SARC Equipo | sarc@cde.ca.gov | 916-319-0406



Informe de Responsabilidad Escolar

A. Condiciones de Aprendizaje

[Exención de responsabilidad traducción](#)

Prioridad Estado: Básico

Spanish ▼

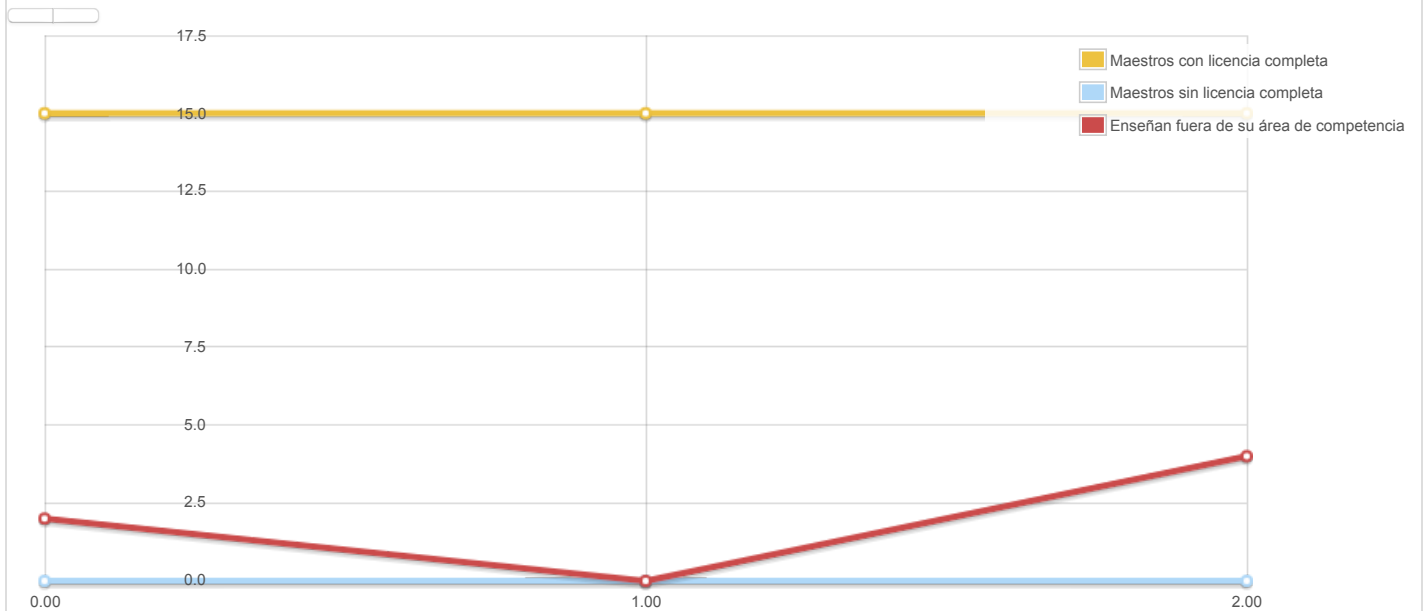
El SARC proporciona la siguiente información correspondiente a la prioridad del Estado: Básico (Prioridad 1):

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- Grado en que los maestros están debidamente asignados y completamente acreditados en la materia y para los alumnos que están enseñando;
- Los alumnos tienen acceso a materiales de instrucción alineados con los estándares; y
- Las instalaciones escolares se mantienen en buen estado

Credenciales de los maestros

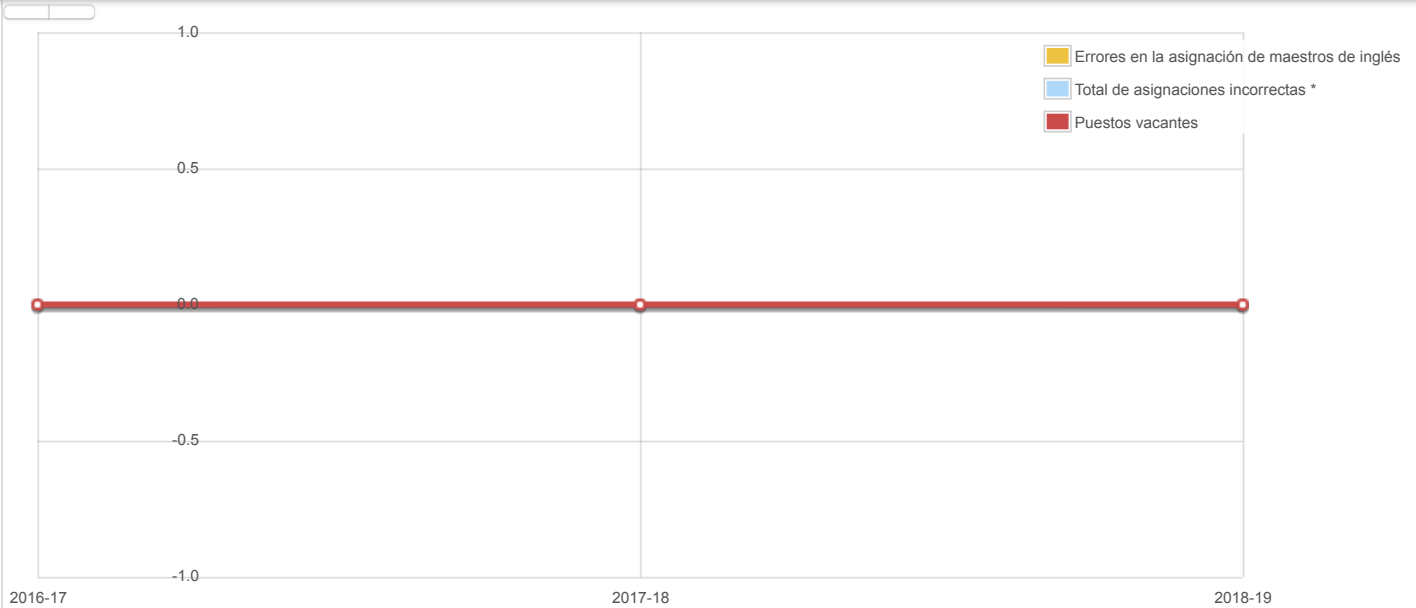
| maestros | escuela 2016-17 | escuela 2017-18 | escuela 2018-19 | distrito 2018-19 |
|---|-----------------|-----------------|-----------------|------------------|
| Con licencia completa | 15 | 15 | 15 | 644 |
| Sin licencia | 0 | 0 | 0 | 8 |
| Enseñan fuera de su área de competencia (con licencia completa) | 2 | 0 | 4 | 23 |



