

Bonita Vista High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

School Contact Information	
School Name	Bonita Vista High School
Street	751 Otay Lakes Rd.
City, State, Zip	Chula Vista, CA 91913-2004
Phone Number	619-397-2000
Principal	Dr. Roman Del Rosario
E-mail Address	roman.delrosario@sweetwaterschools.org
Web Site	www.sweetwaterschools.org/
CDS Code	37684113730405

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

School Description and Mission Statement (School Year 2017-18)

SCHOOL

Bonita Vista High School (BVHS), home of Baron Pride, boasts a 52-year tradition of academic excellence and supports a rich set of extracurricular programs, including clubs and teams with championship athletes as well as award-winning performers. Bonita Vista High School, a four-year comprehensive high school, has a student population of approximately 2,425 students. Located in Chula Vista, a suburban community of 244,000 people, the school lies between San Diego, fifteen miles to the north, and the international border seven miles to the south. The school, in its 52-year history, has emphasized academic excellence through the rigorous International Baccalaureate (IB) program and Advanced Placement (AP), as well as extensive academic support programs. Bonita Vista High School has earned a well-deserved reputation for exemplary academic and extra-curricular programs. Students may choose from a rigorous A-G program reflected in our general education, IB, AP, Honors and Accelerated courses. Many students also take advantage of the opportunity to participate in our performing arts programs, as well as a variety of sports. Additionally, BVHS supports over 60 active student clubs and organizations. Moreover, students with an eye to the workplace, may choose from an array of Career Technical Education (CTE) pathways: Design, Visual and Media Arts; Systems Diagnostic and Services (Transportation); Sports Medicine; as well as Computer Science courses. In May 2017, BVHS was recognized as a California Gold Ribbon school for its afterschool peer tutoring program, entitled Tutor, Educate, and Motivate (T.E.A.M.) The Gold Ribbon designation replaces the former, well-known, California Distinguished Schools Program. The school's last WASC accreditation visit was in March 2015. The WASC visiting committee awarded BVHS with a six-year accreditation, with a one day mid-cycle review visit scheduled for February 26, 2018.

Bonita Vista High School offers flexibility in the school schedule with 90% of the population operating on a period 1-6 schedule (7:10 am - 2:15 pm). Approximately 10% of the populations operates on a period 2-7 schedule (8:20 a.m.-3:20 p.m.) and about 1% of the population operates on a period 1-7 schedule (7:10 am - 3:20 pm). Fifteen days are allotted as student minimum days; these occur on the day school opens and closes, the day after Open House, for final exams first and second semester and for SBAC testing days. Beginning in 2018-19, BVHS will function on a new bell schedule which will expand the time available for PLCs to meet weekly for 90 minutes of collaboration time rather than the current 10 meetings per year for 57 minutes of collaboration time.

Bonita Vista High School continues to ensure excellence in teaching and learning as the school offers opportunities to prepare all students to succeed in college and career, build a culture of equity, and create a positive school climate. Numerous opportunities exist for students to enrich and accelerate their academic preparation for college. Since 1985, Bonita Vista has been one of 668 International Baccalaureate (IB) Diploma Schools in the country and one of 111 schools in California earning recognition as an IB school. Administrated from Cardiff, Wales, the IB program is a comprehensive, rigorous course of study including English, Foreign Language, Social Science, Science, Math and an IB elective. The IB diploma is valued worldwide for college entrance and advanced standing. Additionally, the school offers Advanced Placement (AP) courses and exams to enhance college readiness.

Since 2014-15, BVHS has had to adjust to changes in our funding and implementation of new school programs. With the adoption of the Local Control Accountability Plan (LCAP), the school's focus is on the implementation of school programs to increase student achievement. LCAP requires the school to involve all stakeholder input in decision-making and its annual review; therefore, LCAP brings greater school accountability. Although LCAP benefits all students, the LCAP target student population gives priority to English Learners, low-socio economic, and foster youth students. The school goals are aligned to the district LCAP goals which are outlined in the school's Single Plan for Student Achievement (SPSA):

Goal 1: Ensure excellence in teaching and learning so each student is prepared to succeed in college and career

Goal 2: Create a safe and healthy learning environment for each student by building a culture of equity and a positive climate that promotes excellence throughout the district

Goal 3: Foster and honor parent and community engagement to support excellence in each student's success

Goal 4: Develop coherent and transparent systems for operational excellence to support each student’s success

