

# Bonita Vista Senior High

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

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

#### **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.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Bonita Vista Senior High
<b>Street</b>	751 Otay Lakes Rd.
<b>City, State, Zip</b>	Chula Vista, Ca, 91913-2004
<b>Phone Number</b>	619-397-2000
<b>Principal</b>	Bettina Batista
<b>E-mail Address</b>	<a href="mailto:bettina.batista@sweetwaterschools.org">bettina.batista@sweetwaterschools.org</a>
<b>Web Site</b>	<a href="http://www.sweetwaterschools.org/">www.sweetwaterschools.org/</a>
<b>CDS Code</b>	37684113730405

<b>District Contact Information</b>	
<b>District Name</b>	Sweetwater Union High
<b>Phone Number</b>	(619) 691-5555
<b>Superintendent</b>	Karen Janney, Ed.D.
<b>E-mail Address</b>	karen.janney@sweetwaterschools.org
<b>Web Site</b>	www.sweetwaterschools.org/

### **School Description and Mission Statement (School Year 2016-17)**

Bonita Vista High School offers a variety of challenging academic, athletic, and extracurricular programs to keep pace with the ever changing needs of the 2,500 (including Special Education and Learning Center) members of the student body. Students may participate in International Baccalaureate, Advanced Placement, Advancement Via Individual Determination (AVID), English Language Development (ELD) and Sheltered English Immersion content classes, Independent Study, a Learning Center, and the Moderate to Severe Program for developmentally disabled students.

“Baron Pride” thrives throughout the continuing accomplishments of BVHS students. Individual student achievement is widespread and ongoing. The Academic Decathlon, Academic League, the school yearbook Excalibur, the school newspaper Crusader and the Vocal and Instrumental Music programs, to name a few, earn local, national, and international recognition annually. These successes reflect the diversity of interests and accomplishments of our student body.

Students in the Sweetwater Union High School District are expected to master state and district standards which will prepare them to meet the challenges of the 21st century.

The mission of Bonita Vista High School, a distinctive and vibrant international community of leaders, is to ensure all students thrive and successfully contribute to a global society through a system of learning distinguished by:

- Rigorous, comprehensive, and enriching academic programs
- Diversified extra-curricular programs designed to engage and inspire all students
- A safe learning environment
- A culture that fosters intellectual risk-taking and the exploration of new ideas
- Individuals whose actions are guided by integrity, honesty, and respect
- Partnerships with students, staff, families, and community members
- A tradition of excellence and Baron Pride

### **Student Enrollment by Grade Level (School Year 2015-16)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 9</b>	639
<b>Grade 10</b>	607
<b>Grade 11</b>	561
<b>Grade 12</b>	689
<b>Total Enrollment</b>	2,496

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0.2
Asian	2.3
Filipino	7.8
Hispanic or Latino	67.7
Native Hawaiian or Pacific Islander	0.4
White	11.5
Two or More Races	7
Socioeconomically Disadvantaged	32.9
English Learners	6.8
Students with Disabilities	12.2
Foster Youth	0.1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	92	92	100	1847
Without Full Credential	5	6	6	89
Teaching Outside Subject Area of Competence (with full credential)	0	2	1	4

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	7	10	0
Vacant Teacher Positions	0	0	1

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.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	88.0	12.1
<b>All Schools in District</b>	87.5	12.5
<b>High-Poverty Schools in District</b>	86.9	13.1
<b>Low-Poverty Schools in District</b>	88.6	11.4

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: December 2015

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle 2002-03. Grades 9-12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0
<b>Mathematics</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle 2008-09. High school texts for Algebra, Geometry, and Intermediate Algebra were approved by the Board of Trustees as being standardsbased. Textbooks for higher level math courses were adopted 2000-01. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0
<b>Science</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0
<b>History-Social Science</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0
<b>Foreign Language</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle 2004-05. Middle school texts were selected from the state adopted list. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0
<b>Health</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle 2005-06. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Visual and Performing Arts</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle as follows: 1998-99 art and photo; 2007-08 instrumental/vocal music, and theatre. Texts were approved by the Board of Trustees. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	One set of lab equipment per lab station.	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the district office, or on the Internet at <http://www.opsc.dgs.ca.gov/>.

#### Age of School Buildings

The school has an administration building, a cafeteria, 92 classrooms and a library. The main campus was built in 1966. Additions were constructed in 1971, 1986, 1987, 1989, 1999 and 2000. Fourteen portable classrooms were constructed in 1987 and 1989. Thirty-seven permanent buildings have been constructed.

The school opened in 1966 with an administration building, a cafeteria, 36 classrooms, a gym and a library.