Última actualización: 12/05/2018

Asignación incorrecta de maestros y puestos vacantes

| Indicador | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Errores en la asignación de maestros de inglés | 0 | 0 | 0 |
| Total de asignaciones incorrectas * | 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.

Last updated: 12/5/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

The Paramount Unified School District have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal law s governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP). The Quarterly Report for Uniform Complaints for 2017-2018 can be accessed from the following website links:

- [Quarter 1 Report for Uniform Complaints](#)
- [Quarter 2 Report for Uniform Complaints](#)
- [Quarter 3 Report for Uniform Complaints](#)
- [Quarter 4 Report for Uniform Complaints](#)

Year and month in which the data were collected: September 2018

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------|---|----------------------------|--|
| Reading/Language Arts | (Pearson Education) Grade 9 My Perspectives 9th Gr. Vol 1 & 2 / 2017 (Pearson Education) Grade 10 My Perspectives 10th Gr. Vol 1 & 2 / 2017 (Pearson Education) Grade 11 My Perspectives 11th Gr. Vol 1 & 2 / 2017 (Pearson Education) Grade 12 My Perspectives 12th Gr. Vol 1 & 2 / 2017 (Bedford/St. Martin's) Grade 12 The Bedford Introduction to Literature / 2017 (McGraw Hill) Grade 10-12 Language and Composition: The Art of Voice / 2017 (McGraw Hill) Grade 11-12 Glencoe Speech 3rd Ed. / 2018 (Houghton Mifflin Harcourt) Grade 9-12 English 3D Course C Issues Book / 2017 (Hampton Brown) Grade 9-12 Inside the U.S.A. # / 2011 | Yes | 0.0 % |

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-------------|---|----------------------------|--|
| Mathematics | <p>(Pearson) Grade 9-12 Algebra 1, California Common Core / 2014</p> <p>(Agile Mind) Grade 9-12 Intensified Algebra 1 / 2013</p> <p>(Pearson) Grade 9-12 Geometry, California Common Core / 2014</p> <p>(Pearson) Grade 10-12 Algebra 2, California Common Core / 2014</p> <p>(Houghton Mifflin) Grade 10-12 Honors Trigonometry / 2003</p> <p>(Cengage Learning) Grade 10-12 Understandable Statistics 11th ed. / 2017</p> <p>(SASC, LLC) Grade 9 Interactive Mathematics / 2018</p> <p>(Bedford Freeman Worth) Grade 10-12 The Practice of Statistics / 2017</p> <p>(Pearson) Grade 10-12 Blitzer Pre-Calculus / 2015</p> <p>(Pearson) Grade 10-12 AP Calculus Graphical, Numerical, Algebraic / 2015</p> <p>(Cengage Learning) Grade 11-12 Financial Algebra: Advanced Algebra with Financial Applications / 2018</p> | Yes | 0.0 % |
| Science | <p>(Prentice Hall) Grade 9 Physical Science: Concepts in Action / 2005</p> <p>(Prentice Hall) Grade 9 Environmental Science / 2005</p> <p>(Bedford Freeman Worth) Grade 10-12 Environmental Science for AP 2nd Edition / 2018</p> <p>(Prentice Hall) Grade 9-12 Biology / 2003</p> <p>(Freeman & Worth) Grade 10-12 Principles of Life 2nd Ed. 2014</p> <p>(McDougal Littell) Grade 10-12 World of Chemistry / 2004</p> <p>(Cengage) Grade 10-12 Chemistry, 9th Edition / 2014</p> <p>(Pearson Education) Grade 10-12 Conceptual Physics / 2004</p> <p>(Pearson) Grade 9 Conceptual Physics 12th Edition / 2018</p> <p>(John Wiley & Sons) Grade 10-12 Physics, 9th Edition / 2014</p> <p>(Holt, Rinehart & Winston) Grade 9-12 Lifetime Health / 2006</p> <p>(Bedford Freeman Worth) Grade 10-12 Myers' Psychology for the AP Course 3rd Edition / 2018</p> <p>(Pearson Benjamin Cummings) Grade 10-12 Essentials of Human Anatomy & Physiology 9th ed. / 2008</p> | Yes | 0.0 % |

