

Bonita Vista High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://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 <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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Bonita Vista High School
Street	751 Otay Lakes Road
City, State, Zip	Chula Vista, CA 91913-2004
Phone Number	619-397-2000
Principal	Lee Romero
Email Address	Lee.Romero@sweetwaterschools.org
School Website	http://bvh.sweetwaterschools.org/
County-District-School (CDS) Code	37684113730405

2023-24 District Contact Information

District Name	Sweetwater Union High
Phone Number	(619) 691-5555
Superintendent	Moises Aguirre, Ed.D
Email Address	moises.aguirre@sweetwaterschools.org
District Website	www.sweetwaterschools.org/

2023-24 School Description and Mission Statement

Bonita Vista High School (BVHS), founded in 1966 located in Chula Vista, California and home of the Barons, boasts a 58-year tradition of academic excellence and supports a rich set of extracurricular activities 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 current student population of approximately 2,030 students. Our student demographics by ethnicity include 63.2% Hispanic, 18.4% White, 10% Asian, 2.6% African American, less than 1% American Indian/Pacific Islander and 7.0% multiple/no response. Thus, 90% of the student population is ethnically diverse. BVHS is reflective of our Chula Vista community which predominantly serves a Hispanic student population. The school analyzes student demographics, and various data points, for the appropriate placement of students and equitable access to class offerings to ensure that subgroups, lowest-achieving, and underserved populations of students are supported both academically and socially-emotionally through an integrated school wide educational program.

Over the last five years, BVHS has reached over 40% of student FRL meal eligibility, thus, designating BVHS as schoolwide Title 1 school for the past five years. The school's first year of Title I program implementation was in 2018-2019. The Title I program enhanced the school's educational program by expanding the academic support programs (i.e., interventions, tutoring, credit recovery, intersession re-teach, Saturday academic supports), expanding social-emotional support programs (i.e., support groups, restorative practice training, peer mentorship programs), reducing class sizes, adding personnel to increase student achievement and parent support, purchasing supplemental instructional materials, and providing financial support to pay for student exam fees (i.e., SAT, AP and IB exams).

BVHS continues to ensure excellence in teaching and learning as the school offers opportunities to prepare all students to

2023-24 School Description and Mission Statement

succeed in college and career, build a culture of equity, and create a positive school climate. BVHS has earned a well-deserved reputation for exemplary academic, visual and performing arts, and extra-curricular programs. Numerous opportunities exist for students to enrich and accelerate their academic preparation for college. Students may choose from rigorous college-bound courses and programs: A-G, Honors, Accelerated, Advanced Placement (AP), and International Baccalaureate (IB) classes or the IB two-year Diploma Programme.

BVHS emphasizes academic advancement through the Advanced Placement (AP) program. Currently, BVHS offers 24 AP course offerings. Newer AP course offerings include AP Psychology, AP Science elective, and an additional two sections of AP Computer Science. The Advanced Placement program encourages growth of and access to AP courses for all students and success in meeting A-G college requirements and meeting college equivalent courses.

BVHS emphasizes academic rigor and excellence through the International Baccalaureate (IB) Diploma Programme. 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. Administered from Cardiff, Wales, the IB program is a comprehensive, rigorous two-year 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. Students may choose to take individual IB courses and/or enroll in the two-year IB Diploma Programme.

Students with an interest in career readiness may choose from an array of Career Technical Education (CTE) pathways or courses, such as Digital Media, Transportation (Automotive), Sports Medicine, and Computer Science courses. The school offers a recent, new pathway in Engineering. BVHS offers, Design in Engineering, the first of three courses for this pathway. The Intro to Design in Engineering class follows the Project Lead the Way (PLTW) model, a constructivist real world approach in which students are encouraged to have hands on learning opportunities that empowers them to discover and explore their interests and design solutions for real world projects as they become independent and confident problem solvers.

Students with an interest in Visual and Performing Arts may participate in a variety of programs. For advanced studies, students have the option to take AP 2D Art and Design, AP Drawing, AP Art History, IB Music, IB Dance. The chorale program includes Sound Unlimited, Lady Tones, and the Music Machine which is a nationally recognized champion show choir, which has established itself internationally for over 20 years as a song and dance troupe of the highest caliber. In addition, Bonita Vista High School has Orchestra/Band, Dance and Mariachi programs to provide students multiple options to engage in the arts.

