

# Buena Vista High

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

### 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.

## Morrie Kosareff, Principal

 Principal, Buena Vista High

### About Our School

Buena Vista High School fosters a smaller learning environment with an emphasis on individualizing instruction and counseling approaches based on student needs and character building. The school's motto, "Building Character, One Person at a Time" is reflected in the administration, faculty, staff, and student interactions. Academic achievement, college and career readiness, and character building are expectations for all Buena Vista High School students. Our faculty and staff believe that each and every student will graduate from Buena Vista High School prepared for success in both college and career with a specific plan for continuing their education beyond high school in order to seize life's opportunities and meet life's challenges. This purpose which is expressed in the day-to-day efforts of the Eagle faculty and staff has earned Buena Vista High School the distinction of being named a California Department of Education Model Continuation High School.

### Contact

*Buena Vista High*  
3717 Michelson St.  
Lakewood, CA 90712-1402

Phone: 562-602-8090  
E-mail: [mkosareff@paramount.k12.ca.us](mailto:mkosareff@paramount.k12.ca.us)

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Paramount Unified
<b>Phone Number</b>	(562) 602-6000
<b>Superintendent</b>	Ruth Perez
<b>E-mail Address</b>	<a href="mailto:rperez@paramount.k12.ca.us">rperez@paramount.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.paramount.k12.ca.us">www.paramount.k12.ca.us</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Buena Vista High
<b>Street</b>	3717 Michelson St.
<b>City, State, Zip</b>	Lakewood, Ca, 90712-1402
<b>Phone Number</b>	562-602-8090
<b>Principal</b>	Morrie Kosareff, Principal
<b>E-mail Address</b>	<a href="mailto:mkosareff@paramount.k12.ca.us">mkosareff@paramount.k12.ca.us</a>
<b>Web Site</b>	<a href="https://bv.pusdschools.net/">https://bv.pusdschools.net/</a>
<b>County-District-School (CDS) Code</b>	19648731936756

*Last updated: 1/24/2019*

### School Description and Mission Statement (School Year 2018—19)

Buena Vista High School is a continuation high school which provides educational opportunities to Paramount Unified School District students who flourish in a smaller learning community. Buena Vista High School and its faculty takes great pride that the school provides a nurturing and safe environment where students receive individualized teaching and counseling approaches to assist in their academic growth. Buena Vista High School students matriculate from Paramount High School and are afforded the ability to earn credits at a higher rate than the comprehensive high school setting. This ability gives our students the drive and hope that they will be able to graduate on-time with all of the supports that Buena Vista High School offers them through their educational endeavors.

#### Mission Statement

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...

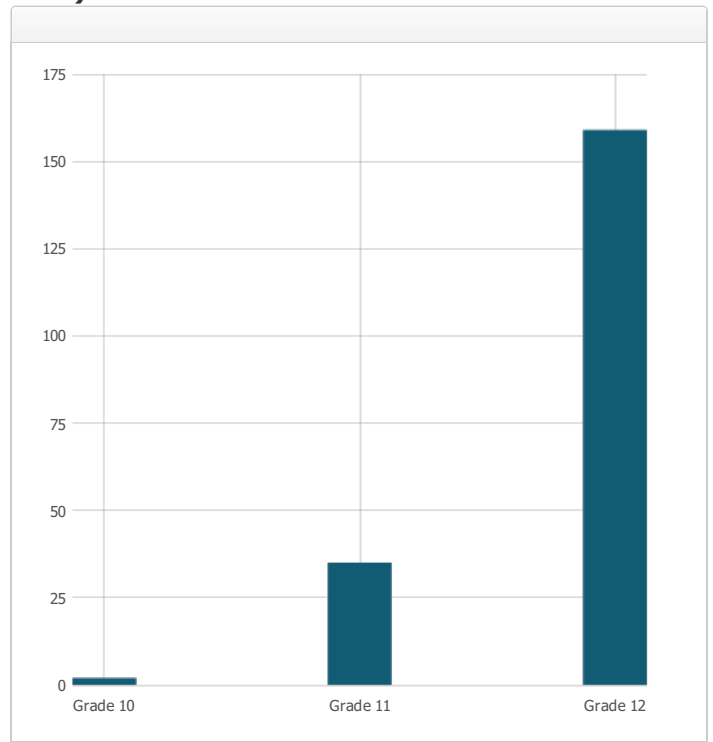
- \* are resilient and will persevere in the face of adversity.