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|--|---|----------------------------|--|
| History-Social Science | (McGraw Hill) Grade 10 IMPACT CA: World History / 2018 (McGraw Hill) Grade 10 Traditions and Encounters / 2016 (McGraw Hill) Grade 11 IMPACT CA: US History & Geography (McGraw Hill) Grade 12 IMPACT CA: Principles of American Democracy (Houghton Mifflin) Grade 12 American Government 10th Ed./ 2006 (Thompson Learning) Grade 10-12 AP European History: Western Civilization / 2005 (McGraw Hill) Grade 12 IMPACT CA: Principles of Economics / 2018 (Glencoe/McGraw-Hill) Grade 12 AP Micro-Economics / 2005 (Cengage) Grade 11 The American Pageant 16th Ed. / 2018 (Pearson) Grade 10-12 Cultural Anthropology 14th ed. / 2016 (McGraw-Hill) Grade 10-12 World Geography / 2005 (Pearson) Grade 9 The Cultural Landscape: An Introduction to Human Geography, 12th Ed. / 2016 (Holt, Rinehart & Winston) Grade 10-12 Psychology: Principles in Practice / 2007 (Holt, Rinehart & Winston) Grade 10-12 Sociology: A Down to Earth Approach / 2007 | Yes | 0.0 % |
| Foreign Language | (McDougal Littell) Grade 9-12 ¡En Espan?ol! / 2004 (McDougal Littell) Grade 10-12 ¡En Espan?ol! / 2004 (McDougal Littell) Grade 10-12 ¡En Espan?ol! / 2004 (Pearson Education) Grade 10-12 Abriendo Paso Gramatica / 2006 (Pearson Education) Grade 10-12 Abriendo Paso Lectura / 2006 (Holt, Rinehart & Winston) Grade 9-12 ¡Ven Conmigo! Nueva Vistas / 2004 (Holt, Rinehart & Winston) Grade 10-12 ¡Ven Conmigo! Nueva Vistas 2 / 2004 (McDougal Littell) Grade 10-12 French: Discovering French. Bleu (1) / 1996 (McDougal Littell) Grade 10-12 French: Discovering French. Blanc (2) / 1996 (McDougal Littell) Grade 10-12 French: Discovering French. Rouge(3) / 1996 | Yes | 0.0 % |
| Health | | | 0.0 % |
| Visual and Performing Arts | | | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0.0 % |
| Note: Cells with N/A values do not require data. | | | <i>Last updated: 12/12/2018</i> |
| School Facility Conditions and Planned Improvements | | | |
| Cleanliness is maintained for all classrooms and grounds. | | | |
| Repairs to concrete walkways, and roof systems as also been completed. | | | |
| Recent tree removal completed | | | |

Recent tree removal completed.

Office renovation completed, including safer entry system.

Upgrade to all lighting systems to LED. All classrooms received new window covering.

Last updated: 1/23/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | Irrigation line repair completed. |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Baños / fuentes: baños, lavamanos / fuentes | Bueno | |
| Seguridad: seguridad contra incendios, materiales peligrosos | Bueno | |
| Estructuras: daños estructurales, techos | Bueno | |
| Externos : patio de juegos / plantel escolar, ventanas / puertas / portones / | Bueno | |

En general, tipo de la facilidad

Año y mes del informe más reciente FIT: de diciembre de 2018

Calificación general Bueno

Última actualización: 01/23/2019

Preguntas: SARC Equipo | sarc@cde.ca.gov | 916-319-0406

Departamento de Educación de California
1430 N Street
Sacramento, CA 95814



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Informe de Responsabilidad Escolar

B. Resultados de la pupila

[Exención de responsabilidad traducción](#)

Prioridad Estado: Pupila Logro

Spanish ▼

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El SARC proporciona la siguiente información correspondiente a la prioridad del Estado:
Aprovechamiento del Alumno (Prioridad 4):

- **Las evaluaciones del estado** (es decir, evaluación educativa de California del rendimiento de los estudiantes y el Progreso del Sistema [CAASPP], que incluye los más inteligentes equilibradas evaluaciones acumulativas para los estudiantes en la población de educación general y la de California Evaluaciones Alternativas [AAC] para Lenguaje Inglés / alfabetización [ELA] y matemáticas dada en grados tres a ocho y grado once. Sólo los estudiantes elegibles pueden participar en la administración de los artículos CAA. CAA están alineados con los estándares alternativos, que están vinculados con los estándares estatales comunes [CCSS] para los estudiantes con los aspectos cognitivos más significativo discapacidad); y
- El porcentaje de estudiantes que han completado con éxito los cursos que satisfacen los requisitos de entrada a la Universidad de California y la Universidad Estatal de California, o secuencias o programas de estudio de educación profesional técnica.

Prueba CAASPP Resultados en ELA y matemáticas para todos los estudiantes

del tercer al octavo grado y once

Porcentaje de alumnos que cumplen o superan los estándares del estado

| Tema | escuela 2016-17 | escuela 2017-18 | distrito 2016-17 | distrito 2017-18 | Estado 2016-17 | Estado 2017-18 |
|--|--------------------|--------------------|---------------------|---------------------|-------------------|-------------------|
| Inglés Artes del Lenguaje / Alfabetización (grados 3-8 y 11) | 6,0% | 2,0% | 39,0% | 41,0% | 48,0% | 50,0% |
| Matemáticas (grados 3-8 y 11) | 0,0% | 0,0% | 28,0% | 30,0% | 37,0% | 38,0% |

Nota: Los porcentajes no se calculan cuando el número de alumnos evaluados es de diez o menos, ya sea porque el número de estudiantes en esta categoría es demasiado pequeño para la precisión estadística o para proteger la privacidad de los estudiantes.

Nota: Los resultados de las pruebas de ELA y Matemáticas incluyen la evaluación sumativa más inteligente y equilibrada de la CAA. El "porcentaje alcanzado o superado" se calcula tomando el número total de estudiantes que cumplieron o excedieron el

estándar en la Evaluación sumativa Smarter Balanced más el número total de estudiantes que cumple con el estándar (es decir, alcanzado el nivel 3-alternativo) en el CAA dividido por el número total de estudiantes que participaron en las dos evaluaciones.

Última actualización: 01/24/2019

Prueba CAASPP Resultados en ELA por grupo de alumnos

del tercer al octavo grado y Once (año escolar 2017-18)

Evaluación de Resultados CAASPP - Artes del idioma inglés (ELA)

Desglosados por grupo de alumnos, tercer grado hasta octavo grado y Once

| grupo de alumnos | Matrícula Total | número Probado | Probado por ciento | Porcentaje cumplido o superado |
|---|-----------------|----------------|--------------------|--------------------------------|
| Todos los estudiantes | 58 | 54 | 93.10% | 1,85% |
| Masculino | 47 | 44 | 93.62% | 2,27% |
| Hembra | 11 | - | 90.91% | |
| Americano negro o africano | - | - | - | |
| India EE.UU. o Alaska | | | | |
| asiático | | | | |
| filipina | | | | |
| hispano o latino | 47 | 43 | 91.49% | 2,33% |
| Nativa de Hawaii o del Pacífico | | | | |
| Blanco | | | | |
| Dos o mas carreras | - | - | - | |
| De escasos recursos económicos | 56 | 53 | 94,64% | 1,89% |
| Estudiantes de inglés | 22 | 21 | 95,45% | |
| Estudiantes con Discapacidades | - | - | - | |
| Los estudiantes que reciben servicios de educación para inmigrantes | | | | |
| jóvenes de crianza | - | - | - | |

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.