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

SCHOOLWIDE 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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	485
Grade 10	494
Grade 11	576
Grade 12	585
Total Enrollment	2,140

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.9%
Male	53.1%
American Indian or Alaska Native	0.4%
Asian	2.1%
Black or African American	2.8%
Filipino	7.9%
Hispanic or Latino	61.4%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	5.3%
White	19.1%
English Learners	8.7%
Foster Youth	0.3%
Homeless	0.4%
Socioeconomically Disadvantaged	35.2%
Students with Disabilities	14.3%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	68.30	70.24	1140.10	69.11	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.50	0.15	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	1.06	6.00	0.37	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	0.66	57.40	3.48	12115.80	4.41
Unknown	27.30	28.04	443.50	26.88	18854.30	6.86
Total Teaching Positions	97.30	100.00	1649.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	86.20	88.54	1443.50	85.46	234405.20	84.00
Intern Credential Holders Properly Assigned	0.20	0.26	12.40	0.73	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.10	1.21	24.50	1.45	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	0.51	56.80	3.36	11953.10	4.28
Unknown	9.20	9.46	151.70	8.98	15831.90	5.67
Total Teaching Positions	97.30	100.00	1689.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	1.00
Misassignments	0.00	0.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	1.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.40	0.50
Local Assignment Options	0.10	0.00
Total Out-of-Field Teachers	0.60	0.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.2	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.9	0.7

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle 2010-2011. English Language Arts was adopted 2021-2022. Textbooks for English Language Development (ELD) were adopted	Yes	0

	consistent with the textbook cycle in 2017-2018. High school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/		
Mathematics	Textbooks and instructional materials were adopted consistent with the textbook cycle 2014-2015. High school texts for Integrated Math (IM) 1, IM 2, IM3, were approved by the Board of Trustees as being standards- based. Textbooks for Pre-Calculus with Trigonometry, Pre-Calculus, Calculus and Statistics were adopted consistent with the textbook cycle in 2015-2016. These books were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Textbooks for AP Biology were adopted consistent with the textbook cycle 2016-2017. High school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
History-Social Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Textbooks for World Geography were adopted consistent with the textbook cycle 2014-2015. Textbooks for AP US History were adopted consistent with the textbook cycle 2016-2017. High school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Foreign Language	Textbooks and instructional materials were adopted consistent with the textbook cycle 2016-2017. High school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Health	Textbooks and instructional materials were adopted consistent with the textbook cycle 2016-2017. High school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Visual and Performing Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle as follows: 1998-1999 art and photo; 2007-2008 instrumental/vocal music, and theatre. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0

School Facility Conditions and Planned Improvements

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 opened in 1966 with an administration building, a cafeteria, 36 classrooms, a gym and a library. Additions were constructed in 1971, 1986, 1987, 1989, 1999 and 2000. Fourteen portable classrooms were constructed in 1987 and 1989 now totaling 92 classrooms. A new sports stadium was recently built and completed at end of the 2022-2023 school year.

MAINTANENCE 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 system.

Year and month of the most recent FIT report

10/01/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		WO#54608 ATTENDANCE OFFICE NEEDS PAINTING, REPLACE FLOORING ATTENDANCE OFFICE & NURSE'S OFFICE REPLACE LIGHT COVER, WO#57793 REPLACE WOOD PANEL UNDER FIRE HOSE BOX, WO# 55477 REPAIR AND REPAINT STAGE. REPLACE BURNT BULBS NEEDS LIFT, WO# 55477 REPAIR AND REPAINT STAGE. REPLACE BURNT BULBS NEEDS LIFT, WO#30136 4 IGH T OUT NEEDS LIFT; WO#30137 TILES MISSING ABOVE BOYS BBALL OFFICE:WO#D30140 BASEBOARD MISSING BOYS BBALL OFFICE, WO# 29627 REPAIR 3 BALLIST, WO#58363 FIX HOSE BIB OUTSIDE OF CLASSROOM LEAKING, WO#290631# REPAIR WATER DAMAGED CIELLING; WO#30125 MOISTURE TEST CLASSROOM, WO#29633 INSTALL GUARDRAIL IN CLASSROOM, WO# 54941 BLINDS, WO# 51062 REPLACE FLOORING,
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			WO# 28148 TERMITES, WO# 53421 REPAIR AC, WO#20959 REPAIR FLOOR, TERMITE DAMGE& EXTERMINATE ROOM FOR TERMITES, WO# 56123:REPAIR RAIN GUTTERS, WO# 52891BLINDS,

