

# Buena Park High

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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.

### Sonje Berg, Principal

 Principal, Buena Park High

#### About Our School

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#### Contact

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*Buena Park High  
8833 Academy Dr.  
Buena Park, CA 90621-3705*

*Phone: 714-992-8602  
E-mail: [sberg@fjuhsd.org](mailto:sberg@fjuhsd.org)*

# About This School

## Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	Fullerton Joint Union High
<b>Phone Number</b>	(714) 870-2800
<b>Superintendent</b>	Scott Scambray
<b>E-mail Address</b>	<a href="mailto:sscambray@fjuhsd.org">sscambray@fjuhsd.org</a>
<b>Web Site</b>	<a href="http://www.fjuhsd.org">www.fjuhsd.org</a>

School Contact Information (School Year 2016-17)	
<b>School Name</b>	Buena Park High
<b>Street</b>	8833 Academy Dr.
<b>City, State, Zip</b>	Buena Park, Ca, 90621-3705
<b>Phone Number</b>	714-992-8602
<b>Principal</b>	Sonje Berg, Principal
<b>E-mail Address</b>	<a href="mailto:sberg@fjuhsd.org">sberg@fjuhsd.org</a>
<b>County-District-School (CDS) Code</b>	30665143030855

*Last updated: 1/31/2017*

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

Buena Park High School (BPHS-Coyotes), The Home of Scholars and Champions, is a four-year comprehensive public high school proudly serving the communities of Buena Park, Fullerton, Anaheim, La Mirada, and La Palma by providing students an academically-rigorous educational program preparing them for their postsecondary education. BPHS was established 1956 as part of the Fullerton Joint Union High School District and served 1,930 students during the 2015-16 school year. BPHS has a history of sending its graduates off to the finest colleges and universities in the country: USC, UCLA, Oxford-England, Berkeley, Penn State, Princeton, Cal State Fullerton, APU, Stanford, etc. \*\*

In Coyote Country, we know that "we reap what we sow," and incredible work has been sown in recent years to build on our historical successes with a keen eye on what skills our Coyotes will need to be successful in the 21st Century. Being ranked by US News & World Report and The Washington Post as one of one nation's 2015 Top1000 High Schools for the sixth consecutive year has certainly set Coyote Country apart from the pack. Prestigious programs such as the California School Boards Golden Bell award-winning Early College and Advanced Academics Academy (AAA), the #1 High School Agricultural Program in the Western USA, and the Distinguished Unit Air Force JROTC Academy are just a few of the programs that make Coyote Country extraordinary. In 2015, BPHS was the only school in California to receive all four of the following awards: California Gold Ribbon, Title I Academic Achievement, Exemplary CTE Program, and the Exemplary Arts Program.

There are a large number of projects and programs that have been developed throughout the past few years and new ones that are already on the drawing board for the near future. The projects include a redesigned Media Center with a new computer center (open before and after school for all students use, as well as during the day for classes); Coyote Central before and after school tutoring; free SAT prep classes; a large number of facility upgrades; Early College program, expanded Engineering program; 1:1 Chromebook deployment; the expansion of existing programs; new curricular programs to expand student opportunities toward 21st Century skills and technology; and the list goes on. One of the most exciting opportunities at Coyote Country is the EARLY COLLEGE Program, now in its fifth year, which is in collaboration with Cal State Fullerton, Fullerton College, and Mt. San Antonio College. Students are able to enter high school as ninth graders and leave with UC/CSU transferable credits while earning their high school diploma. Students currently are able earn up to 50 transferable college units, which provides our students' academic opportunities that are beyond the typical high school education. Coyote Country is also proud of our #1 Ranked Agricultural Science Academy, Coyote Academy of the Visual and Performing Arts (CAVPA), AFJROTC Ground Flight Training Program, Automotive Sciences Academy, and our Academy of Science Engineering and Design - Project Lead the Way - (ASCEND). This is an exciting time to be a member of the Coyote family as we take the 21st Century by storm.