Last updated: 1/24/2019

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 59 | 54 | 91.53% | |
| Male | 48 | 44 | 91.67% | |
| Female | 11 | -- | 90.91% | |
| Black or African American | -- | -- | -- | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic or Latino | 48 | 44 | 91.67% | |
| Native Hawaiian or Pacific Islander | | | | |
| White | | | | |
| Two or More Races | -- | -- | -- | |
| Socioeconomically Disadvantaged | 57 | 54 | 94.74% | |
| English Learners | 23 | 21 | 91.30% | |
| Students with Disabilities | -- | -- | -- | |
| 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.

Last updated: 1/24/2019

CAASPP Test Results in Science for All Students

Grades Five, Eight and High School

Percentage of Students Meeting or Exceeding the State Standard

Html.RenderAction ("SarcDescription", nueva {sectionid = 80, cdscode = ViewBag.Cdscode});

| Tema | escuela 2016-17 | escuela 2017-18 | distrito 2016-17 | distrito 2017-18 | Estado 2016-17 | Estado 2017-18 |
|------------------------------------|--------------------|--------------------|---------------------|---------------------|-------------------|-------------------|
| Science (grados 5, 8 y secundaria) | N / A | N / A | N / A | N / A | N / A | N / A |

Nota: Las células con valores N / A no requieren datos.

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 new California Science Test (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.

Last updated: 1/24/2019

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 | 96.5% |
| 2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.0% |

Last updated: 12/14/2018

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

California Physical Fitness Test Results (School Year 2017—18)

| 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 |
|-------------|--|--|---|
|-------------|--|--|---|

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.

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

California Department of Education
1430 N Street
Sacramento, CA 95814



Informe de Responsabilidad Escolar

C. Engagement

[Exención de responsabilidad traducción](#)

Prioridad Estado: participación de los padres

Spanish ▼

El SARC proporciona la siguiente información correspondiente a la prioridad del Estado: Participación de los Padres (Prioridad 3):

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- Los esfuerzos del distrito escolar hace para buscar información de los padres en la toma de decisiones para el distrito escolar y cada escuela

Oportunidades de participación para los padres (año escolar 2018-19)

administración y el personal de Buena Vista High School continúan desarrollando un entorno acogedor que fomenta la participación de los padres y la comunidad. Los padres / tutores inscribir a su hijo / a participe en el proceso de registro, asistiendo a una reunión de orientación con los administradores y consejeros cada año.

Se anima a los padres a que participen activamente en la educación de sus alumnos y oportunidades para que los padres participen en actividades voluntarias están fácilmente disponibles. Buena Vista High School tiene un Consejo Escolar (SSC), que consta de los estudiantes, padres y miembros del personal. También invitamos a los padres a participar a través de nuestro Comité Asesor de Estudiantes de Inglés (ELAC). Anualmente, Back-to-School Night y los acontecimientos de la casa abierta se encuentra alojado en el sitio. actividades de educación para padres incluyen talleres sobre universidades y carreras de preparación, ayuda financiera, cómo ayudar a los estudiantes con la tarea, la importancia de una buena asistencia, cómo ayudar a los estudiantes de las clases esenciales, y diferentes temas habilidades de los padres. Las invitaciones para que los padres participen en las actividades del campus se dan a conocer a través de anuncios publicitarios en casa, llama a su casa, y calendarios web de la escuela.

Cada año, los padres han sido inspeccionadas en cuanto a la efectividad de los programas escolares y Buena Vista High School utiliza las respuestas de los padres para mejorar el programa educativo. Los padres son animados a ser parte de la educación de sus hijos y están invitados a reunirse con los miembros del personal para mejorar las experiencias de aprendizaje para sus alumnos. conferencias individuales con los padres se ven facilitadas por los consejeros en función de las necesidades. Los padres son informados del progreso académico de los estudiantes sobre una base regular a través de los informes de avance e informes trimestrales de grado.

Última actualización: 19/12/2018

Prioridad Estado: Pupila de compromiso

El SARC proporciona la siguiente información correspondiente a la prioridad del Estado: Pupila de compromiso (prioridad 5):

- Las tasas de deserción escolar; y
- los índices de graduación

Porcentaje de deserción y graduación (cuatro años Cohorte Rate)

| Indicador | escuela | escuela | distrito | distrito | Estado | Estado |
|---------------------------|---------|---------|----------|----------|---------|---------|
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Tasa de deserción escolar | 17,3% | 21,3% | 7,5% | 7,3% | 10,7% | 9,7% |
| Tasa de graduación | 46,4% | 42,6% | 86,4% | 86,8% | 82,3% | 83,8% |
| Indicador | escuela | | distrito | | Estado | |
| | 2016-17 | | 2016-17 | | 2016-17 | |