- \* 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 %
Students with Disabilities	12.2 %
Foster Youth	1.5 %

## A. Conditions of Learning

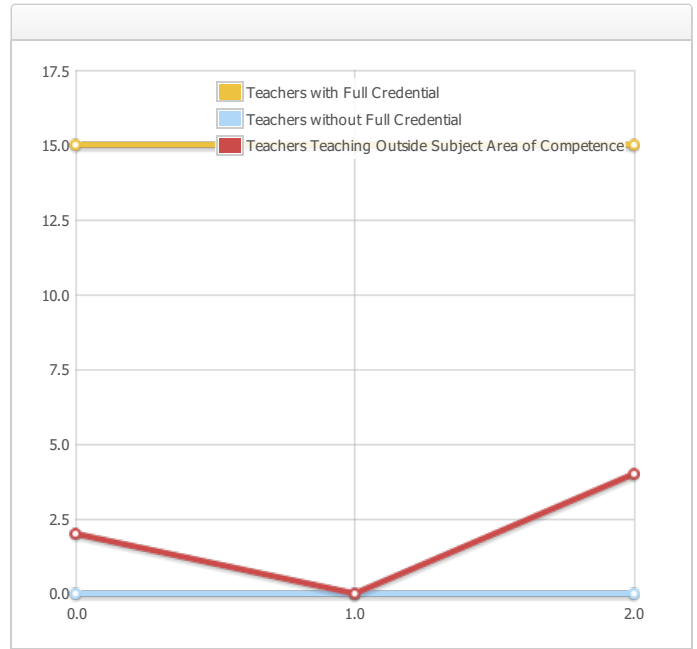
### State Priority: Basic

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

#### Teacher Credentials

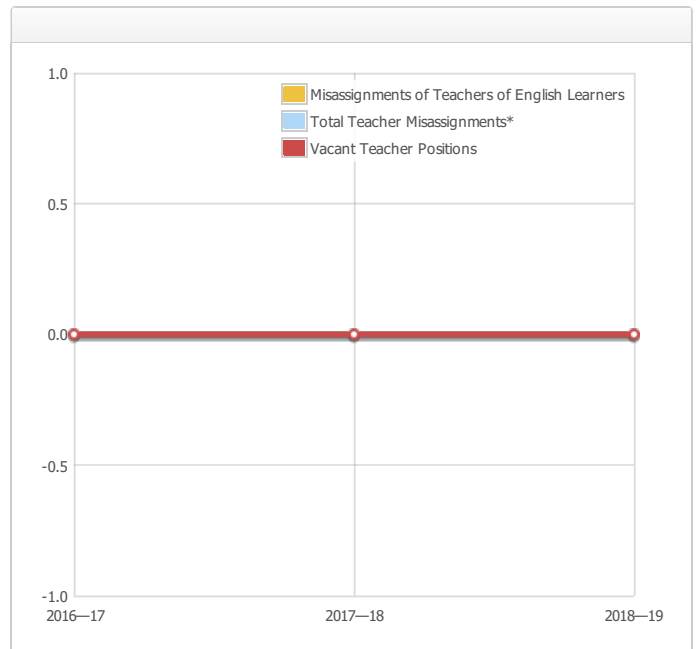
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	15	15	15	644
Without Full Credential	0	0	0	8
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	0	4	23



Last updated: 12/5/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
 \* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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 laws 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 %
Mathematics	(Pearson) Grade 9-12 Algebra 1, California Common Core / 2014 (Agile Mind) Grade 9-12 Intensified Algebra 1 / 2013 (Pearson) Grade 9-12 Geometry, California Common Core / 2014 (Pearson) Grade 10-12 Algebra 2, California Common Core / 2014 (Houghton Mifflin) Grade 10-12 Honors Trigonometry / 2003 (Cengage Learning) Grade 10-12 Understandable Statistics 11th ed. / 2017 (SASC, LLC) Grade 9 Interactive Mathematics / 2018 (Bedford Freeman Worth) Grade 10-12 The Practice of Statistics / 2017 (Pearson) Grade 10-12 Blitzer Pre-Calculus / 2015 (Pearson) Grade 10-12 AP Calculus Graphical, Numerical, Algebraic / 2015 (Cengage Learning) Grade 11-12 Financial Algebra: Advanced Algebra with Financial Applications / 2018	Yes	0.0 %
Science	(Prentice Hall) Grade 9 Physical Science: Concepts in Action / 2005 (Prentice Hall) Grade 9 Environmental Science / 2005 (Bedford Freeman Worth) Grade 10-12 Environmental Science for AP 2nd Edition / 2018 (Prentice Hall) Grade 9-12 Biology / 2003 (Freeman & Worth) Grade 10-12 Principles of Life 2nd Ed. 2014 (McDougal Littell) Grade 10-12 World of Chemistry / 2004 (Cengage) Grade 10-12 Chemistry, 9th Edition / 2014 (Pearson Education) Grade 10-12 Conceptual Physics / 2004	Yes	0.0 %