Our curriculum is designed to meet the individual needs, interests, and college/career goals of all students. Our students must be prepared for the transition into a highly competitive and technology-driven society; therefore, students must understand that they are on at least a 6-year educational/career plan (4 year high school diploma leading to a 2-4 year college/career school program). This program will provide them the greatest number of opportunities as a successful part of their community.

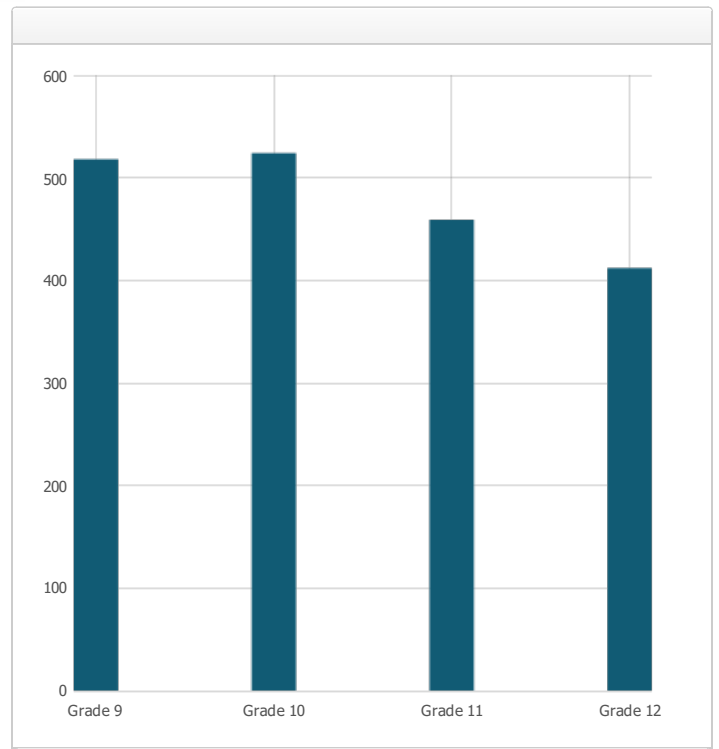
Mission Statement:

We believe that all students have the responsibility, right and ability to learn. As an institute of learning, our mission is to facilitate and support each student's achievement and success in pursuit of further education and in the workplace, to foster in each student the critical thinking and self-esteem necessary to promote productive and healthy lifestyle choices, to instill in each student a commitment to and respect for the democratic society in which they live, to encourage within each student an awareness, appreciation and tolerance of ethnic and cultural differences.



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

Grade Level	Number of Students
Grade 9	518
Grade 10	524
Grade 11	459
Grade 12	412
<b>Total Enrollment</b>	<b>1913</b>



Last updated: 1/13/2017

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

Student Group	Percent of Total Enrollment
Black or African American	6.0 %
American Indian or Alaska Native	0.3 %
Asian	6.6 %
Filipino	4.0 %
Hispanic or Latino	73.4 %
Native Hawaiian or Pacific Islander	0.8 %
White	7.6 %
Two or More Races	1.0 %
Other	0.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	82.2 %
English Learners	15.9 %
Students with Disabilities	9.5 %
Foster Youth	0.7 %