Tasa de deserción escolar

16,1%
escuela

6,3%
distrito

9,1%
Estado

Indicador

2016-17

2016-17

2016-17

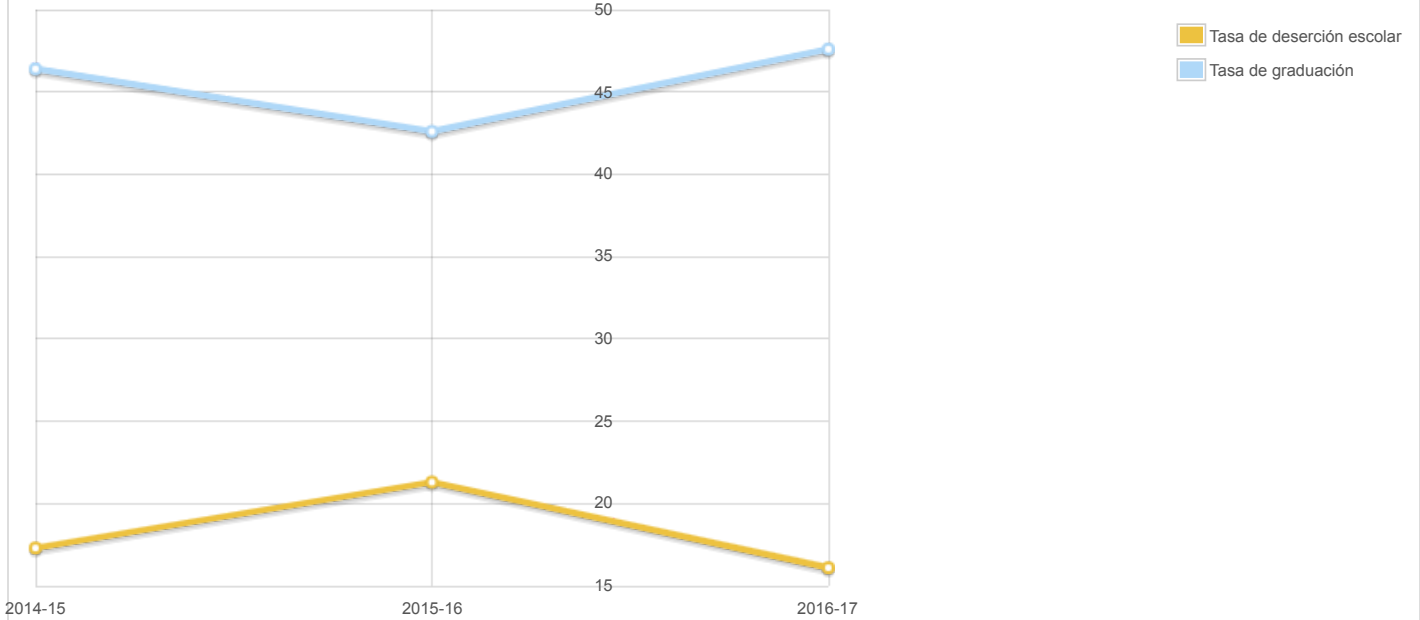
Tasa de graduación

47,6%

87,1%

82,7%

Deserción / tasa de graduación (cuatro años Cohorte Rate) Gráfico



Para la fórmula para calcular el índice de graduación de cohorte ajustada 2016-17, 2017-18 ver el documento de datos Definiciones de elementos se encuentra en la página web del SARC en <https://www.cde.ca.gov/ta/ac/sa/>.

Última actualización: 14/12/2018

Completion of High School Graduation Requirements - Graduating Class of 2017

(One-Year Rate)

| Student Group | School | District | State |
|-------------------------------------|--------|----------|-------|
| All Students | 49.5% | 87.1% | 88.7% |
| Black or African American | 50.0% | 77.8% | 82.2% |
| American Indian or Alaska Native | 0.0% | 0.0% | 82.8% |
| Asian | 0.0% | 100.0% | 94.9% |
| Filipino | 0.0% | 100.0% | 93.5% |
| Hispanic or Latino | 49.0% | 87.6% | 86.5% |
| Native Hawaiian or Pacific Islander | 100.0% | 100.0% | 88.6% |
| White | 50.0% | 81.8% | 92.1% |
| Two or More Races | 50.0% | 90.9% | 91.2% |
| Socioeconomically Disadvantaged | 50.6% | 89.3% | 88.6% |
| English Learners | 40.4% | 59.2% | 56.7% |
| Students with Disabilities | 40.9% | 69.1% | 67.1% |
| Foster Youth | 100.0% | 60.0% | 74.1% |

