SELF-STUDY VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

Buena Vista High School

13509 Ramona Ave

Chino, CA 91710

Chino Valley Unified School District

October 25-27, 2021

<u>**Visiting Committee Members**</u>

Dr. Michael Olivo
Principal, Pueblo de Los Angeles High School

Susan Rotkosky
Teacher/Instructional Coach, El Camino Real High School

Lori Barrell
Alternative to Suspension Teacher
Santana High School

Chapter I

- **Succinctly describe the school location, type of school, grades served, demographics, major school programs, and other relevant school information.**

- **Include the school's vision, mission, schoolwide learner outcomes/graduate profile and 2-3 identified major student learner needs.**

- **Use the CDE CA School Dashboard website to download the School Performance Overview data for the school for inclusion in the report along with other relevant local measures from the school profile as applicable.**

- **Synthesize any significant changes and/or developments that have had a major impact on the school and/or specific curricular programs since the last full visit.**

Buena Vista High School is one of five high schools in the Chino Valley Unified School District. Buena Vista is the district's only continuation school and is part of the district's alternative education program that includes independent study, Virtual Academy, Boys Republic, opportunity, community, and adult schools. The four comprehensive high schools are Chino, Don Lugo, Ayala, and Chino Hills High School. The combined high school population is approximately 10,000 students. Chino Valley Unified School District serves the communities of Chino, Chino Hills and Ontario, with approximately 28,000 students enrolled in a total of 36 schools. The district is projected to continue to grow as much as 12% per year along with the local economy and population (census.gov), although enrollment has declined slightly in the last 3 years by nearly 1,000 students.

Buena Vista High School was established in 1968 to meet the unique needs of students who were experiencing difficulties at the comprehensive high schools. These difficulties ranged from attendance issues, credit deficiency and pregnancy to a variety of disciplinary concerns. Buena Vista has the same graduation requirements as the other high schools in the district and follows the same state and district standards for each course offered. Attending Buena Vista is considered voluntary, though students must meet certain criteria to be accepted (the criteria was temporarily suspended between 2016-18 at the discretion of Principal Vasquez). This criteria generally requires interventions to be taken at the students' home schools and a commitment to recover credits to either graduate or return to the students' home school. Currently, lack of progress in recovering credits is grounds to return a student to his/her/their homeschool.

Many students and parents have chosen Buena Vista due to its small size and the opportunity to recover credits rapidly. The school provides each student with a meaningful school experience, a rich core curriculum, and a transition to post-secondary education and/or employment.

Buena Vista High School first became WASC accredited in 1997.

Mission Statement

Buena Vista High School provides individualized academic instruction in a safe, secure, supportive environment with the goal of graduating students who are informed, responsible, and respectful citizens.

Schoolwide Learner Outcomes

Buena Vista Schoolwide Learner Outcomes

1. Students will be able to think critically to enable them to:

   a. Organize, analyze, interpret, and evaluate information

   b. Employ appropriate research techniques that utilize technology in written assignments

   c. Utilize acquired skills in new settings

   d. Have a foundation in integrated mathematics skills

2. Students will be able to communicate effectively with:

   a. Reading skills to build meaning and gather information from a variety of grade level materials

   b. Writing with a clear purpose, supporting evidence, accurate spelling, punctuation and sentence structure

   c. Speech with proper grammar in a clear, concise style.

3. Students will be able to demonstrate responsibility as measured by

   a. Attendance

   b. Academic Progress

    c.   Appropriate and positive behavior

4. Students will be able to apply the career readiness skills as measured by:

    a.   Development of skills leading towards careers or post-secondary placement

    b.   Participating in Work Experience, ROP, or internships with local businesses

    c.   Completing projects using a variety of multimedia tools

The Schoolwide Learning Outcomes serve as the vision statement for the school.

Major Student Learner Needs

The primary goal for students at BVHS is to graduate from high school. The main emphasis is credit recovery either to graduate from Buena Vista or to return to their home comprehensive high school and graduate.

In addition there is an emphasis on addressing the whole student with a renewed focus on redemptive programs such as PBIS and MTSS-B.

With the large English learner population, BVHS has planned for teachers to use a variety of graphic organizers and SDAIE strategies to increase academic success and course completion.