Last updated: 1/13/2017

## A. Conditions of Learning

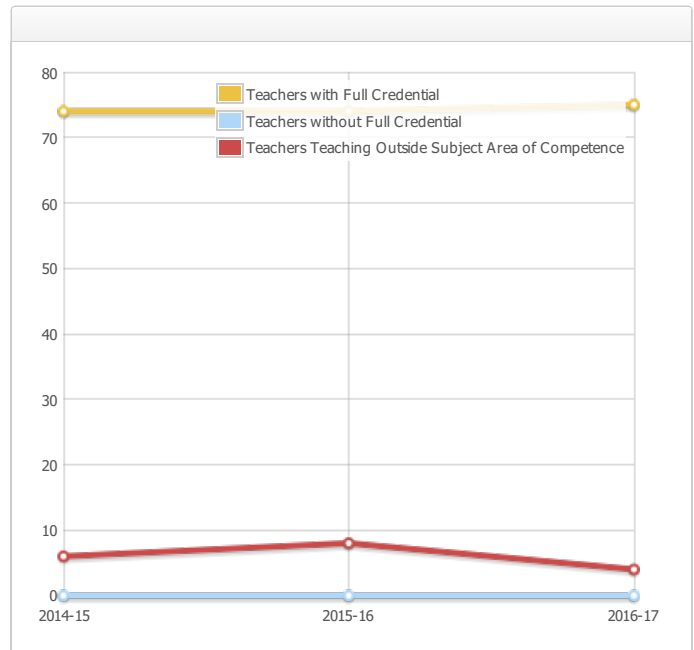
### State Priority: Basic

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

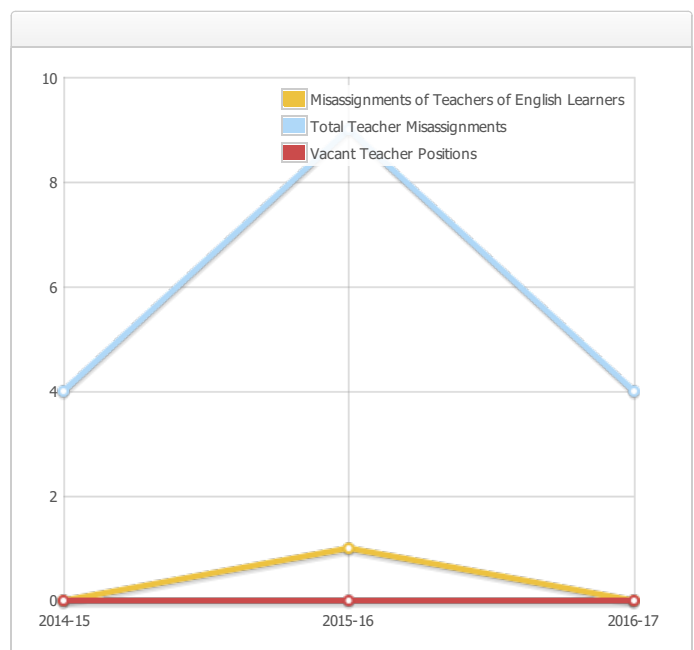
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	74	74	75	549
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	6	8	4	35



Last updated: 1/25/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments*	4	9	4
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/25/2017

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

<b>Location of Classes</b>	<b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b>	<b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b>
This School	90.0%	10.0%
All Schools in District	95.0%	5.0%
High-Poverty Schools in District	94.0%	6.0%
Low-Poverty Schools in District	96.0%	5.0%

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

*Last updated: 1/25/2017*

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

Year and month in which data were collected: May 2016

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts		Yes	0.0 %
Mathematics		Yes	0.0 %
Science		Yes	0.0 %
History-Social Science		Yes	0.0 %
Foreign Language		Yes	0.0 %
Health		Yes	0.0 %
Visual and Performing Arts		Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 1/25/2017*

## School Facility Conditions and Planned Improvements

### General

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 to inspect the condition of the buildings and grounds on the campus quarterly. The results of this survey are available in the principal's office or in the Business Services office at the District Education Center.

### School Buildings

Buena Park High School was built on 40 acres in 1956 and originally planned to house up to 2,000 students. In the last decade, construction included a new building, which houses a library-media center and ten state-of-the-art classrooms. A dance studio, Performing Arts Center, science labs, computer labs, locker room and restroom renovation combine to provide a high school plant that fulfills today's educational needs. The infusion of Digital High School funds has added a local area network providing library media center and classroom connections to the Internet, voice mail, and computer-supported instruction. In 2009/10 Career Technical Education Facilities Grants funded the renovation of the Agriculture science room, and the Auto Repair class to accommodate hybrid repair. Buena Park High School has adequate grounds and custodial personnel to maintain a clean, orderly, and safe school. Monies are allocated, as appropriate, to ensure the campus is safe and supports student learning. The District's Service Center is responsive to maintenance needs at the school.