#### Maintenance and Repair

District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

#### Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

#### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

For the 2015-16 school year, the district has budgeted \$3,533,950 for the deferred maintenance program. This represents 1.00% of the district's general budget.

#### Deferred Maintenance Projects

The district's complete deferred maintenance plan is available at the district office.

#### Modernization/Expansion (New Construction on Existing Campus) Projects

For the 2015-16 school year, there are no modernization/expansion or new construction projects planned.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report:				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report:				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>English Language Arts/Literacy</b>	66	72	47	53	44	48
<b>Mathematics</b>	42	40	29	31	34	36

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.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	555	538	96.9	71.8
Male	11	298	290	97.3	68.1
Female	11	257	248	96.5	76.1
Black or African American	11	23	21	91.3	61.9
Asian	11	11	11	100.0	81.8
Filipino	11	38	37	97.4	86.5
Hispanic or Latino	11	363	353	97.3	68.4
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	85	81	95.3	77.5
Two or More Races	11	31	31	100.0	83.9
Socioeconomically Disadvantaged	11	180	177	98.3	63.8
English Learners	11	28	28	100.0	14.3
Students with Disabilities	11	74	71	96.0	17.1
Foster Youth	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	555	528	95.1	39.7
Male	11	298	286	96.0	42.6
Female	11	257	242	94.2	36.1
Black or African American	11	23	21	91.3	25.0
Asian	11	11	11	100.0	63.6
Filipino	11	38	37	97.4	62.2
Hispanic or Latino	11	363	345	95.0	33.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	85	80	94.1	50.0
Two or More Races	11	31	30	96.8	57.1
Socioeconomically Disadvantaged	11	180	175	97.2	33.9
English Learners	11	28	28	100.0	
Students with Disabilities	11	74	70	94.6	11.6
Foster Youth	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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.

#### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	69	62	65	63	53	49	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	595	542	91.1	64.6
Male	296	268	90.5	64.9
Female	299	274	91.6	64.2
Black or African American	11	11	100.0	54.6
Asian	11	10	90.9	70.0
Filipino	49	44	89.8	72.7
Hispanic or Latino	420	384	91.4	59.1
White	67	61	91.0	80.3
Two or More Races	34	30	88.2	90.0
Socioeconomically Disadvantaged	197	177	89.9	55.9
English Learners	39	31	79.5	22.6
Students with Disabilities	60	57	95.0	38.6

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

**Career Technical Education Programs (School Year 2015-16)**

Career and Technical Education (CTE) is committed to provide students with challenging opportunities in which they can expand their academic content areas while preparing them for careers in a multitude of fields. CTE pathways integrate Common Core State Standards with industry specific knowledge and skills. Career pathways offer students the opportunity to earn a certificate of completion in a specific career industry, as well as benefit our students, our community, and our economy. All students will have access to placement into rigorous CTE courses. Bonita Vista High School offers three programs in Arts, Media, & Entertainment (Multimedia); Transportation (Automotive), and Sports Medicine.

**Career Technical Education Participation (School Year 2015-16)**

Measure	CTE Program Participation
Number of pupils participating in CTE	46
% of pupils completing a CTE program and earning a high school diploma	2%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	36%

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	95.58
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	51.9

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

#### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	6.2	36.3	41.1

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.

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2016-17)

Bonita Vista High School has developed a written parental involvement policy with input from School Site Council parents. As parents are equal partners in the education of their children, it shall be the policy of Bonita Vista High School to develop the policy with parent input and school involvement. To involve parents at BVH, the school annually informs parents of School Site Council (SSC), English Language Advisory Committee (ELAC) and Gifted and Talented Education (GATE) committees, including information about requirements of each parent group and about the right of parents to be involved in the parent group. The school offers a flexible number of meetings for parents through the school year: SSC, GATE, ELAC, PTSA, Orientation Night, Freshman Parent Night, College Night, Open House, Parent Conferences, Parent Booster, and Most Improved Breakfast. BVH offers parents the opportunity to attend professional development opportunities to learn and develop skills to support the education of their children.