Last updated: 12/14/2018

State Priority: School Climate

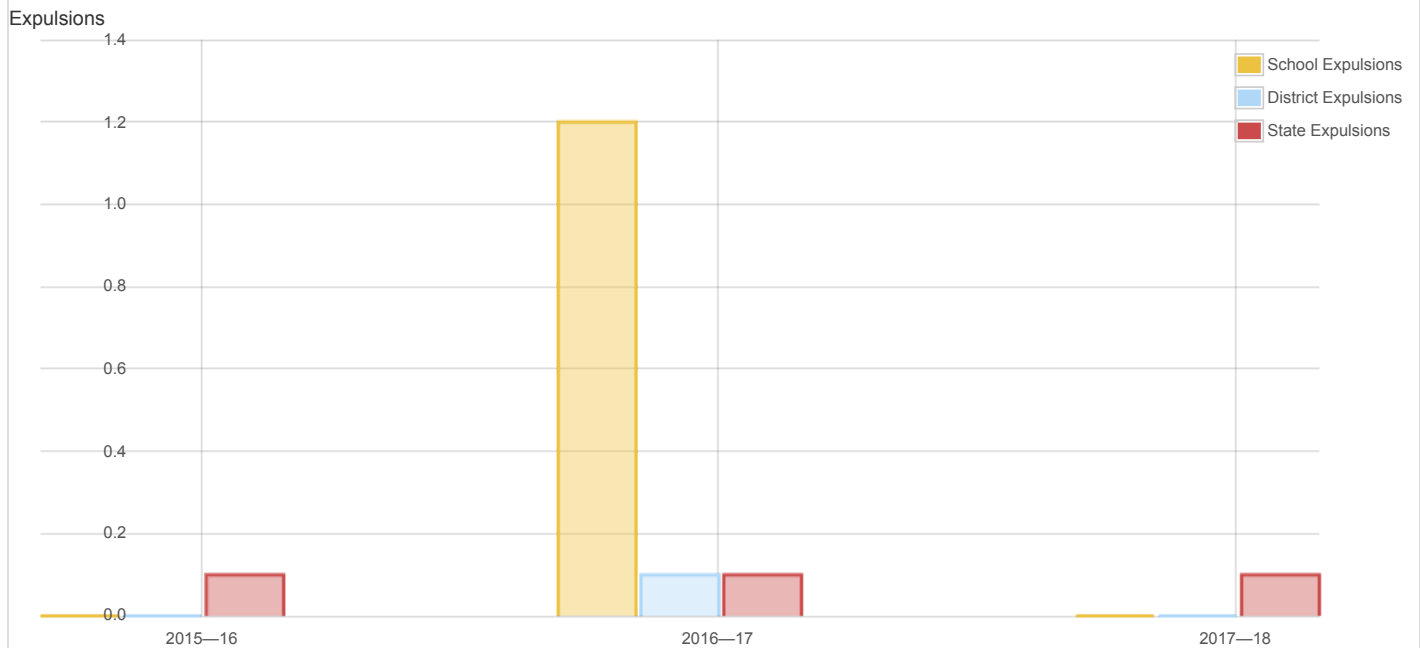
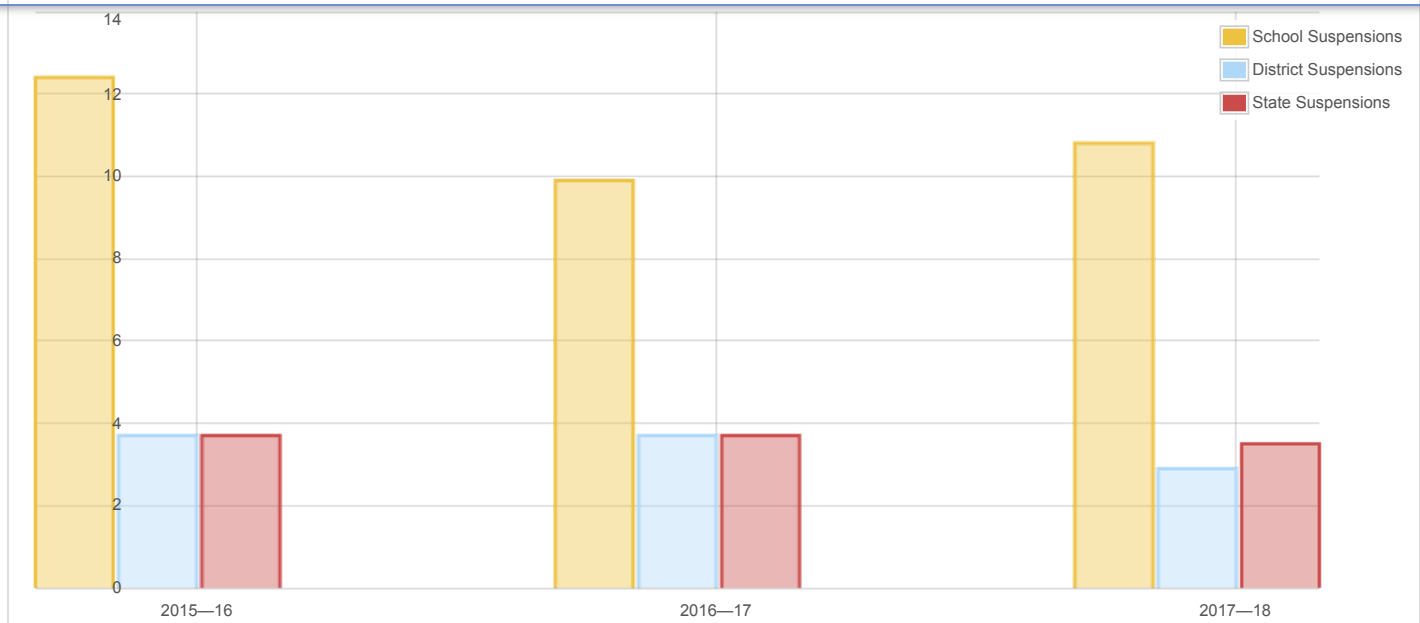
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

| | School | School | School | District | District | District | State | State | State |
|-------------|---------|---------|---------|----------|----------|----------|---------|---------|---------|
| Rate | 2015—16 | 2016—17 | 2017—18 | 2015—16 | 2016—17 | 2017—18 | 2015—16 | 2016—17 | 2017—18 |
| Suspensions | 12.4% | 9.9% | 10.8% | 3.7% | 3.7% | 2.9% | 3.7% | 3.7% | 3.5% |
| Expulsions | 0.0% | 1.2% | 0.0% | 0.0% | 0.1% | 0.0% | 0.1% | 0.1% | 0.1% |

Suspensions



Last updated: 1/24/2019

School Safety Plan (School Year 2018—19)

Buena Vista High School's SB187 Comprehensive School Safety Plan is developed annually in accordance with California Education Code 32280 – 32288. When the annual updates are made by the School Safety Committee, the plan is reviewed and approved by the School Site Council. Once the revisions are completed, the SB187 Comprehensive School Safety Plan is presented and approved by the Paramount Unified School District Board of Education. The School Safety Plan includes information on:

- SB 187 Overview
- Mandated cross-reporting items
- Child Abuse Reporting
- Parent Liability
- Policy Statements
- Employee Discipline
- Drug/Tobacco/Alcohol Free Campus
- Dress Code
- Sexual Harassment
- Pupil Discipline
- Campus Access
- Disaster/Emergency Plan

Buena Vista High School remains committed to providing a safe and clean campus in order to promote a positive learning environment for our students. Administrators, counselors, teachers, staff assistants, security personnel, and noon duty aides provide supervision throughout the day. Communication by these parties is accomplished through a hand-held radio system. Each teacher's classroom is equipped with a telephone which provides direct communication with the office. District Maintenance and Operations staff is used to provide for the on-going maintenance of the school and District Custodial staff maintains the cleanliness of the campus.

Last updated: 12/19/2018

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

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Informe de Responsabilidad Escolar

Información D. Otros SARC

La información de esta sección se requiere para estar en este informe, pero no está incluido en las prioridades del estado para LCFF.