As school funding decreased in recent years, deferred maintenance funding decreased as well. The short-term reduction in deferred maintenance funding is slowly being restored as the financial climate in schools continues to improve. In November, 2014, the tax-paying community of the District supported Measure I, a school facilities bond estimated at \$175 million. These funds will be used over the next several years to improve school facilities throughout the District.

### Cleaning Process and Schedule

The District has adopted cleaning standards for all schools in the District. The principal, and assistant principal of instruction/operations, work with custodial staff members 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 condition, electrical systems, interior or exterior painting, and floor systems. For the 2014/15 school year, the District budgeted approximately \$525,000 for the deferred maintenance program.

### Deferred Maintenance Projects

During the 2007/08 school year, modernization was completed at all of the six comprehensive high schools in the District. This work included upgrades to classrooms and restroom facilities, as well as improvements to grounds and landscaping. With the completion of the modernization, all educational facilities in the District are in good condition and repair.

2009/10 saw the completion of construction on a new 60,000 square foot facility that houses the District's continuation and alternative high schools. This school provides all students in the District with exceptional facilities.

During 2013/14, as in previous years, the sites were inspected by District maintenance staff three times a year. These inspections check all facilities for cleanliness, upkeep, and safety. Necessary repairs and routine maintenance are addressed as needed based on the results of inspections.

*Last updated: 1/25/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: May 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness,	Good	

Pest/Vermin Infestation	
Electrical: Electrical	Good
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good
Safety: Fire Safety, Hazardous Materials	Good
Structural: Structural Damage, Roofs	Good
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good

### Overall Facility Rate

Year and month of the most recent FIT report: May 2016

Overall Rating	Exemplary
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*Last updated: 1/25/2017*



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	59.0%	56.0%	69.0%	65.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	24.0%	23.0%	45.0%	43.0%	33.0%	36.0%

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

*Last updated: 1/25/2017*

**ELA - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	441	432	98.0%	55.7%
Male	212	207	97.6%	50.5%
Female	229	225	98.3%	60.4%
Black or African American	27	26	96.3%	50.0%
American Indian or Alaska Native	--	--	--	--
Asian	26	26	100.0%	73.1%
Filipino	22	22	100.0%	81.8%
Hispanic or Latino	320	316	98.8%	52.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	36	34	94.4%	58.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	201	197	98.0%	56.4%
English Learners	52	51	98.1%	3.9%
Students with Disabilities	34	32	94.1%	3.1%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	3	3	100.0%	66.6%

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

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

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

*Last updated: 1/13/2017*

**Mathematics - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	439	430	98.0%	22.7%
Male	210	205	97.6%	26.0%
Female	229	225	98.3%	19.7%
Black or African American	25	25	100.0%	12.0%
American Indian or Alaska Native	--	--	--	--
Asian	26	26	100.0%	53.9%
Filipino	22	22	100.0%	31.8%
Hispanic or Latino	320	313	97.8%	19.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	36	35	97.2%	31.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	199	195	98.0%	21.1%
English Learners	52	51	98.1%	2.0%
Students with Disabilities	34	32	94.1%	6.5%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	3	3	100.0%	100.0%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

*Last updated: 1/12/2017*

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

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	46.0%	38.0%	37.0%	63.0%	57.0%	57.0%	60.0%	56.0%	54.0%

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.