	(Pearson) Grade 9 Conceptual Physics 12th Edition / 2018 (John Wiley & Sons) Grade 10-12 Physics, 9th Edition / 2014 (Holt, Rinehart & Winston) Grade 9-12 Lifetime Health / 2006 (Bedford Freeman Worth) Grade 10-12 Myers' Psychology for the AP Course 3rd Edition / 2018 (Pearson Benjamin Cummings) Grade 10-12 Essentials of Human Anatomy & Physiology 9th ed. / 2008		
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 iEn Espan?ol! / 2004 (McDougal Littell) Grade 10-12 iEn Espan?ol! / 2004 (McDougal Littell) Grade 10-12 iEn 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 iVen Conmigo! Nueva Vistas / 2004 (Holt, Rinehart & Winston) Grade 10-12 iVen 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.

## 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.

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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Irrigation line repair completed.
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

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

Overall Rating	Good
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*Last updated: 1/23/2019*



## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	6.0%	2.0%	39.0%	41.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	0.0%	0.0%	28.0%	30.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

*Last updated: 1/24/2019*

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

CAASPP Assessment Results – English Language Arts (ELA)

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	58	54	93.10%	1.85%
Male	47	44	93.62%	2.27%
Female	11	--	90.91%	
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	47	43	91.49%	2.33%
Native Hawaiian or Pacific Islander				
White				
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	56	53	94.64%	1.89%
English Learners	22	21	95.45%	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

*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

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The 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%

# 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
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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.

Last updated: 1/28/2019

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2018—19)

Buena Vista High School's administration and staff continue to develop a welcoming environment that encourages parental and community participation. Parents/Guardians enrolling their son/daughter participate in the registration process by attending an orientation meeting with administrators and counselors every year.

Our parents are encouraged to become active participants in their students' education and opportunities for parents to participate in volunteer activities are readily available. Buena Vista High School has a School Site Council (SSC) which consists of students, parents, and staff members. We also invite parents to participate through our English Learner Advisory Committee (ELAC). Annually, Back-to-School Night and Open House events are hosted at the site. Parent education activities include workshops on College & Career Readiness, financial aid, how to help students with homework, the importance of good attendance, how to help students in core classes, and different parenting skills topics. Invitations for parents to participate in campus activities are publicized via home mailers, calls home, and school website calendars.

Each year, parents are surveyed regarding the effectiveness of school programs and Buena Vista High School uses the parent responses to improve the educational program. Parents are encouraged to be a part of their student's education and are welcome to meet with staff members to improve the learning experiences for their students. Individual parent conferences are facilitated by the counselors on an as-needed basis. Parents are informed of students' academic progress on a regular basis via progress reports and quarterly grade reports.

