

Buena Vista High

School Accountability Report Card Reported Using Data from the 2018—19 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 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
Email: aaquilar@paramount.k12.ca.us*

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Paramount Unified
Phone Number	(562) 602-6000
Superintendent	Ruth Perez
Email Address	rperez@paramount.k12.ca.us
Website	www.paramount.k12.ca.us

School Contact Information (School Year 2019—20)	
School Name	Buena Vista High
Street	3717 Michelson St.
City, State, Zip	Lakewood, Ca, 90712-1402
Phone Number	562-602-8090
Principal	Morrie Kosareff, Principal
Email Address	aaguilar@paramount.k12.ca.us
Website	https://bv.pusdschools.net/
County-District-School (CDS) Code	19648731936756

Last updated: 12/23/2019

School Description and Mission Statement (School Year 2019—20)

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 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.

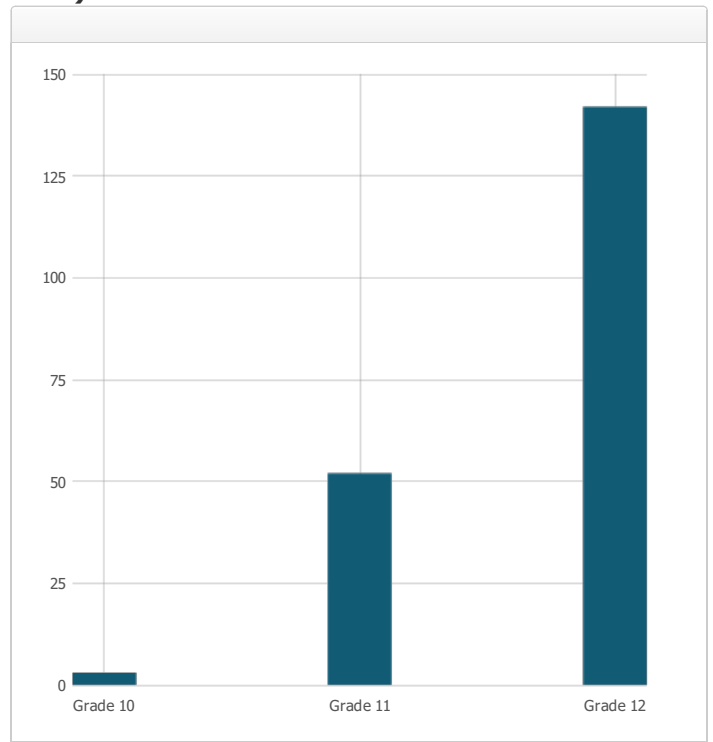
Self-reflective individuals who...

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

Last updated: 12/23/2019

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 10	3
Grade 11	52
Grade 12	142
Total Enrollment	197



Last updated: 12/23/2019

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	12.20 %
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	84.30 %
Native Hawaiian or Pacific Islander	%
White	2.00 %
Two or More Races	1.50 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	95.40 %
English Learners	36.50 %
Students with Disabilities	19.30 %
Foster Youth	2.00 %
Homeless	1.50 %