### State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	3.20	2.70	4.50	6.40	7.50	6.20	11.40	11.50	10.70
Graduation Rate	88.91	92.29	90.11	83.16	82.46	84.62	80.44	80.95	82.27

**Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)**

Group	Graduating Class of 2015		
	School	District	State
All Students	90	82	86
Black or African American	70	81	78
American Indian or Alaska Native	100	94	78
Asian	100	94	93
Filipino	100	94	93
Hispanic or Latino	88	80	83
Native Hawaiian/Pacific Islander	100	93	85
White	88	81	91
Two or More Races	97	89	89
Socioeconomically Disadvantaged	45	51	66
English Learners	44	60	54
Students with Disabilities	38	38	78

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.3	2.4	2.7	5.7	5.7	4.6	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

**School Safety Plan (School Year 2016-17)**

Each year, Sweetwater schools review and update their Comprehensive School Safety Plans. The plan is submitted to the Superintendent each year by October 30 for Board approval in February. Staff orientation and training must be completed by October 30 each year. Disaster and evacuation drills are scheduled periodically throughout the school year. BVH performs three drills each semester: heightened security, lockdown and evacuation. All teachers are provided with a classroom safety envelope that includes maps, directions, and procedures for emergencies.

Key Elements of the Plan:

- Develop Site Safety Binder/classroom envelope (to be distributed to all school staff)
- Train all staff on emergency procedures during 3-day inservice or during the school year’s first staff meeting
- Comply with 3 in 1 safety drills
- Improve traffic flow into south parking lot
- Identify strategies and programs that provide safety on campus.

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	19
Percent of Schools Currently in Program Improvement	N/A	82.6

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	17	94	27	32	17	107	28	30	33	0	30	40
Mathematics	18	71	23	37	11	69	7	12	31	1	25	39
Science	19	41	57		20	36	58		25	17	46	0
Social Science	19	85	22	45	19	84	20	51	33	0	30	34

Note: 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.

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6.5	379.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.2	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist	0.0	N/A
Other	0.0	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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5212.0	\$518.0	\$4694.0	\$78759.0
District	N/A	N/A	\$1742.0	\$79,715
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,677	\$77,824
Percent Difference: School Site and State	N/A	N/A		

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

**Types of Services Funded (Fiscal Year 2015-16)**

General Operations - services, materials, and support to the general education program

Gifted and Talented - specialized learning assistance for students with great ability, achievement, or potential

International Baccalaureate - support for the International Baccalaureate program, including staff development, testing and supplies

Special Projects - monies from agencies (e.g., federal, state) earmarked for specific services.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,986	\$46,184
Mid-Range Teacher Salary	\$73,692	\$75,179
Highest Teacher Salary	\$96,471	\$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$138,060	\$124,243
Average Principal Salary (High)	\$151,325	\$137,939
Superintendent Salary	\$235,000	\$217,637
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	4%	5%

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

**Advanced Placement (AP) Courses (School Year 2015-16)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	3	N/A
Fine and Performing Arts	4	N/A
Foreign Language	4	N/A
Mathematics	6	N/A
Science	8	N/A
Social Science	7	N/A
All courses	32	

Cells with N/A values do not require data.

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

## Professional Development (Most Recent Three Years)

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Ongoing professional development at both district and site levels has been a major focus in supporting teachers with the implementation of the state standards, curriculum, instruction and assessment. Site Curriculum Specialists provide professional development strategies in all core subject areas to support PLCs and the implementation of state standards. A schoolwide collaborative culture is in place to ensure that all teachers use common language and implement district initiatives, i.e., Student Structured Interaction (SSI), Rigor and Relevance Framework, Checking for Understanding, Rhetorical Approach, Daily Learning Target (DLT), Instructional Format, Checking for understanding, Academic Language, and Research-based instructional strategies.

For the 2015-2016 school year, Bonita Vista High staff participated in numerous staff development opportunities including six (6) Staff Development days, eight (8) PLC days, and numerous Department Pull Out days throughout the year, Content-Alike District PLC's, District Curriculum & Instruction Cohort and Zone Trainings, Administrator trainings/meetings, and Counselor trainings/meetings. Site Leadership Team (SLT) provided professional development opportunities to staff members to support the school's mission, best practices, and cross curricular lessons as aligned to the school's Professional Growth Plan.

Teachers actively participated in numerous staff development opportunities.

- Teachers attended numerous content-based and/or educational technology professional development opportunities, i.e., conferences, workshops, trainings.
- All Advanced Placement teachers attended either AP training in their subject at the one week "AP-by-the-Sea" summer program or a one-day workshop.
- All International Baccalaureate teachers attended IB conferences. The IB organization requires that all teachers attend an IB conference at least once in a five-year period.
- Teachers of GATE students are asked to attend workshops or conferences that emphasize GATE teaching strategies, differentiated instruction, and the emotional/social needs of GATE students.
- All staff in the past six years has spent two pre-school meetings receiving training in District initiatives: Marzano Strategies, Rhetorical Approach, Rigor and Relevance, Academic Vocabulary and Structured Student Interaction.
- All staff in the past two years have spent two pre-school meetings and ongoing cohort trainings in Common Core State Standards, Curriculum, and Structured English Immersion (SEI) strategies training.