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, assessment, and best practices. Site Curriculum Specialists provide professional development in all subject areas to support the work of PLCs. A focus on a schoolwide collaborative culture ensures that all teachers use district common language and implement district initiatives, i.e., Effective First Instruction (EFI), Structured Student Interaction (SSI), Rigor and Relevance Framework, Checking for Understanding, Rhetorical Approach, Daily Learning Target (DLT), Instructional Format, Checking for understanding, Academic Language Development, and Research-based instructional strategies. Over the last three years, there has been an increased focus of A-G completion of graduation requirements and improving the success of our students. For students that are at-risk of failing courses, there is great emphasis on remediation to ensure students succeed. BVHS offers various schoolwide academic support programs to assist students in dire need of additional academic support. These programs include instructional day peer tutors, instructional assistants, support classes in English and math, afterschool targeted/assigned and voluntary T.E.A.M., voluntary teacher tutoring, Homework Center, peer counseling, and student support groups.

Since 2015, there was refinement of the state’s priorities and LCAP goals. As of 2016-17, there was planned implementation from the district to revise and rewrite the district’s mission statement aligned to the LCAP goals. In December 2017, the Board of Trustees adopted the new Mission and Belief Statements for the Sweetwater Union High School District. The new district Mission and Belief Statements were developed by a team of 40+ Sweetwater community stakeholders. The new district Mission and Belief Statements will result in the overarching language for BVHS to develop its new Mission Statement and Learner Outcomes scheduled to be drafted in Spring 2018.

Bonita Vista High SCHOOL Mission Statement

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

Learner Outcomes

- 100% of students at BVHS will complete an enriching academic program and graduate with the skills necessary to succeed in their future endeavors.
- Each student will be self-reliant and possess the skills necessary to contribute to a global society.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	525
Grade 10	614
Grade 11	575
Grade 12	612
Total Enrollment	2,326

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	0.3
Asian	2
Filipino	7
Hispanic or Latino	69.2
Native Hawaiian or Pacific Islander	0.4
White	10.9
Two or More Races	7
Socioeconomically Disadvantaged	30
English Learners	7.4
Students with Disabilities	13.1
Foster Youth	0

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	92	100	91	1665
Without Full Credential	6	6	11	128
Teaching Outside Subject Area of Competence (with full credential)	2	1	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	10	0	0
Vacant Teacher Positions	0	1	6

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: August 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	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 http://curriculum.suhsd.k12.ca.us/ OR https://drive.google.com/file/d/1nxv_ZDeITrIIKCOJ8QPhcwifS6MpIlnQ/view?usp=sharing	Yes	0
Mathematics	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 http://curriculum.suhsd.k12.ca.us/ OR https://drive.google.com/file/d/1nxv_ZDeITrIIKCOJ8QPhcwifS6MpIlnQ/view?usp=sharing	Yes	0
Science	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 http://curriculum.suhsd.k12.ca.us/ OR https://drive.google.com/file/d/1nxv_ZDeITrIIKCOJ8QPhcwifS6MpIlnQ/view?usp=sharing	Yes	0
History-Social Science	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 http://curriculum.suhsd.k12.ca.us/ OR https://drive.google.com/file/d/1nxv_ZDeITrIIKCOJ8QPhcwifS6MpIlnQ/view?usp=sharing	Yes	0
Foreign Language	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 http://curriculum.suhsd.k12.ca.us/ OR https://drive.google.com/file/d/1nxv_ZDeITrIIKCOJ8QPhcwifS6MpIlnQ/view?usp=sharing	Yes	0
Health	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 http://curriculum.suhsd.k12.ca.us/ OR https://drive.google.com/file/d/1nxv_ZDeITrIIKCOJ8QPhcwifS6MpIlnQ/view?usp=sharing	Yes	0
Visual and Performing Arts	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 http://curriculum.suhsd.k12.ca.us/ OR https://drive.google.com/file/d/1nxv_ZDeITrIIKCOJ8QPhcwifS6MpIlnQ/view?usp=sharing	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2017				
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. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	72	76	53	53	48	48
Mathematics (grades 3-8 and 11)	40	42	31	32	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	576	566	98.26	76.28
Male	284	279	98.24	71.94
Female	292	287	98.29	80.49
Black or African American	13	12	92.31	66.67
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100	81.82
Filipino	47	46	97.87	93.48
Hispanic or Latino	394	387	98.22	71.83
Native Hawaiian or Pacific Islander	--	--	--	--
White	63	62	98.41	87.1
Two or More Races	43	43	100	90.48
Socioeconomically Disadvantaged	221	213	96.38	70.89
English Learners	57	55	96.49	34.55
Students with Disabilities	58	57	98.28	33.33