A. Conditions of Learning

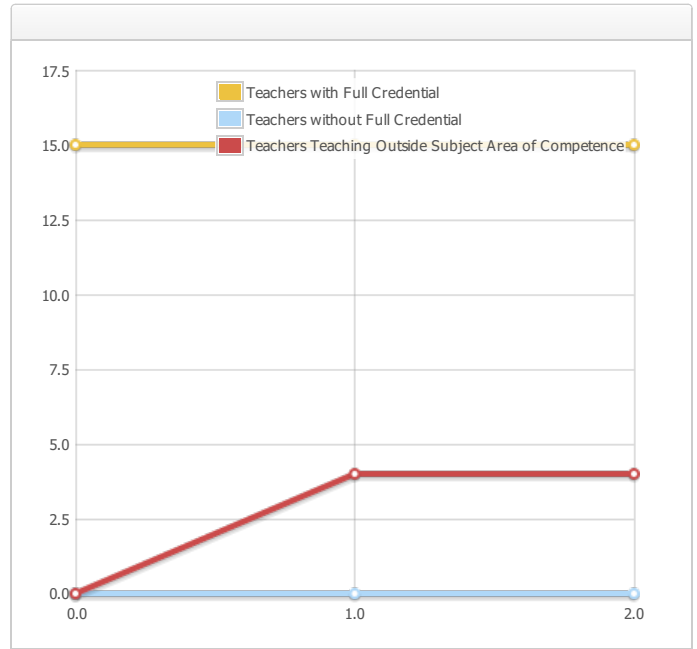
State Priority: Basic

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

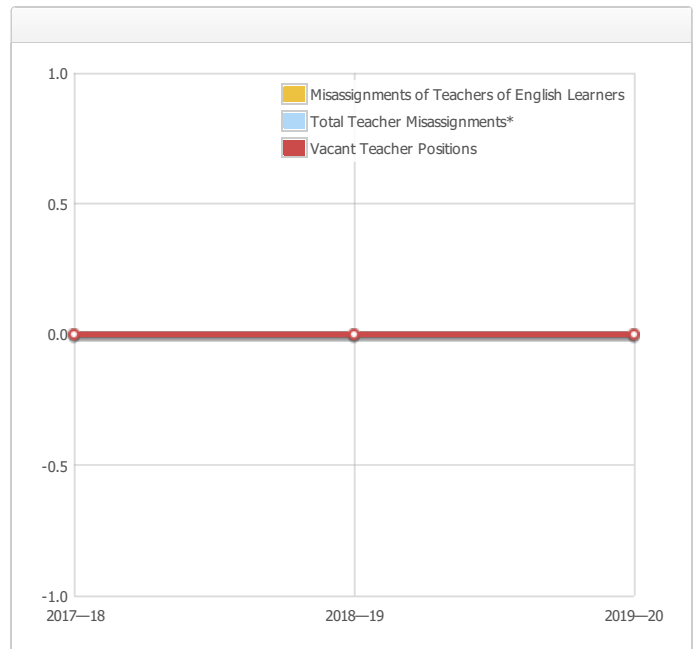
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	15	15	15	638
Without Full Credential	0	0	0	8
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	4	4	23



Last updated: 12/23/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
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: 12/23/2019

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

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 2018-2019 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: December 2019

Subject	Textbooks and Other 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	0.00 %
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	0.00 %
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 (Pearson) Grade 9 Conceptual Physics 12th Edition / 2018	Yes	0.00 %

	(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	0.00 %
Foreign Language	(McDougal Littell) Grade 9-12 iEn Espan?o!! / 2004 (McDougal Littell) Grade 10-12 iEn Espan?o!! / 2004 (McDougal Littell) Grade 10-12 iEn Espan?o!! / 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	0.00 %
Health			0.00 %
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.

Last updated: 1/2/2020

School Facility Conditions and Planned Improvements

Buena Vista School is in good repair condition. There are no planned improvements.

Last updated: 12/23/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Water refill stations installed
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Exemplary
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Last updated: 12/23/2019

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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	2%	4%	41%	39%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	0%	1%	30%	28%	38.0%	39.0%

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: 12/23/2019

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	96	84	87.50%	12.50%	3.57%
Male	60	55	91.67%	8.33%	3.64%
Female	36	29	80.56%	19.44%	3.45%
Black or African American	14	12	85.71%	14.29%	0.00%
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	80	71	88.75%	11.25%	2.82%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	90	79	87.78%	12.22%	2.53%
English Learners	33	31	93.94%	6.06%	0.00%
Students with Disabilities	14	11	78.57%	21.43%	0.00%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

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: 1/2/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	96	86	89.58%	10.42%	1.16%
Male	60	55	91.67%	8.33%	0.00%
Female	36	31	86.11%	13.89%	3.23%
Black or African American	14	13	92.86%	7.14%	0.00%
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	80	72	90.00%	10.00%	0.00%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	90	81	90.00%	10.00%	0.00%
English Learners	33	31	93.94%	6.06%	0.00%
Students with Disabilities	14	11	78.57%	21.43%	0.00%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

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: 1/2/2020

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
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: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 12/23/2019

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	21
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	--

Last updated: 12/23/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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 2018—19)

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
9	2.00%	1.00%	0.00%

Note: 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.