[Exención de responsabilidad traducción](#)

Spanish ▼

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Tamaño promedio del grupo y distribución por tamaño (enseñanza secundaria) (año escolar

2015-16)

| Tema | Tamaño promedio del grupo | Cantidad de clases * 1-20 | Cantidad de clases * 21-32 | Cantidad de clases * 33+ |
|-------------------|---------------------------|------------------------------|-------------------------------|-----------------------------|
| Inglés | 13.0 | 25 | | |
| Matemáticas | 16.0 | 17 | 3 | |
| Ciencia | 10.0 | 8 | | |
| Ciencias Sociales | 15.0 | 22 | 2 | |

* La cantidad de clases indica cuántas clases hay en cada categoría (rango total de alumnos por aula). A nivel de escuela secundaria, esta información se basa en material en lugar de nivel de grado.

Tamaño promedio del grupo y distribución por tamaño (enseñanza secundaria) (año escolar 2016-17)

| Tema | Tamaño promedio del grupo | Cantidad de clases * 1-20 | Cantidad de clases * 21-32 | Cantidad de clases * 33+ |
|-------------------|---------------------------|------------------------------|-------------------------------|-----------------------------|
| Inglés | 13.0 | 26 | 1 | |
| Matemáticas | 10.0 | 23 | | |
| Ciencia | 8.0 | 11 | | |
| Ciencias Sociales | 14.0 | 26 | 3 | |

* La cantidad de clases indica cuántas clases hay en cada categoría (rango total de alumnos por aula). A nivel de escuela secundaria, esta información se basa en material en lugar de nivel de grado.

Tamaño promedio del grupo y distribución por tamaño (enseñanza secundaria) (año escolar 2017-18)

| Tema | Tamaño promedio del grupo | Cantidad de clases * 1-20 | Cantidad de clases * 21-32 | Cantidad de clases * 33+ |
|--------|---------------------------|------------------------------|-------------------------------|-----------------------------|
| Inglés | 9.0 | 28 | 4 | |

| ingles | 9.0 | 25 | | 4 | |
|----------------|---------------------------|----------------------|----------------------|----------------------|----------------------|
| | | Cantidad de clases * | Cantidad de clases * | Cantidad de clases * | Cantidad de clases * |
| Tema | Tamaño promedio del grupo | 1-20 | 21-32 | 33+ | |
| Matemáticas | 6.0 | 24 | | | |
| Ciencia | 7.0 | 7 | | | |
| Social Science | 9.0 | 34 | | | |

* 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.

Last updated: 12/14/2018

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 | 1.3 | 112.3 |
| Counselor (Social/Behavioral or Career Development) | 1.0 | N/A |
| Library Media Teacher (Librarian) | 0.0 | N/A |
| Library Media Services Staff (Paraprofessional) | 0.0 | N/A |
| Psychologist | 1.0 | N/A |
| Social Worker | 0.5 | N/A |
| Nurse | 0.2 | N/A |
| Speech/Language/Hearing Specialist | 0.5 | N/A |
| Resource Specialist (non-teaching) | 1.0 | N/A |
| Other | 3.0 | 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.

Last updated: 12/5/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$9011.5 | \$1297.6 | \$7713.9 | \$122306.3 |
| District | N/A | N/A | \$2112.3 | \$84546.0 |
| Percent Difference – School Site and District | N/A | N/A | 28.5% | 9.1% |
| State | N/A | N/A | \$7125.0 | \$79665.0 |
| Percent Difference – School Site and State | N/A | N/A | 2.0% | 10.6% |

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

Last updated: 1/23/2019

Types of Services Funded (Fiscal Year 2017—18)

Title I - A federal program designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Title II - A federal program designed to ensure teacher and principal quality.

Title III – A federal program designed to ensure that English Learner students have the access and opportunity to obtain a high-quality education.

Beginning Teacher Support and Assessment (BTSA) - A program designed as a system of support and professional growth for preliminary credentialed teachers.

Local Control Funding Formula (LCFF) - State funding formula that is designed to help all students succeed and provides extra funding for students with greater challenges.