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	576	566	98.26	42.23
Male	284	279	98.24	41.58
Female	292	287	98.29	42.86
Black or African American	13	12	92.31	33.33
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100	72.73
Filipino	47	46	97.87	60.87
Hispanic or Latino	394	387	98.22	35.66
Native Hawaiian or Pacific Islander	--	--	--	--
White	63	62	98.41	59.68
Two or More Races	43	43	100	55.81
Socioeconomically Disadvantaged	221	213	96.38	29.58
English Learners	57	55	96.49	14.55
Students with Disabilities	58	57	98.28	3.51

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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	62	65	53	49	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.

Note: The 2016-17 data are not available. The California Department of Education 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 piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

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 2016-17)

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
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	95.53
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	60.47

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	6.2	38.7	37.2

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 State priority: Parental Involvement (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 2017-18)

Bonita Vista High School (BVHS) continues to enhance collaborative relationships among families, community members, educators, and students to accomplish our school's mission and goals. BVHS fosters and honors parent and community engagement to support excellence in each student's academic success. BVHS offers multiple opportunities for Parental Involvement. To involve parents at BVHS, the school encourages parents to attend school parent advisory groups such as School Site Council (SSC), English Language Advisory Committee (ELAC) and Gifted and Parent Teacher Student Association (PTSA) committees. Each parent committee provides information about the requirements and rights of each parent group. BVHS offers a variety of parent informational meetings throughout the school year: Orientation Night, Freshman Parent Night, College Night, Financial Aid Night, Open House, Parent Conferences, Most Improved Breakfast, and RFEP Reclassification Ceremony.

Other school-community parent partnerships include:

- Parent Boosters: Club Blue (Band), Vocal Music Dept., Football, Water Polo, Cross Country

- Bonita Optimist Club (Community organization that supports our students.)
- Chula Vista Rotary Club (Community organization that supports our students.)

We believe that parents are equal partners in the education of their children and there is a greater impact in overall post-secondary educational outcomes of students whose parents are highly involved in their school. The following parent outreach and resources are available to parents which inform them about school programs, academic support, and college awareness opportunities:

* Parental Involvement Policy distributed annually to all parents: posted on school website, weekly online newsletter and accessible at the school's Parent Center and main office

* Weekly online parent newsletter, The Baron Times

* BVHS website

* Parent Committee groups: PTSA, SSC, ELAC

* Parent Resource Center

* Community Resource Facilitator (parent partner of BVHS parents)

* Counseling Center Parent Resources: Career of the month, Career Fair, College Night, Scholarship and Financial Aid workshops, College Presentations, and Educational four-year plan, etc.

Additionally, BVHS offers parents the opportunity to attend professional development opportunities to learn and develop skills to support the education of their children. Professional development opportunities include district parent trainings, miniCABE, CABE, etc.

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	2.7	4.5	5.6	7.5	6.2	6.3	11.5	10.7	9.7
Graduation Rate	92.29	90.11	86.81	82.46	84.62	82.79	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	86.65	83.04	87.11
Black or African American	80.77	83.41	79.19
American Indian or Alaska Native	0	45.45	80.17
Asian	94.44	94.25	94.42
Filipino	88.89	94.23	93.76
Hispanic or Latino	86.09	81.14	84.58
Native Hawaiian/Pacific Islander	100	88.46	86.57
White	83.54	86.41	90.99
Two or More Races	91.07	88	90.59
Socioeconomically Disadvantaged	74.19	79.52	85.45
English Learners	47.22	62.12	55.44
Students with Disabilities	40.95	52.38	63.9
Foster Youth	0	61.11	68.19

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.4	2.7	2.1	5.7	4.6	4.2	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Each year, Bonita Vista High School reviews and updates its Comprehensive School Safety Plan. The Safety Plan is reviewed annually with staff and school committee groups, i.e., School Site Council, English Language Advisory Group, etc. , updated, and discussed with staff and the Safety submitted to the Superintendent each year by October 30th 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. BVHS performs three drills each semester: heightened security, lockdown, and evacuation. Each teacher/classroom is provided with a classroom safety envelope which includes maps, directions, and procedures for emergencies. Classrooms are also equipped with Safety Buckets which are to be used when the school experiences an extended Lockdown or secure campus incident.