Buena Vista has also been working with the Chino Valley Unified School District in developing essential standards for the core subject. Buena Vista has fine-tuned the essential standards to fit its own population in the area of English Language Arts and Social Studies. This allows the school to focus its instruction on its mobile population that often enters the school without strong core language and mathematics skills.

In addition to progress toward graduation, Buena Vista seeks to prepare students for life after high school, which may or may not include higher education aspirations. Buena Vista has maintained a strong partnership with the San Bernardino County ROP program and currently has a program in construction and animation and is seeking to add culinary arts.

Data Overview

Attendance, Class Completion, and Graduation Rate Data for 2017-18 through 2020-21

	2017-18	**2018-19**	**2019-20**	**2020-21**
Total classes completed	**3,207**	**2,599**	**2,361**	**2,925**
Average # of students each month	**187**	**151**	**150**	**176**
Average # of classes completed per student	**15.6**	**17.1**	**15.7**	**16.6**
Graduation Rate (SARC)	**61%**	**63.6%**	**71.8%**	**90.9%**
Attendance Rate(Aeries)	**96.6%**	**96.0%**	**96.3%**	**73.5%**

Smarter Balance Consortium Results (SBAC) from the CAASPP

Standards	2014-15		2015-16		2016-17		2017-18		2018-19	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Exceeded	1%	0%	1%	0%	2.86%	8%	0%	0%	0%	0%
Met	9%	1%	14%	1%	15.71%	1.47%	10.58%	0%	18.18%	0%
Nearly Met	41%	8%	42%	14%	34.29%	10.29%	26.92%	10.28%	30.3%	10.77%
Not Met	49%	91%	43%	85%	47.14%	88.24%	62.5%	89.72%	51.52%	89.23%

2018-2019 SBAC Results For Local Continuation Schools

	English Language Arts		Mathematics	
	Standards Met/ Exceeded	Standards Nearly Met	Standards Met/ Exceeded	Standards Nearly Met
Buena Vista (Chino)	18.18%	30.30%	0%	10.77%
Hillside (Upland)	32.22%	50.00%	1.10%	7.69%
Valley View (Chaffey Joint in Ontario)	10.27%	25.34%	0%	5.48%
Slover Mountain (Colton)	10.40%	23.20%	0%	2.40%
Citrus (Fontana)	10.06%	28.86%	0%	8.00%
Eric Birch (Fontana)	15.33%	21.90%	2.19%	19.98%
Park West (Pomona)	5.95%	19.05%	0%	4.71%
San Antonio (Claremont)	13.64%	36.36%	0%	13.64%

Options for Youth (San Bernardino Co.)	30.71%	38.98%	4.33%	22.44%

Obtained from SBAC reports <https://caaspp-elpac.cde.ca.gov/> Test Results at a Glance

Class Completion 2014-2021

	2015-16[1]	2016-17	2017-18	2018-19	2019-20	2020-21
Total classes completed (including summer school, credit recovery, and ROP)	3,150	2,939	3,207	2,599	2,361	2,925
Classes completed outside the regular school day	153	96	291	317	176	195
Total enrollment for the year	313	289	301	265	252	268
Average # of students each month	189	181	187	151	150	176
Avg Number of classes completed per student	16.7	16.2	15.6	17.1	15.7	16.6
Total "No Grades" from	178	1,391	1,341	1,130	1,116[2]	1,170

regular classes						
Percentage of regular classes that ended with no credit	5.70%	32.12%	31.50%	33.12%	34.90%	29.62%
Graduation Rate			61% (SARC)	63.6%	71.8%	90.9%

Data gathered from Aeries and the School Reporting and Accountability report

BUENA VISTA HS
2020-2021 ESA DATA

Math	Total Students Enrolled	Total Students Tested	% Tested	Exceeded	%	Met	%	E/M	Nearly Met	%	Not Met	%
IM1 ESA 3	12	5	41.7%	0	0.0%	0	0.0%	0.0%	1	20.0%	4	80.0%
IM2 ESA 3	37	19	51.4%	0	0.0%	2	10.5%	10.5%	7	36.8%	10	52.6%
IM3 ESA 3	79	44	55.7%	0	0.0%	2	4.5%	4.5%	9	20.5%	33	75.0%
IM1 ESA 2	13	4	30.8%	0	0.0%	0	0.0%	0.0%	1	25.0%	3	75.0%
IM2 ESA 2	67	26	38.8%	0	0.0%	2	7.7%	7.7%	4	15.4%	20	76.9%
IM3 ESA 2	80	30	37.5%	0	0.0%	0	0.0%	0.0%	6	20.0%	24	80.0%
IM1 ESA 1	3	2	66.7%	0	0.0%	0	0.0%	0.0%	0	0.0%	2	100.0%
IM2 ESA 1	53	18	34.0%	0	0.0%	2	11.1%	11.1%	6	33.3%	10	55.6%
IM3 ESA 1	78	31	39.7%	1	3.2%	0	0.0%	3.2%	10	32.3%	20	64.5%