School Facility Conditions and Planned Improvements

Electrical	X			WO#52704 PROVIDE ELECTRICAL COVER FOR BOX; WO#55529 RETROFIT LIGH IN SOTRAGE BUILDING: 58566 REPAIR IRRIGATION LINE, wo# 57016 repair electrical breaker, wo# 37796 Repair flooring,
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			WO#51742 REPAIR RESTROOM FAN, WO# 30144 REPAIR WIRE SCREEN IN THE BOYS RESTROOM, WO# 54009 PAINT AND REPAIR STUCO BAHIND 205 & UNCLOGG SINK, WO# 58295 3RD STALL LEAKS WATER FROM BASE,
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			WO#59036 LIGHT FIXTURE HANGING; WO# REPAIR DUGOUT ROOF: WO# 51231 REPAIR OUTIFELD, WO#58142 PAINT EXTERIOR SOUTH WALL, WO#58584 REPAIR ROOF AND CEILING DAMAGE, WO# 51032 NEEDS BLINDS, 48180 REPLACE GUTTERS, 50994 Patch & paint back of 600 building,
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		WO#50998:PAINT QUAD WALL & BENCHES, FOOTBALL FIELD IS UNDER CONSTRUCTION. WILL BE COMPLETED IN DECEMBER, WO# 58569 NE END OF FIELD REPAIR WATER LINE,

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	70	68	50	48	47	46
Mathematics (grades 3-8 and 11)	34	36	26	26	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	550	537	97.64	2.36	67.78
Female	260	255	98.08	1.92	74.51
Male	290	282	97.24	2.76	61.70
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	81.82
Black or African American	11	10	90.91	9.09	--
Filipino	51	49	96.08	3.92	89.80
Hispanic or Latino	341	334	97.95	2.05	62.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	34	97.14	2.86	82.35
White	98	96	97.96	2.04	71.88
English Learners	45	43	95.56	4.44	6.98
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	231	224	96.97	3.03	61.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	61	88.41	11.59	26.23

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	550	535	97.27	2.73	36.14
Female	260	254	97.69	2.31	34.78
Male	290	281	96.90	3.10	37.37
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	63.64
Black or African American	11	10	90.91	9.09	--
Filipino	51	49	96.08	3.92	58.33
Hispanic or Latino	341	333	97.65	2.35	32.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	33	94.29	5.71	54.55
White	98	96	97.96	2.04	33.33
English Learners	45	43	95.56	4.44	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	231	222	96.10	3.90	26.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	61	88.41	11.59	5.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	37.43	37.64	25.00	25.05	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1094	1068	97.62	2.38	37.64
Female	530	517	97.55	2.45	35.78
Male	564	551	97.70	2.30	39.38
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	57.14
Black or African American	23	21	91.30	8.70	14.29
Filipino	101	99	98.02	1.98	61.62
Hispanic or Latino	674	661	98.07	1.93	30.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	68	65	95.59	4.41	46.15
White	198	192	96.97	3.03	46.88
English Learners	84	80	95.24	4.76	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	26	26	100.00	0.00	42.31
Socioeconomically Disadvantaged	450	435	96.67	3.33	28.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	132	113	85.61	14.39	11.50

2022-23 Career Technical Education Programs

The Sweetwater Union High School District (SUHSD) offers eleven out of the fifteen Career Technical Education (CTE) industry sectors. Across all high schools within the district, our CTE programs offer a series of multiyear courses that seamlessly blend essential academic knowledge with technical and occupational expertise. This unique integration serves as a pivotal pathway for students, guiding them toward diverse post-secondary options and alternative and prosperous career paths.

CTE is dedicated to encouraging academic excellence, encouraging career exploration, refining career-ready skills, and developing leadership potential. Our primary goal is to equip students with the tools and experiences essential for successful transitions into both higher education and the professional realm. This preparation unfolds through meticulously crafted high-quality programs, where students receive comprehensive instruction encompassing the fundamental principles of college and career readiness: communication, collaboration, problem-solving, professionalism, job shadowing, internships, business partnerships and receiving industry certification(s). Additionally, CTE pathways integrate Common Core State and CTE standards, intertwining them with industry-specific knowledge and skill sets.