Last updated: 1/13/2020

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 2019—20)

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 which incorporates Restorative Practices 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

Last updated: 12/20/2019

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

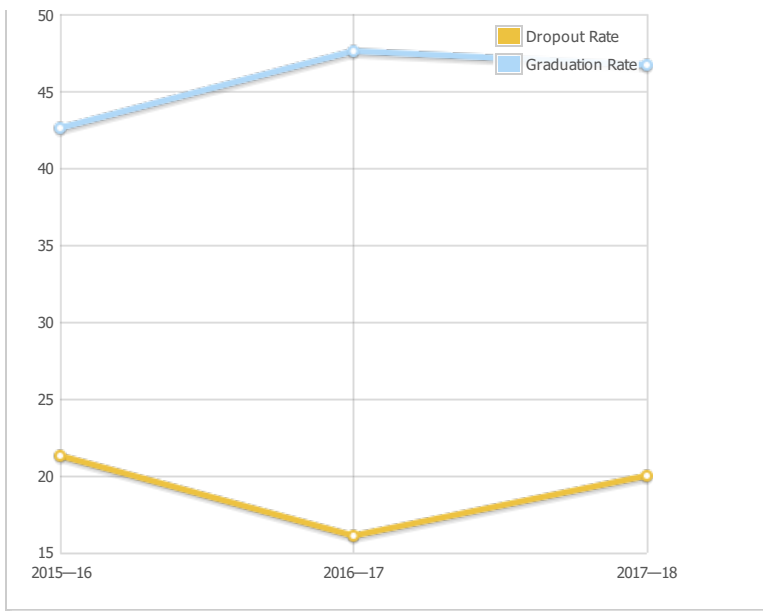
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	21.30%	7.30%	9.70%
Graduation Rate	42.60%	86.80%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	16.10%	20.00%	6.30%	7.10%	9.10%	9.60%
Graduation Rate	47.60%	46.70%	87.10%	85.90%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/2/2020

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	9.90%	10.80%	5.10%	3.70%	2.90%	2.60%	3.60%	3.50%	3.50%
Expulsions	1.20%	0.00%	0.00%	0.10%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 12/20/2019

School Safety Plan (School Year 2019—20)

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 each fall, 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 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: 12/20/2019

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 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	13.00	26	1	
Mathematics	10.00	23		
Science	8.00	11		
Social Science	14.00	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)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	9.00	28	4	
Mathematics	6.00	24		
Science	7.00	7		
Social Science	9.00	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	8.00	37		
Mathematics	9.00	22		
Science	7.00	8		
Social Science	10.00	28		

* 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: 12/23/2019

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	65.70

*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.

**Average Number of Pupils per Counselor

Last updated: 12/23/2019

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.30
Other	1.00

*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: 12/23/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8863.49	\$1616.89	\$7246.60	\$102918.99
District	N/A	N/A	--	\$84533.00
Percent Difference – School Site and District	N/A	N/A	115.53%	19.62%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	3.53%	22.59%

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

Last updated: 12/23/2019

Types of Services Funded (Fiscal Year 2018—19)

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.

Title IV - A federal program designed to ensure students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students.

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.