ELA	Total Students Enrolled	Total Students Tested	% Tested	Exceeded	%	Met	%	E/M	Nearly Met	%	Not Met	%
Grade 9 ESA 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 10 ESA 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11 ESA 3	81	43	53.1%	3	7.0%	8	18.6%	25.6%	16	37.2%	16	37.2%
Grade 12 ESA 3	48	26	54.2%	1	3.8%	8	30.8%	34.6%	5	19.2%	12	46.2%
Grade 9 ESA 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 10 ESA 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11 ESA 2	69	31	45.0%	2	6.5%	6	19.4%	25.8%	8	25.8%	15	48.4%
Grade 12 ESA 2	66	36	54.6%	0	0.0%	7	19.4%	19.4%	7	19.4%	22	61.1%
Grade 9 ESA 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 10 ESA 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11 ESA 1	43	25	58.1%	0	0.0%	8	32.0%	32.0%	9	36.0%	8	32.0%
Grade 12 ESA 1	98	57	58.2%	5	8.8%	4	7.0%	15.8%	15	26.3%	33	57.9%

According to the 2018-2019 dashboard Buena Vista had a graduation rate of 65.3%, which was a decline of 4.9%. Its English Language Arts score was 105.1 points below standard, which was a decline of 6.1% and its mathematics score was 198.1 points below standard, a decline of 13 points. The state suspended the 2020 report due to the COVID-19 epidemic.

Traditional measures of student achievement may not accurately measure progress at Buena Vista as the school does not receive the majority of its students until the third year of high school

and those who arrive due to credit recovery needs often struggle with basic academic skills. Buena Vista is seeking measures to assess academic success and progress that the students make. Some of these measures will be locally designed to show the work of reengaging students in an academic program. This area will be covered more thoroughly in Chapter 3 of this report.

Recent Changes

There have been a lot of changes at Buena Vista in the past few years. There is a new principal and there have been several changes in the teaching staff. One of the major changes in the way the program is run is the quarter system of programming and grading students. In the quarter system, students can earn credits for six classes four times a year, rather than two. There are several advantages to the program. One is that students can recover credits by having opportunities to finish twice as many classes. Another advantage is that this allows for a wider variety of classes to be offered, giving students both required classes for credit recovery and the opportunity to take more elective classes, including ROP classes. Also, the students report that they are more motivated by earning credits in a shorter amount of time. Another change is the use of "Walk Arounds." This is a way for students to receive a progress report in a shorter term so that students, parents, and teachers can have a snapshot of how the student is doing outside the traditional grading period.

Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating (select one): Highly Effective   <u>Effective</u> Somewhat Effective Ineffective

Narrative Rationale:

Students come to Buena Vista with varying needs as their program is for students who are credit-deficient. The school's vision truly drives the school with a primary focus of graduating students. The school's curriculum is based on the California State Standards and the Chino Valley Unified School District and the school have worked together to emphasize essential standards. The school district strongly supports the school in its efforts.

Chapter II

- **Evaluate the degree to which major student learner needs, school needs and growth areas for continuous improvement (critical areas for follow-up) have been addressed since the last visit through the schoolwide action plan/SPSA).**

Progress on the Schoolwide Action Plan

Part 1: Changes to the SAP since 2014

With the monumental shifts in education over the past six years along with the disruptions

caused by COVID closures, many changes have been made to the SAP since the last full self-study. With that established, BVHS has maintained 3 goals that support the school's overall mission: to graduate students.