*Last updated: 1/12/2017*

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

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	497	481	96.8%	36.6%
Male	265	256	96.6%	39.5%
Female	232	225	97.0%	33.3%
Black or African American	23	23	100.0%	13.0%
American Indian or Alaska Native	--	--	--	--
Asian	28	27	96.4%	48.2%
Filipino	19	17	89.5%	64.7%
Hispanic or Latino	374	364	97.3%	33.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	31	93.9%	54.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	239	230	96.2%	31.3%
English Learners	83	78	94.0%	5.1%
Students with Disabilities	59	56	94.9%	3.6%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

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

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

*Last updated: 1/12/2017*

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

Buena Park High School - "Home of Scholars and Champions" - has a comprehensive and expanding Career Technical Education (CTE) program that follows our district and county approved CTE plan in conjunction with North Orange County Regional Occupation Program (NOCROP) and articulated with our regional junior colleges. The CTE plan has a key principle that all courses and pathways lead to some form of post-secondary and/or career certification that is directly aligned with our local junior colleges (Fullerton, Cypress, and Mt. San Antonio) and/or universities. This can be realized through a wide variety of comprehensive pathways that are recognized by the appropriate industry standards, certifications, and post-secondary education. While preparing ALL students for post-secondary opportunities, our LCAP and WASC Action Plans clearly state our belief in the importance of students possessing attributes which are desirable in all aspects of college/career, as well as having pride in one's self, work, school and community. This is evidenced through not only the six CTE/Post Secondary Pathways: Agriculture Sciences, AFJROTC, Automotive & Engineering, Academy of Science Engineering and Design - PLTW (ASCEND), Sports Medicine, Coyote Academy of Visual and Performing Arts (CAVPA), but also how these pathways are integrated within the college prep program(s) which all students are scheduled into. Through the integration of all CTE Pathways and Post-Secondary A-G ratings we support students having the maximum options upon graduation. Each pathway operates with a sequence of courses leading to a capstone class in which the students demonstrate their mastery of the rigorous content and direct application of skills in a real-life application. The majority of the CTE course offerings are A-G rated.

*Last updated: 1/31/2017*

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	166
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	51.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100.0%

*Last updated: 1/25/2017*

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	99.6%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	45.5%

# State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

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

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	22.0%	19.3%	30.5%

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

Last updated: 1/25/2017

## 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 2016-17)

The Fullerton Joint Union High School District (District) made an extensive effort to consult with and garner input from every stakeholder group in the development of the LCAP. Throughout the months of December, 2016; January and February, 2017; District leadership met with student groups, parent organizations, and local bargaining units in separate meetings at each school. Each group worked through an exercise where they were asked how the District schools can improve student outcomes as they relate to the eight State priorities identified in Education Code 52060. Responses were collated and common themes presented themselves, giving the District comprehensive and timely input into the development of the LCAP. The LCAP, as it went through several drafts, was revised as the District received comments from parents and other stakeholder representatives of the District Advisory Committee (DAC) and from parents of the English Learner (EL) students through the District English Learner Advisory Committee (DELAC).

A Districtwide advisory committee was created which included representatives from all schools and the community. The District Advisory Committee (DAC) is made up of parents, students, teachers, classified staff members, administrators, parents of English learners, parents of foster youth, parents of low-income students, and parents of students with disabilities. Parents of students from all ethnic/racial backgrounds were invited to participate in the DAC. In addition to the findings from the many measures of academic achievement for the past three years, initial findings from the perception data gathered from the above indicated meetings was presented to the DAC in two meetings and is presented during the DAC meetings. Attendees of the DAC were given a draft of the LCAP and the opportunity to make comments to the Superintendent. Administration at each of the sites invited parents and employee representatives to be on the committee.

The District presented the opportunity for parents of English Learners (EL) to review and comment on the LCAP in a series of three meetings. The DELAC representatives were invited from the various English Language Advisory Committees (ELAC) at each of the District schools. In addition to the findings from the many measures of academic achievement for the past three years, initial findings from the perception data gathered from the above indicated meetings was presented.