# State Priority: Pupil Engagement

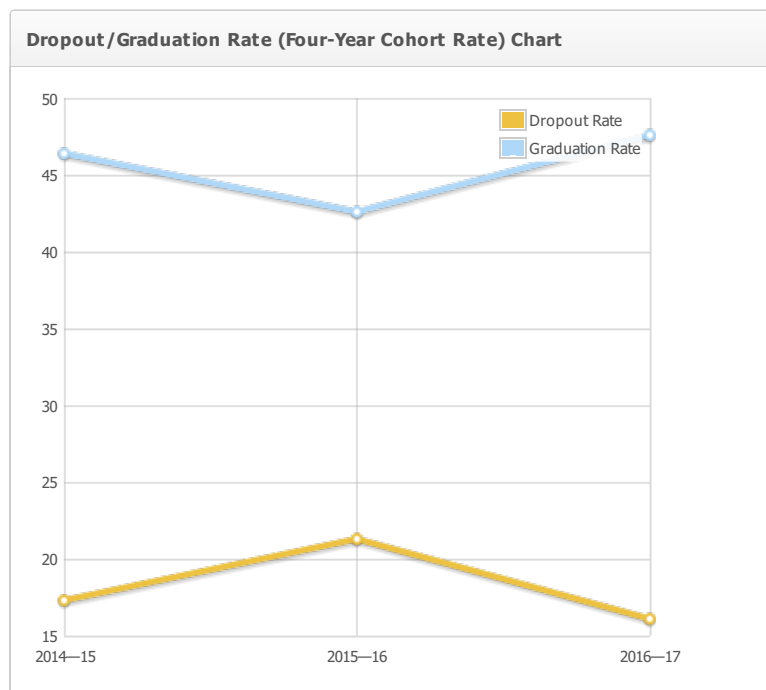
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	17.3%	21.3%	7.5%	7.3%	10.7%	9.7%
Graduation Rate	46.4%	42.6%	86.4%	86.8%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	16.1%	6.3%	9.1%
Graduation Rate	47.6%	87.1%	82.7%



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

Last updated: 12/14/2018

## 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%



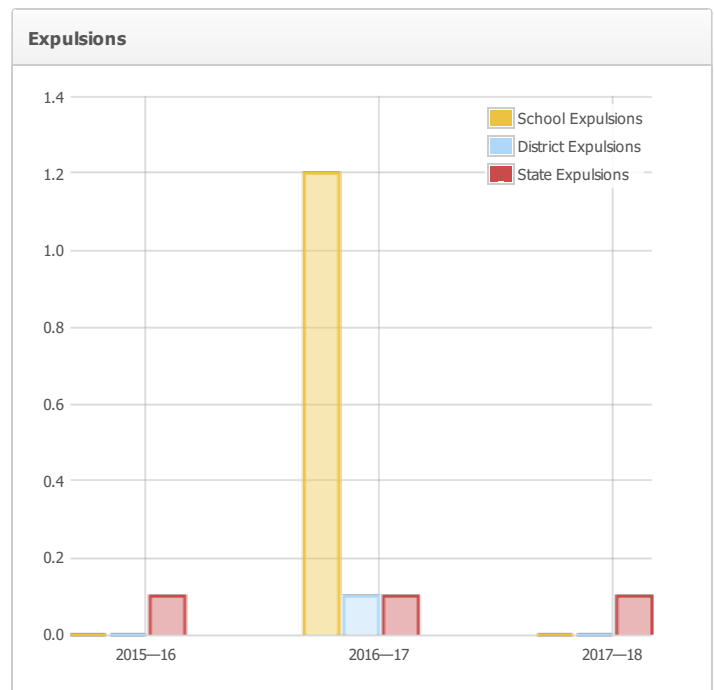
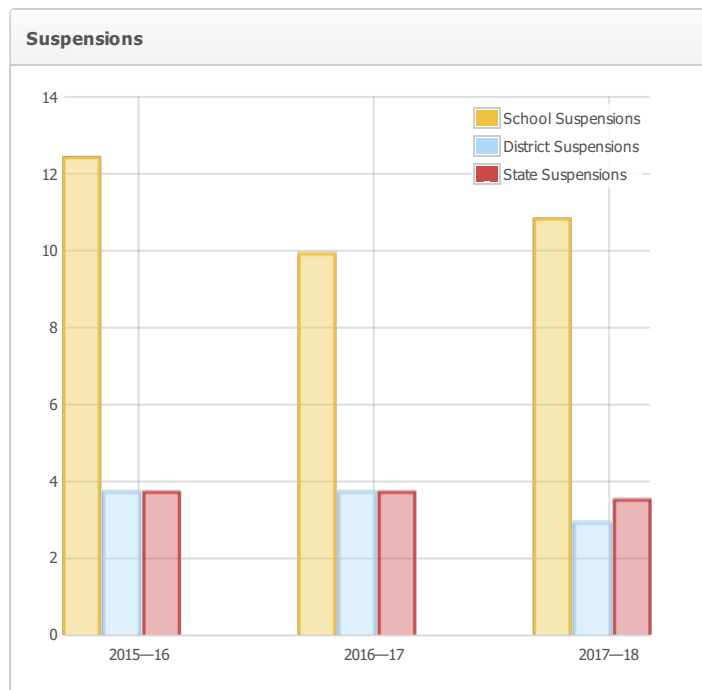
# State Priority: School Climate