The Schoolwide Critical Areas from the last full visit as noted above are to continue to increase credit completion and graduation rates, data driven instruction, and improve parent/guardian and community support for student achievement. The mid-cycle visit reinforced this and added the recommendations to continue professional development and offer programs that will continue to prepare students for college and career. The changes to the SAP incorporate these and have reacted to the district's LCAP and SMART (LCFF) goals. Working with these and the needs identified through regular staff meetings and WASC Focus Group meetings, the staff has made moderate changes to School Goals 1 and 3, and completely overhauled School Goal 2. Briefly, School Goal #1 changed to be more sustainable and to focus on better, more meaningful data. School Goal #2 changed mainly because California no longer requires the High School Exit Exam (CAHSEE) and attendance was tied to class completion. School Goal #3 has changed to include not only parents but community stakeholders. The school and the mid-cycle visiting committee agreed that families and communities can help support student achievement.

School Goal #1: Increase graduation rate by increasing the percentage of classes completed each year to 75%

The first goal is tied to Buena Vista's mission to help students recover credits for the purpose of obtaining a high school diploma. It aligns with the school's LCAP goal: Students are prepared for college and career beyond graduation because Buena Vista teaches the same standards as the comprehensive high schools as evidenced by students' ability to return to their home schools and graduate after recovering credits at Buena Vista and as evidenced through the examination of student work and lesson plans, selection of electives that deal with life beyond school, and teachers participate in many kinds of professional development as outlined in Chapter III. This goal aligns with Buena Vista's SLO#1 and 2 as well because the professional development and standards-based learning mean that students will be able to think critically and communicate effectively.

This goal has been only slightly modified over the last seven years: increase the graduation rate by increasing the number of credits earned. First, completing a certain number of credits was obsolete because BVHS met the goal of students earning 14,000 credits per year, and so the staff thought it was more effective to focus on increasing the passing rate to at least 70%, which also happened in 2021, and now that goal is 75%, which is included in the SPSA as well. BVHS has remained steadfast in helping students complete classes. Besides accelerated class schedules, BVHS's shortened school day allows students to complete classes outside the regular school day (as well as work, take care of family members, and complete homework more consistently, and get help with after school tutoring or mentoring when it is offered).

Buena Vista made progress increasing the graduation rate with modest gains each year from 2017 with the notable exception of 2020 and COVID related closures.

According to the Dashboard, Buena Vista's graduation rate for 2019-20 was 69.8%, with 60/86 seniors graduating. However, according to CalPads, the school had 20 non-graduates. Of those, four checked out of school during or after Quarter 2 (the end of the traditional semester) and never re-enrolled in any other schools. One of these students was expelled and turned 18 while waiting for his expulsion hearing, after which he declined to continue his education. One graduated as a fifth-year senior during the first quarter of 2020-2021. One was in the Independent Study Program and counted as a student but never actually attended a class at Buena Vista. Five were enrolled in Buena Vista for less than the length of a quarter. Eight of those students were actually enrolled at Buena Vista for a significant amount of time and, while all of them showed measurable increases in successful class completion, three who were accepted came to Buena Vista so far behind that there was never a chance to graduate.

Unfortunately, the graduation rate published on the dashboard has had an impact on the way the district sees the program and how willing the school and administration are to spend time and resources on students who are at a higher risk of not graduating. The Dashboard simply cannot take into account the fact that students show up to Buena Vista with daunting credit deficits and gaps in their education. The Buena Vista community knows that every graduate is a victory because, before they enrolled at Buena Vista, their prospect for graduating was 0%. The school also knows, and the Dashboard sees only failure, that all eight (not 20 – the Dashboard has inaccurate data) of the school's non-grads in 2020 did not meet the requirements to graduate but they did improve. For example, one student completed 18 classes in the 2.5 years of his high school career before arriving at Buena Vista. In the 1.5 year that he had here, he managed to successfully complete (with 70% grade or higher) 19 classes despite COVID closures. He had, but declined, the options of summer school, ROP, and Concurrent Credit Recovery. Even though this student did not complete requirements for the diploma, he did experience a much higher success rate in finishing classes. Another student enrolled at Buena Vista from Options for Youth with 119 credits completed and less than 1 year of time remaining to complete high school. Even with ROP, Concurrent Credit Recovery, and summer school, he would not be able to reach the requirements for graduation, but he did at least get to experience the embedded ROP class Intro to Construction.