BVHS/ SUHSD School Security Mission Statement:

SUHSD safeguards the physical, emotional and psychological safety of our students' learning environments.

- Efforts are focused over the four chronological phases of prevention, preparation, response and recovery.
- Support is provided across facilities/infrastructure, climate, procedures, partnerships and community.
- A spectrum of security threats are addressed: from the frequent/low-risk to the infrequent/high-risk.
- Policy and training address both organization-wide and individual response to emergencies.

Key elements of our Safety Plan:

- Development of culture and safety committee comprised of teachers, paraprofessionals, SRO Community member and students in order to address school culture/climate and safety issues. Meetings are held monthly.
- Annual revision of our Comprehensive School Safety Plan
- Conduct mandated School safety drills during the Fall and Spring. Drills include: Secure Campus, Clear room, lockdown, Earthquake/fire evacuation drills.
- Annual training of all staff regarding drills and safety plan as well as sexual harassment and Mandated reporting.

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 2017-18)

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	76

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	107	28	30	24	48	20	40	22	48	16	32
Mathematics	11	69	7	12	14	52	7	12	16	37	8	7
Science	20	36	58		24	21	50	2	20	28	47	
Social Science	19	84	20	51	24	49	22	47	23	50	21	43

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5212.0	\$518.	\$4694.0	\$78759.0
District	N/A	N/A	\$1742.0	\$83,046
Percent Difference: School Site and District	N/A	N/A	91.7	-5.3
State	N/A	N/A	\$6,574	\$82,770
Percent Difference: School Site and State	N/A	N/A	-33.4	-5.0

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

Types of Services Funded (Fiscal Year 2016-17)

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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,920	\$50,221
Mid-Range Teacher Salary	\$77,008	\$83,072
Highest Teacher Salary	\$100,812	\$104,882
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$145,114	\$128,094
Average Principal Salary (High)	\$155,085	\$146,114
Superintendent Salary	\$235,000	\$226,121
Percent of Budget for Teacher Salaries	35%	34%
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 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts	2	N/A
Foreign Language	4	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	4	N/A
All courses	17	32.2

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)

WHAT ARE THE PRIMARY/MAJOR FOCUS AREAS OF FOCUS FOR STAFF DEVELOPMENT AND SPECIFICALLY HOW WERE THEY SELECTED? (For example, were student achievement data used to determine the need for professional development in reading instruction?)

Bonita Vista High School 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. Over the last three years, student data determined the need for professional development to increase A-G completion rates and College & Career Readiness. In 2018-19, BVHS will function on a new bell schedule which will expand the time available for PLCs to meet weekly for 90 minutes of collaboration time rather than the current 10 meetings per year for 57 minutes of collaboration time.

WHAT ARE THE METHODS BY WHICH PROF DEV IS DELIVERED?

Site Curriculum Specialists provide professional development in all subject areas to support the work of PLCs. A focus on a schoolwide collaborative culture ensures that all teachers use district common language and implement district initiatives, i.e., Effective First Instruction (EFI), Structured Student Interaction (SSI), Rigor and Relevance Framework, Checking for Understanding, Rhetorical Approach, Daily Learning Target (DLT), Instructional Format, Checking for understanding, Academic Language Development, and Research-based instructional strategies. | Site Leadership Teams (SLT) were formed at all sites. At BVHS, SLT team includes the principal, one assistant principal (rotating), lead counselor, CIS Coordinator, four curriculum specialists, four content area teachers and one classified staff member. Most of the SLT team members also serve on the site's Faculty Advisory Committee (FAC). The SLT, which receives training and support from the District Leadership Team, develops a structure for school-based planning and shared decision-making based on curriculum and instruction issues which align to effective PLC collaboration, development of the master schedule, and other curricular and instructional practices. The SLT meets four times throughout the school year at district professional development days and two times a year at the site to continue collaborating toward shared school goals.

HOW ARE TEACHERS SUPPORTED DURING IMPLEMENTATION?

Teachers are supported at both district and site levels with the implementation of the state standards, curriculum, instruction, assessment, and best practices. The Site Leadership Team (SLT), administration, and site curriculum specialists provide 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.

Over the last three years, 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.
- In the past three years, all staff has participated in three pre-school meetings receiving training in District initiatives: Effective First Instruction, Marzano Strategies, Rhetorical Approach, Rigor and Relevance, Academic Vocabulary and Structured Student

Interaction.