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%



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*

## **D. Other SARC Information**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-20</b>	<b>Number of Classes * 21-32</b>	<b>Number of Classes * 33+</b>
English	13.0	25		
Mathematics	16.0	17	3	
Science	10.0	8		
Social Science	15.0	22	2	

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-20</b>	<b>Number of Classes * 21-32</b>	<b>Number of Classes * 33+</b>
English	13.0	26	1	
Mathematics	10.0	23		
Science	8.0	11		
Social Science	14.0	26	3	

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-20</b>	<b>Number of Classes * 21-32</b>	<b>Number of Classes * 33+</b>
English	9.0	28	4	
Mathematics	6.0	24		
Science	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)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
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)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
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*

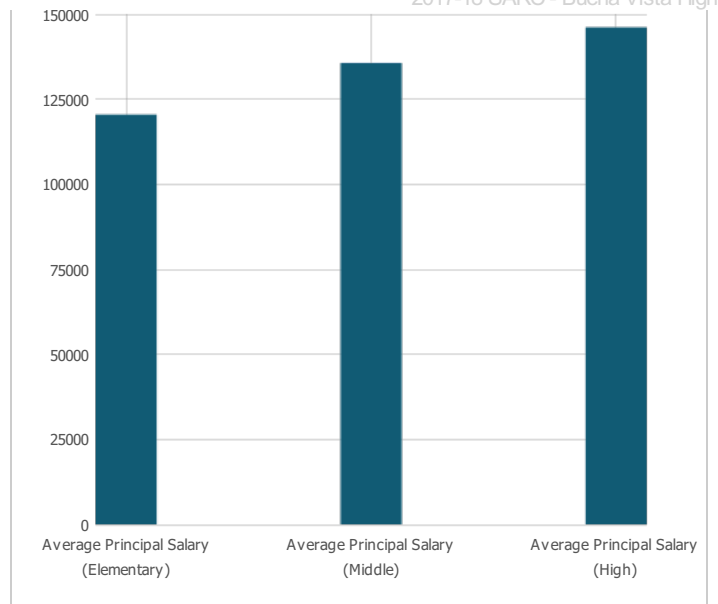
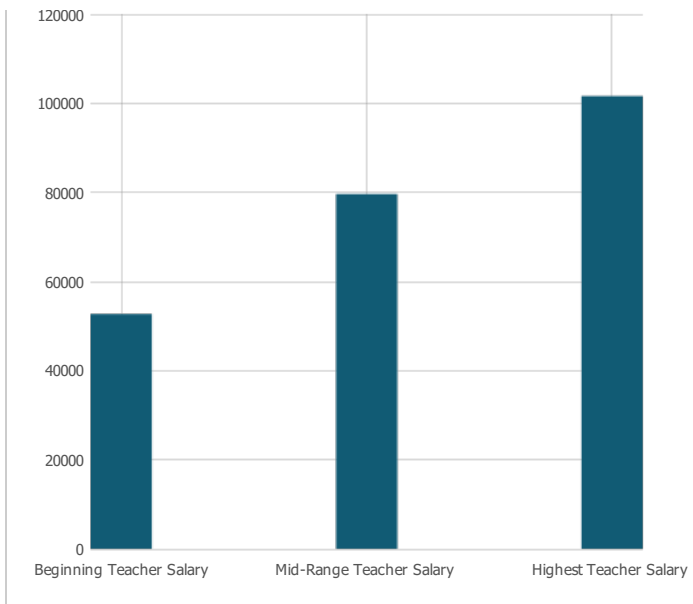
## Teacher and Administrative Salaries (Fiscal Year 2016—17)

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**

**Principal 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 professional development activities have included Instructional Leadership Teams, Co-Teaching, Math Curriculum and Development Teams, English Language Arts Curriculum and Development Teams, Write from the Beginning and Beyond and Career Technical Education training.

The district further promotes structured professional development programs through the Beginning Teacher Support and Assessment Program and the Induction Program for General and Special Education teachers.

*Last updated: 1/14/2019*