While BVHS staff worked tirelessly and went above and beyond in myriad ways during the 2019-20 and 2020-21 school years, it recognizes that the monumental increase in graduation rate in 20-21 is another anomaly partly attributed to reduced graduation requirements adopted by the school board for the 2020-21 seniors whose academic progress was negatively impacted by COVID. Out of the 115 graduates, 29 were eligible to graduate with reduced requirements. At the same time, 11 of the students returned to their home school to complete classes and thus were not included in the school's graduation rate. The school knows further that of the eleven students who did not graduate, 3 returned as fifth year seniors and are projected to graduate by October. Three dropped out. The others checked out of Buena Vista and did not enroll in another school, so their information is part of the report and even five students have a significant impact in a

graduating class of less than two hundred BVHS was predicting slightly over 70% graduation before the district reduced the requirements.

Another consideration in adjusting the data the school looked at from a total number of credits to the percentage of classes completed was enrollment. The total number of students enrolled each year changes. That means that in 2017, a high number of students completed fewer classes on average than 2021, even though the total number of classes completed was higher in 2017. There are limitations to the data that Aeries can gather (it is increasingly difficult to parse the number of credits for "ROP Services" which can mean classes worth 5, 10, or 15 credits). As the enrollment fluctuates rapidly and often unpredictably, percentages are more useful in analyzing the data. Student turnover, partly attributed to an increase in students transferred out of BVHS to their homeschools or another program has increased, so too has the need to adjust the goal from gaining classes to maintaining the percentage of classes completed. It should be noted that students are completing classes at a faster rate, especially considering that the presence of classes of 10 or 15 credits inflated the overall numbers prior to 2018.

Class Completion 2014-2021

	2015-16[1]	2016-17	2017-18	2018-19	2019-20	2020-21
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Avg Number of classes completed per student	16.7	16.2	15.6	17.1	15.7	16.6
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Percentage of regular classes that ended with no credit	5.70%	32.12%	31.50%	33.12%	34.90%	29.62%
Graduation Rate			61% (SARC)	63.6%	71.8%	90.9%

Data gathered from Aeries and the School Reporting and Accountability report

Two trends stand out: first, that students are completing classes at an accelerated rate at Buena Vista (the average school year at a comprehensive high school yields 12 completed classes). Second, that the average student at Buena Vista, in addition to completing more than 12 classes during the regular school days, is also completing 1-2 classes outside the regular school day via ROP, Concurrent Credit Recovery, and summer school. While those options are available at the comprehensive high schools, of course, the importance of those options, along with the after school time to take those classes, is a game changer for students at BVHS.

The most important factor here is that the average number of classes completed per student has remained fairly consistent, noting a small drop with the advent of COVID-19 closures. Despite suspending homework completion and modifying curriculum during the last quarter of the 2019-2020 school year (which started the day school officially closed in California), students did not or could not complete work online, with many believing that their grades for 3rd quarter would just apply to fourth, as the comprehensive high schools all implemented policies that grades could not lower as a result of COVID related issues. Buena Vista students had no grades and so many ended the year with "NG"s in courses despite monumental efforts to contact students, get them the supplies they needed, and to be flexible and compassionate towards students in their diverse circumstances.

Also, many students at the end of the 20-21 school year were allowed to graduate using the

California minimum graduation requirements instead of the much more demanding Chino Valley Unified requirements. Many students remained in classes they had no intention of passing to maintain a minimum number of hours in school and focus on the classes that would allow them to graduate under the revised requirements. The students who took this option did so with the full understanding that they would not meet admission requirements for most 4-year colleges or universities. Not all of the students who qualified for this option took that "out," opting instead to complete their full course load.

The total number of students enrolled at BV counts as student enrollment, whether the student was enrolled for the entire year or for as little as two weeks, which was true in one instance. With such a small data set, it's possible that even a couple of anomalies can vastly change the data, and Aeries is limited in accounting for these. However, the table *Class Completion 2015-2021* indicates that, with the expected disruption caused by COVID, the school has been improving modestly in terms of class completion in relation to SAP Goal 1.

Several actions to reach this goal have been implemented or phased out due to changing leadership at the federal, state, district, and site levels. The Action to expand the Accelerated Reader program and to purchase more books was phased out in reaction to the district's determination that the Reading Class no longer meets district rigor standards. "Quarterfest" was an experiment meant to increase class completion by rewarding students who finished their classes with a day of fun elective-style teachings. Unfortunately, because it was very costly to the school and failed to encourage more class completion, so it was phased out. Under Principal Vasquez, BVHS used general and discretionary funds to hire a part time counselor to assist the full-time counselor and provide intervention and additional counseling to students. Eventually, this translated into a homework club run twice a week by the part time counselor. The rest of the faculty felt that this was an inefficient use of funds, and this was discontinued under Principal Shuler. The school instead offered a quarterly Saturday School for students to get help or catch up, which was suspended during the COVID closures.