Bonita Vista High School offers programs in four industry sectors, Arts, Media and Entertainment (Design, Visual, and Media Arts), Engineering and Architecture (Architectural Design), Health Science and Medical Technology (Patient Care), and Transportation (Systems Diagnostics & Service).

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	808
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	80.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	96.03
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	65.76

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	94%	92%	97%	90%	97%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

BVHS is the center of the local school community whose support we value in upholding our traditions of excellence. BVHS continues to enhance collaborative relationships among families, community members, educators to provide opportunities for parent involvement.

An annual Title I School-Level Parent and Family Engagement Policy is distributed to all parents which describes the means that we, as a school, carry out the parental involvement requirements. Our partnerships with students, staff, families, and community members include the following advisory groups, organizations, meetings, school facilities, and school resources:

- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Parent Teacher Student Association (PTSA)
- School/Community Parent Boosters: Club Blue (Band), Vocal Music Dept., Football, Water Polo, Cross Country
- Community Optimist (Octagon Club)
- Community Rotary (Interact Club)
- Coffee with the Principal meetings (four a year)
- 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.
- Parent Center

Academic Support Center

Counseling Center:

- Community Relations Facilitator-- School/Parent Liason
- Communication to parents and the community through The Baron Times weekly newsletter, school website, marquee, and mobile app.

The Baron Times weekly newsletter can be accessed at: <https://www.smores.com/u/bvhbarons>.

The Parent Center provides parents with greater access to information and services that will help the academic success of their children. The Parent Center is staffed with the Targeted Support Resource Teacher, Community Relations Facilitator and Bilingual Tester. The Parent Center is located in room 1211 adjacent to the Multipurpose room #1212, which makes these

2023-24 Opportunities for Parental Involvement

neighboring departments an ideal and convenient location for visiting parents. At the Parent Center, parents have access to laptops, printers, and other resources as needed. Individual parents, as well as those representing school groups have access to the Parent Center and use Parent Center resources as needed. The goal of the Parent Center is to serve all families as a vehicle of support, encouragement, and engagement. Maintaining a supportive partnership between BVHS and parents will have a significant impact on student achievement.

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

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	2.9	4	2.3	7.6	7	5.9	9.4	7.8	8.2
Graduation Rate	92.6	93.2	94.5	83.8	85.5	87.6	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	528	499	94.5
Female	265	251	94.7
Male	263	248	94.3
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	11	11	100.0
Black or African American	14	10	71.4
Filipino	48	48	100.0
Hispanic or Latino	323	306	94.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	27	24	88.9
White	98	93	94.9
English Learners	52	44	84.6
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	298	280	94.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	67	52	77.6

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2275	2236	451	20.2
Female	1064	1050	233	22.2
Male	1210	1186	218	18.4
Non-Binary	1	0	0	0.0
American Indian or Alaska Native	10	10	2	20.0
Asian	46	46	6	13.0
Black or African American	65	64	20	31.3
Filipino	175	173	10	5.8
Hispanic or Latino	1414	1384	298	21.5
Native Hawaiian or Pacific Islander	13	13	7	53.8
Two or More Races	118	116	24	20.7
White	426	422	82	19.4
English Learners	236	228	64	28.1
Foster Youth	9	8	2	25.0
Homeless	11	10	3	30.0
Socioeconomically Disadvantaged	986	967	238	24.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	335	330	93	28.2

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.49	4.04	0.05	5.57	6.15	0.20	3.17	3.60
Expulsions	0.00	0.04	0.00	0.00	0.07	0.08	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.04	0
Female	2.73	0
Male	5.21	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	2.17	0
Black or African American	6.15	0
Filipino	1.14	0
Hispanic or Latino	4.81	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	2.54	0
White	3.29	0
English Learners	7.2	0
Foster Youth	0	0
Homeless	9.09	0
Socioeconomically Disadvantaged	5.38	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	10.15	0

2023-24 School Safety Plan

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 (FAC, Safety & Culture, School Site Council, English Language Advisory Group, etc.). The Safety Plan is reviewed, 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.