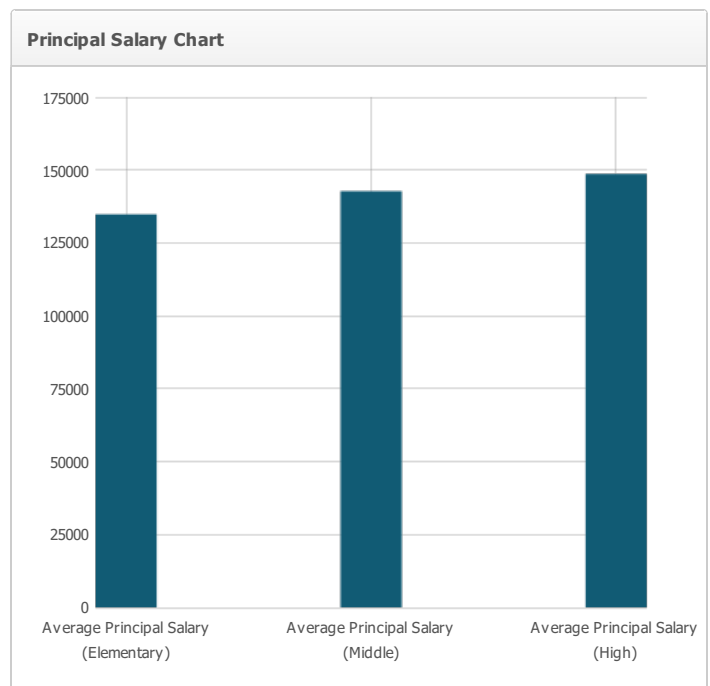
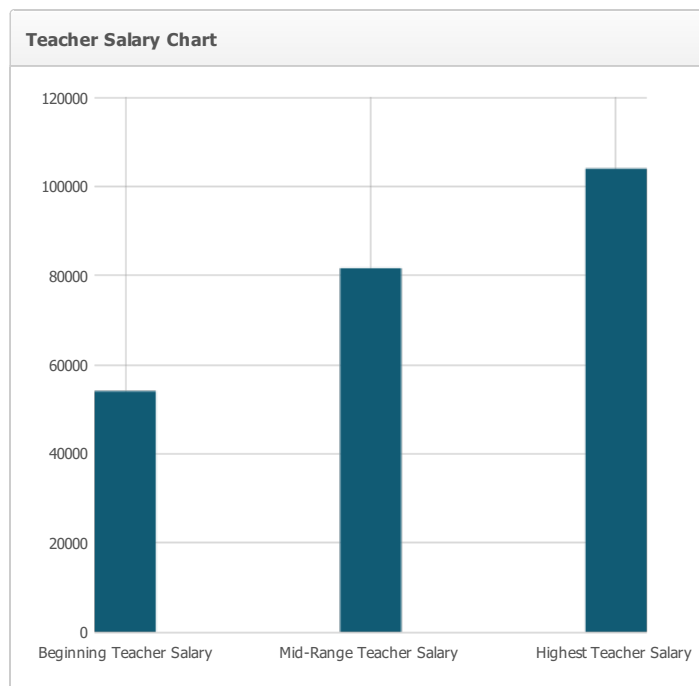
Buena Vista receives funding through Comprehensive Support and Improvement. Funds are designed to provide resources and support to improve student outcomes in schools that meet criteria for Comprehensive Support and Improvement.

Last updated: 12/23/2019

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,038	\$51,374
Mid-Range Teacher Salary	\$81,624	\$80,151
Highest Teacher Salary	\$103,963	\$100,143
Average Principal Salary (Elementary)	\$134,799	\$126,896
Average Principal Salary (Middle)	\$142,745	\$133,668
Average Principal Salary (High)	\$148,687	\$143,746
Superintendent Salary	\$261,111	\$245,810
Percent of Budget for Teacher Salaries	35.00%	35.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



Last updated: 12/23/2019

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

*Where there are student course enrollments of at least one student.

Last updated: 12/23/2019

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	133	138	133

Last updated: 1/8/2020