During the closures, however, faculty members were encouraged to "Adopt a Senior" who was struggling and meet with them in person or virtually 1-2 times per week to provide more targeted and individualized support for the students identified as needing it the most. The staff generally concurs that this was effective, and so it has been added to the SAP. The budget was also updated because the school's 2019-20 SPSA, created before the COVID-19 crisis, allocates most of the new monies here for professional development, consultation fees, and technology purchases. The amounts proposed for the newest SPSA have the renewed urgency of the need for resources inside and outside of school to address socio-economic inequities created or exacerbated by the pandemic.

COVID also disrupted the class completion rate. The data gathered over the last four years shows that the number of NG's was trending down until the COVID closures. It is important to note here that the number of percentage of classes completed was building on the trend for the first 3 quarters of 2019-2020 and supports the staff's belief that the efforts they put into

professional development and Professional Learning Communities, Positive Behavior Intervention and Supports and Social Emotional Learning have had positive impacts in student performance. Buena Vista had expected the third quarter would be its best yet, as the fourth quarter is up to 2 weeks longer than the others and many seniors sprint to the finish line.

Unfortunately, the passing rate dropped significantly with the school closures (see 2019-20, 4th quarter above). This was partly due to student misinformation (many mistakenly believed that they could not fail the 4th quarter classes and so did not attempt any work) and others struggled to acquire laptops and hotspots from the school (no public transportation and limited communication, the logistics for the schools and district to supply laptops and hotspots was reasonable but not instant) and then struggled further to make the technology work or acquire services even from providers that offered low or no cost services because of the skyrocketing demand. Still others struggled with physical illness and then the mental and physical effects of isolation. The school is happy to note, however, that the trend of decreasing NGs picked up again in the 2020-21 school year, but anticipate that this will fluctuate as a result of CVUSD adopting the California minimum graduation requirements for students instead of the much more rigorous traditional district standards. The school will keep gathering data and looking for trends to identify important learner needs and address them.

Other factors in the SAP that have made a positive impact are that the study skills classes have evolved from general study skills or test prep to subject specific study skills classes: Math study skills allows teachers to interchange students for remediation and extension. More students are able to pass math classes with that added layer of support. More such courses are being developed and added to the Master schedule for English, anticipated to begin in the 2021-22 school year. English 9 Intensive/ELD B has also been added as of 2021 and incorporates the Read 180 program, and can be taken to replace an English 9 grade, to recover or earn an ELD B grade, or as an elective. The availability of elective classes is, however, tied to student need as evidenced by changes to the Master Schedule as it relates to changes within the student population. The Master Schedule continues to be flexible and the staff has greatly expanded the availability of elective choices for students from one or two choices per period to a minimum of four options per class period. This was a critical learner need identified in the previous self-study. The school has completed this step, but sees it as something that needs to continue so that students who need 60 general elective credits to graduate can complete them. Besides accommodating two ROP classes in the Master Schedule, BVHS also implemented a variety of electives among the staff wherever student need and numbers allowed it. With the advent of the Quarter system, it became very clear that students needed additional support to manage an even more lockstep accelerated pace, so study skills classes were put into the Master Schedule so any student who failed a class would have this as an elective and as support to pass classes the following quarter. The classes evolved at one point to include SAT preparation but, based on staff response, this was dropped – students needed to focus on their own deficits in the class. Subject-specific study skills classes evolved through the Mathematics department. Students who struggled in math were assigned a study skills class where the teacher reviewed class materials

and made sure students understood the materials, and could complete homework and make up work as needed. The Math department continued to innovate by allowing students to switch between the teachers for help in specific areas, and this has helped students complete more classes. Seeing the evidence that subject specific study skills classes helped struggling math students, Administration implemented ELA focused study skills classes as well in 2020. Buena Vista is hoping to see that the practice positively impacts student scores as well.

The Lab has evolved and also helped BVHS to offer more classes. The Lab (formerly the Fifth Year Drop Out Prevention Lab) employed A+ software through the 2019-20 school year including Art History, Psychology, Health, and Keyboarding. CVUSD discontinued the subscription to the A+ and replaced it with Accelus for the 2020-21 school year. This program offers other electives including Spanish I and II and additional core classes like Integrated Mathematics I-III under the current subscription terms.