### State Priority: Pupil Engagement

*Last updated: 1/31/2017*

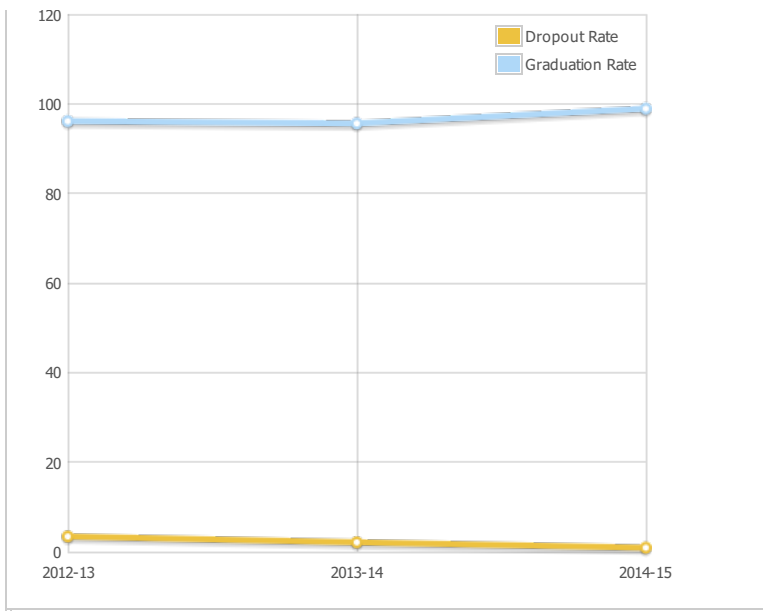
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	3.4%	2.1%	0.9%	4.3%	3.5%	3.0%	11.4%	11.5%	10.7%
Graduation Rate	96.10	95.60	98.90	91.90	93.40	97.40	80.44	80.95	82.27

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



*Last updated: 1/25/2017*



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

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	94	93	85
Black or African American	79	83	77
American Indian or Alaska Native	33	83	75
Asian	100	99	99
Filipino	92	97	97
Hispanic or Latino	94	91	84
Native Hawaiian or Pacific Islander	0	67	85
White	100	96	87
Two or More Races	100	94	91
Socioeconomically Disadvantaged	93	90	77
English Learners	52	50	51
Students with Disabilities	82	78	68
Foster Youth	--	--	--

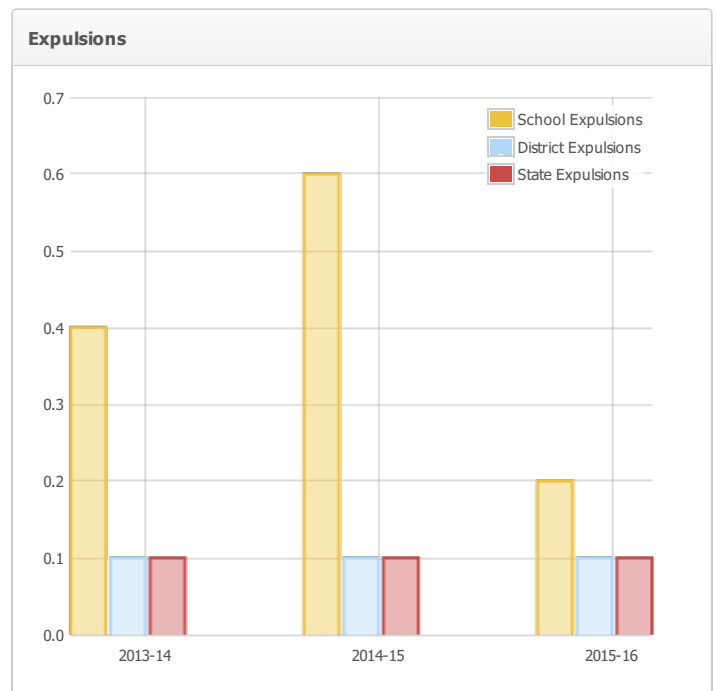
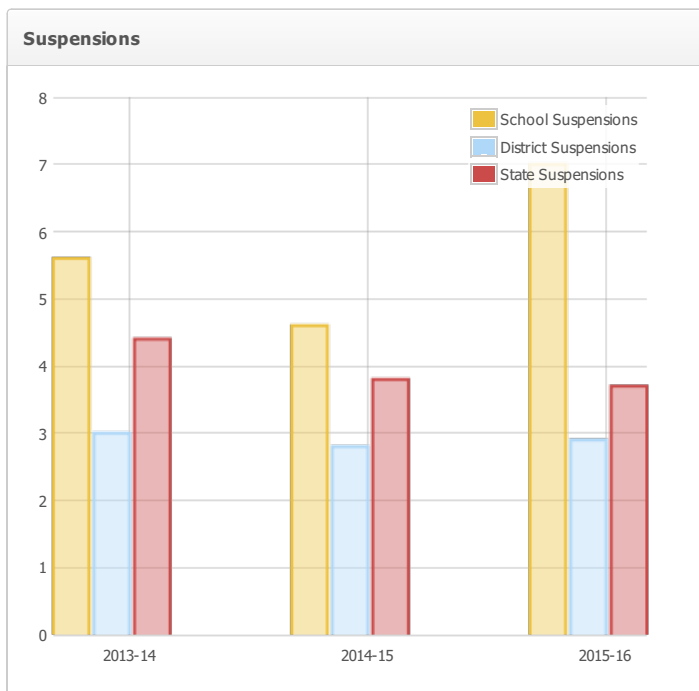
# State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	5.6	4.6	7.0	3.0	2.8	2.9	4.4	3.8	3.7
Expulsions	0.4	0.6	0.2	0.1	0.1	0.1	0.1	0.1	0.1