2023-24 School Safety Plan

- Annual training of all staff regarding drills and safety plan as well as sexual harassment and Mandated reporting.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	27	27	38
Mathematics	33	25	23	36
Science	26	16	54	
Social Science	30	19	30	41

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	29	22	37
Mathematics	30	15	20	37
Science	24	20	45	1
Social Science	30	19	21	50

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	18	24	36
Mathematics	29	14	22	34
Science	25	11	44	5
Social Science	30	13	21	47

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	368.97

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.8
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	8.8

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6488.74	125.92	6362.82	87,617.00
District	N/A	N/A	9754.53	\$91,566
Percent Difference - School Site and District	N/A	N/A	-42.1	-2.0
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	-3.6	-7.2

Fiscal Year 2022-23 Types of Services Funded

BVHS uses various fiscal resources to fund specific school services and programs to assist students.

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

Federal Funds:

Title I: Title I funds support underperforming students to increase student learning and social-emotional needs. Additionally, Title I funds are used to support parent involvement.

State funds:

LCFF

* Custodial - Funds are used for custodial supplies.

* Library Instructional Materials - Funds are used for additional library instructional materials. .

* Interventions - Funds are used for extended student interventions and maintaining the library open after school for students. .

* Library Extra Duty - Funds are used for custodial supplies.

* International Baccalaureate (IB) - Funds are used to support the International Baccalaureate program, including coordinator position, staff development, testing and supplies

* AVID Tutors - Funds are used to hire college AVID tutors who work directly with students in AVID classes.

* Parent Involvement - Funds are used to increase parent involvement.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,003	\$57,234
Mid-Range Teacher Salary	\$82,293	\$95,467
Highest Teacher Salary	\$107,730	\$122,669
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$157,167	\$153,476
Average Principal Salary (High)	\$167,100	\$173,198
Superintendent Salary	\$260,000	\$277,572
Percent of Budget for Teacher Salaries	32.97%	31.17%
Percent of Budget for Administrative Salaries	4%	4.46%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	36.5
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	6
Fine and Performing Arts	7
Foreign Language	4
Mathematics	4
Science	5
Social Science	19
Total AP Courses Offered Where there are student course enrollments of at least one student.	46

Professional Development

WHAT ARE THE PRIMARY/MAJOR FOCUS AREAS OF FOCUS FOR STAFF DEVELOPMENT AND SPECIFICALLY HOW WERE THEY SELECTED?

Student achievement data and culture and climate data was used to determine the need for professional development. Bonita Vista High School staff participated in numerous staff development opportunities including six (6) Staff Development days, eight (32) 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.

WHAT ARE THE METHODS BY WHICH PROFESSIONAL DEVELOPMENT IS DELIVERED?

Ongoing professional development at both district and site levels is a key focus in supporting teachers with the implementation of the state standards, curriculum, instruction and assessment. The School Leadership Team (SLT), which receives professional development from the District Leadership Team, develops a structure for school-based planning and shared decision-making based on curriculum and instruction. The SLT works with Professional Learning Communities (PLCs) toward shared school goals and student achievement. Site Curriculum Specialists provide coaching and professional development to PLCs to support the implementation of high rigor/relevant lessons, Effective First Instruction, best practices, and data analysis to maximize student achievement. PLCs, by specific content areas and grade levels, meet weekly to share best practices, improve Effective First Instruction, increase student achievement, and to ensure the implementation of 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 Development (ALD), and Research-based instructional strategies.

HOW ARE TEACHERS SUPPORTED DURING IMPLEMENTATION?

Teachers are supported in Professional Development 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 coaching and 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.

Professional Development

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.
- 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.

Site administrators conduct classroom observations and colleague evaluations to ensure the inclusion of equity and high quality instruction. Teachers receive feedback from Learning Walks to calibrate, gather evidence, and provide feedback to teachers on the implementation of best practices, rigor and relevance, and structured student interactions. Administrators monitor teacher progress by attending and collaborating with their respective PLC departments. At PLC meetings, data results and other common/formative/summative assessments are examined by teachers to guide instruction and ensure student learning. Teachers will continue to collaborate with their PLCs to deepen their knowledge in best practices, instructional planning and the Common Core State Standards.

Teachers continue to pursue professional development opportunities (Common Core, NGSS, MNSI, AP, IB training, other conferences, workshops, PLCs, Pull-Out days, etc.) that are specific to courses and enhance best practices which has created more focused instructional goals to ensure that all student have receive Effective First Instruction and access to an equitable and rigorous curriculum across all academic levels.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	40	40	44