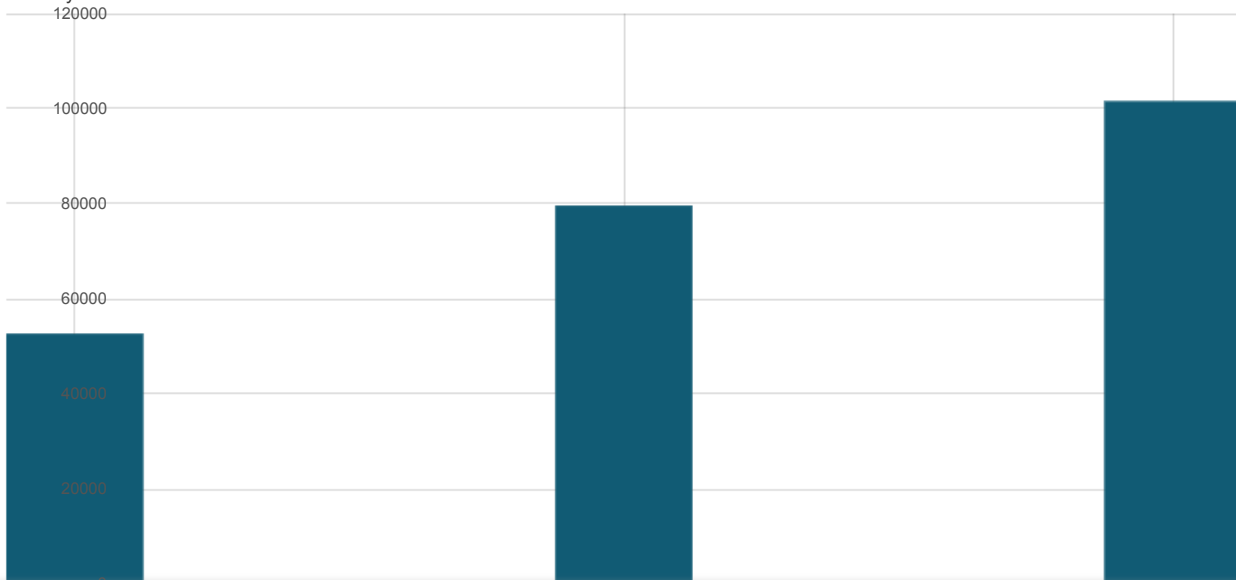
Last updated: 1/14/2019

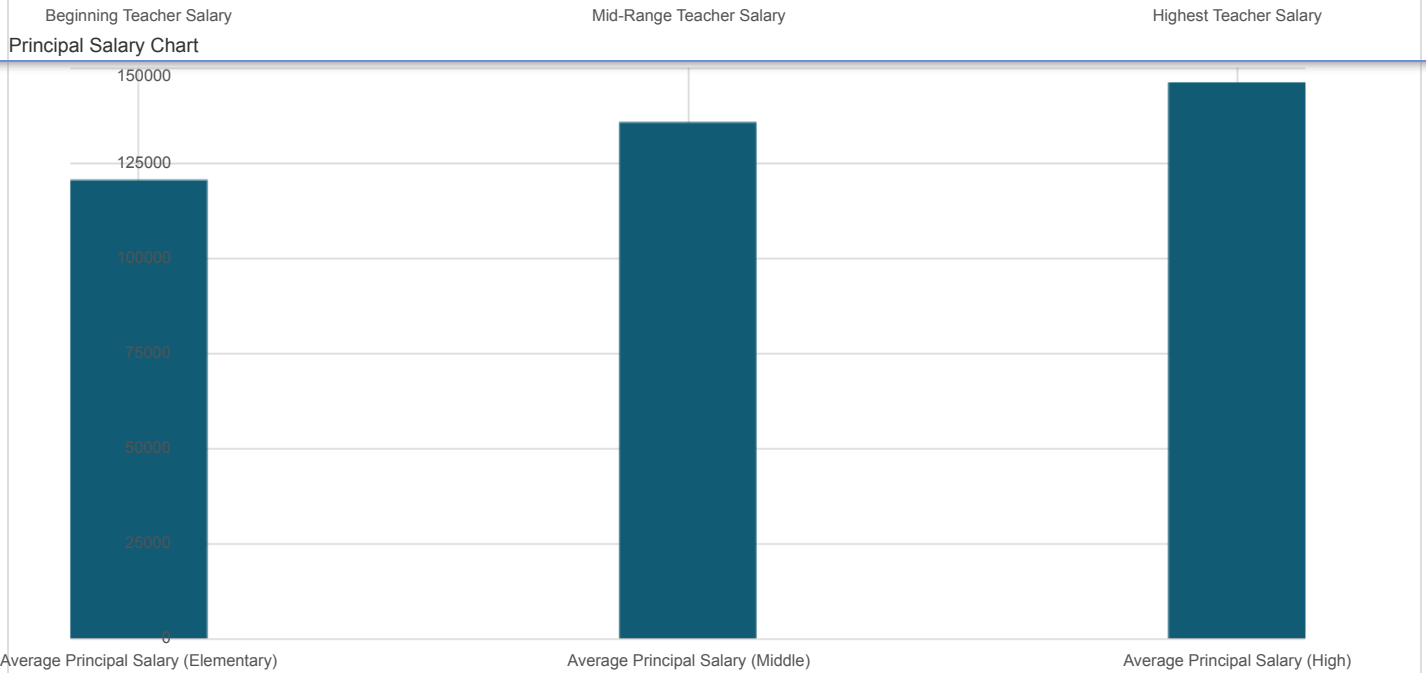
Teacher and Administrative Salaries (Fiscal Year 2016—17)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$52,720 | \$49,512 |
| Mid-Range Teacher Salary | \$79,633 | \$77,880 |
| Highest Teacher Salary | \$101,610 | \$96,387 |
| Average Principal Salary (Elementary) | \$120,467 | \$123,139 |
| Average Principal Salary (Middle) | \$135,634 | \$129,919 |
| Average Principal Salary (High) | \$146,129 | \$140,111 |
| Superintendent Salary | \$246,376 | \$238,324 |
| Percent of Budget for Teacher Salaries | 35.0% | 36.0% |
| Percent of Budget for Administrative Salaries | 5.0% | 5.0% |

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

Teacher Salary Chart





Last updated: 1/24/2019

Professional Development

For the past three years, professional development has been driven by the implementation of Common Core State Standards. Student achievement data is analyzed to determine the specific needs for professional development. Professional development is provided in a variety of ways. Teachers attend professional development in the summer, when school is not in session. Teachers are also provided with substitute coverage during the school day in order to attend all day professional development during the school year. In addition, teachers attend after school workshops and academic coaches model lessons and provide mentoring and support. Teachers are also regularly released during the school day to participate in collaboration meetings.

Training for K-12 teachers, coaches and principals has included Thinking Maps, AVID, English Language Development (ELD), Cognitive Guided Instruction, Next Generation Science Standards (NGSS), and Safe and Civil Practices. Teachers have had collaboration time to analyze writing and/or ELA constructed response questions and math constructed response questions.

Professional development is also developed specifically for particular grade levels.

K-5 professional development activities have included Instructional Leadership Teams, Common Core Modules, Math Fluency, Math Curriculum and Development Teams, Spatial Temporal Math, English Language Arts Curriculum and Development Teams, and Write from the Beginning and Beyond.

6-12 actividades de desarrollo profesional han incluido Instrucción Liderazgo de Equipos, Co-enseñanza, currículo de matemáticas y equipos de desarrollo, Inglés currículo de lenguaje y equipos de desarrollo, Escribir desde el Comienzo y formación más allá y de educación técnica profesional.

El distrito promueve aún más los programas de desarrollo profesional estructurados a través del apoyo para maestros principiantes y el Programa de Evaluación y el Programa de Inducción para los profesores generales y de educación especial.

Última actualización: 01/14/2019

Preguntas: SARC Equipo | sarc@cde.ca.gov | 916-319-0406

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