Last updated: 1/25/2017

## D. Other SARC Information

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

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

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	66.7%

Note: Cells with NA values do not require data.

*Last updated: 1/25/2017*

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

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.0	27	42	20	27.0	20	30	31	29.0	12	22	29
Mathematics	31.0	8	19	37	31.0	7	24	33	29.0	11	24	27
Science	29.0	9	8	26	31.0	6	8	25	29.0	10	19	23
Social Science	28.0	13	12	28	31.0	8	6	34	30.0	5	21	18

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/31/2017

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	638.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	1.9	N/A
Social Worker	0.0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	2.8	N/A
Other	1.0	N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/25/2017

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8513.0	\$1464.0	\$7048.0	\$84762.0
District	N/A	N/A	\$7784.0	\$91578.0
Percent Difference – School Site and District	--	--	-9.0%	-8.0%
State	N/A	N/A	\$5677.0	\$77824.0
Percent Difference – School Site and State	--	--	19.0%	8.2%

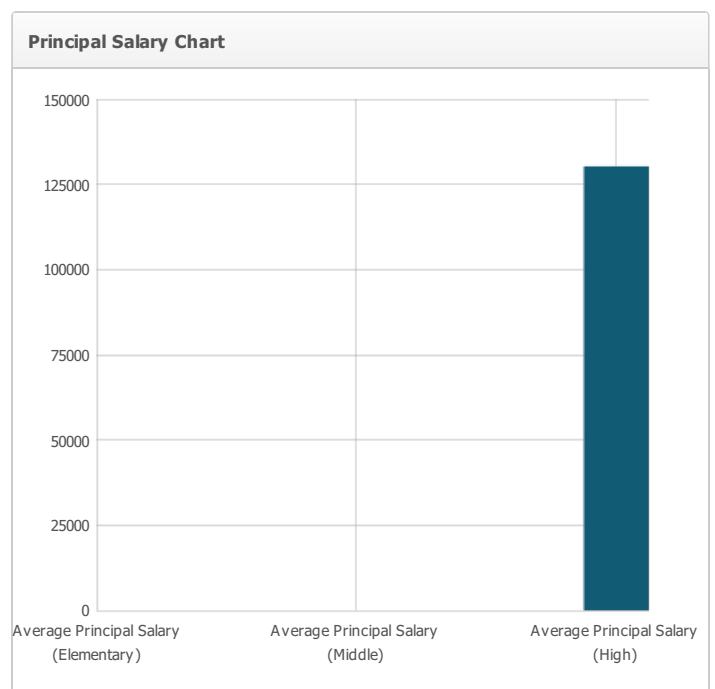
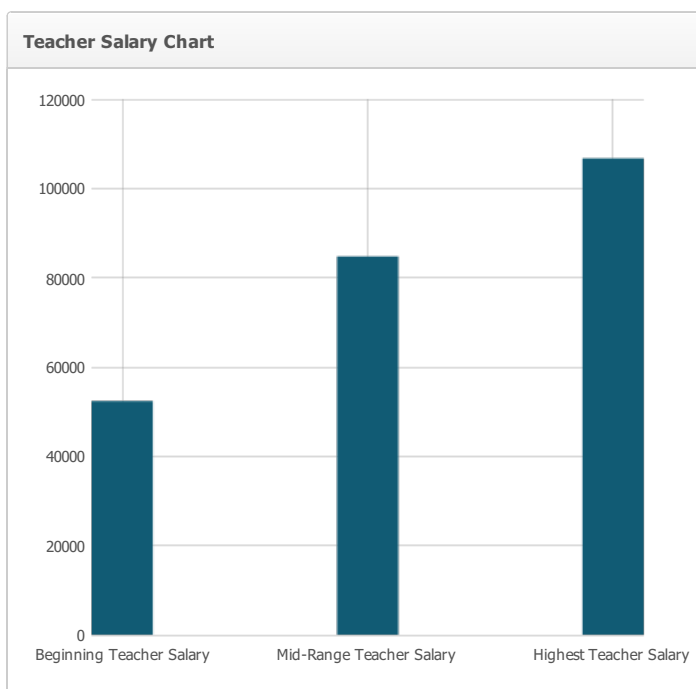
Note: Cells with N/A values do not require data.

Last updated: 2/1/2017

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,373	\$46,184
Mid-Range Teacher Salary	\$84,762	\$75,179
Highest Teacher Salary	\$106,734	\$96,169
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$	\$124,243
Average Principal Salary (High)	\$130,273	\$137,939
Superintendent Salary	\$235,294	\$217,637
Percent of Budget for Teacher Salaries	39.0%	35.0%
Percent of Budget for Administrative Salaries	8.0%	5.0%

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



Last updated: 2/1/2017

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

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	4	N/A
Foreign Language	5	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	7	N/A
All Courses	25	31.0%

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

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

*Last updated: 1/25/2017*

## Professional Development

Buena Park High School (BPHS) staff members know that professional development is a critical component in maintaining a positive and enriching learning environment. Instructional staff members are involved in determining the focus of staff development as well as providing the leadership for various sessions. Staff members are encouraged to participate in conferences/workshops, which provided the latest information, and trends in education. BPHS has three major instructional focuses:

1. Schoolwide Literacy and Numeracy
2. Student Engagement and Cognition Level
3. Instructional Process for Pre-advance Placement and Advance Placement Programs

The BPHS Professional Development plan is focused on the complete and successful implementation of these key instructional strategies. Staff members participate in conferences/workshops and Professional Learning Communities (PLC) in order to refine their skills. BPHS instructional staff members have three full instructional and six "early release" days designed for professional development activities. The goal of the Staff Development Plan is to support improved instruction that helps to improve student performance on high stakes testing: State STAR tests, Advance Placement Test, California High School Exit Exam, and SAT I/II.

All departments are committed to an awareness of the various learning styles of students. Staff development in recent years has highlighted aligning department curricula with State and District English, technology, Jane Schaffer Writing Method, the Princeton Review Test Taking Strategies and Action Learning Systems, Direct Interactive Instruction, Marzano, Pickering, and Pollock's Classroom Instruction That Works instruction strategies. More emphasis is being placed on experiential kinds of classroom activities and alternative evaluation tools like authentic assessment in English and science. The administration and staff members incorporate the concept of the Professional Learning Communities (PLC) into the school's mission, vision, and goals. The purpose of the PLC is to review the practices and procedures that occur in the classroom environment and collectively improve our ability to reach students.

*Last updated: 1/25/2017*