Other electives that have been offered in regular classes the last six years include College Skills, Life Choices, Life Skills, Dating Marriage & Family, Parenting, Child Development, Creative Writing, the Law and You, Spanish I, Drawing and Painting, Art Fundamentals, Career Exploration, Intro to Business, Leadership, Geography, Personal Finance, and Teen Living. Physical Education and Read 180 can be counted as electives or required credit, depending on student needs. Additionally, students can retake courses in which they received a "D" or "F" for general elective credit as well.

Several of the electives were short lived for various reasons: Reading, used in conjunction with Accelerated Reader, was deemed not rigorous enough and removed from the district course offerings. The district determined that "Law and You" classes could only be taught by a teacher with a social studies credential and no SS teacher was available to teach this course, so this course had to be removed (and was replaced in 2021-22 with Mock Trial, which can be taught by an ELA credential holder). As mentioned, the change from A+ to Accelus meant that Art History and Psychology were removed as options. Other electives such as Dating Marriage & Family and Career Exploration are offered only when there are students who need it and teachers available (core academic classes always take precedence). Class assignments are always based on student needs, but every effort is made to include choices. Nevertheless, the number of electives offered each quarter has increased dramatically, and the counselor monitors the number of electives offered each period as part of the process of adjusting the Master Schedule each quarter. In fact, Counselor Clay has more than doubled the number of electives available each period by carefully considering the needs of the students and course offerings available with teacher and administrator support, of course.

The school's 2019-20 SPSA, created before the COVID crisis, allocates most of the new monies in the SAP for professional development, consultation fees, and technology purchases. The amounts proposed for the newest SPSA have the renewed urgency of the need for resources inside and outside of school to address socio-economic inequities created or exacerbated by the

pandemic. Teachers continue to develop professional skills and use best practices through various PD routes including attending voluntary and "pull out" days organized by district personnel (which includes conferences on Formative and Summative Assessment, NGSS, textbook orientations and trainings), making use of PLC times regularly scheduled throughout the year, and attending conferences. Examples of conferences that staff voluntarily attended include California Mathematics Council Convention (2017), the California Assoc of Teachers of English's "Writing Strategies that Work" attended by the English Dept (2018), National Alternative Education Association's Conference on Alternative Education (2018, 2019), California Continuation Education's CCEA Conference 2018, Constitutional Rights Foundation's 2018 Annual Constitution Day Conference, California Council for Social Studies' Annual Conference 2019, Superintendent of Schools' Region 10 California Environment Phenomena Summit (2019), National Council of Teachers of Mathematics "Empowering the Mathematics Community" conference (2019) and Bureau of Education and Research's Google Classroom to Strengthen Math Instruction (2020)- both attended by the entire math department, and California Council for Social Studies' 2020 Vision for Social Studies conference (2020). Other professional development, such as the Aeries Student Scheduling Workshop (2019) and Aeries.net trainings were attended by BVHS staff members. The Associated Chino Teachers Union accommodated additional professional development by going virtual and offered courses such as Issues in Education. The County of San Bernardino Office of Education offered several virtual classes that some staff attended. Some conferences were cancelled due to COVID such as the California Continuation Education Association's CCEA 2020 Vision: Making a Difference Together, but BVHS remains dedicated to growing professionally.

As noted in other sections of the report, BVHS and CVUSD invested heavily in technology at the onset of COVID, including the purchase of more than 200 chromebooks for the school, hotspots to facilitate online instruction off campus, and online subscriptions such as Edpuzzle, Gale, Kahoot, Turnitin.com, and continued access to the full Microsoft Office 365 suite of professional programs, including Outlook, and the Google suite of educator programs to allow teachers to teach and students to learn. Additionally, the Technology Department has developed internet safety materials for staff and students, and continues to offer classes throughout the year and "tech triage" for individual, small group, or site specific training/support needs. COVID moved a great deal of instruction online, but even before the effects of COVID closures sped changes through how teachers were able to teach and students learn in a purely online environment, student work samples show that technology was being utilized as a normal part of classes in order to facilitate learning, research, projects, and communication and collaboration.

As the staff regularly receives new data with enrollment, graduation, and class completion happening up to four times as often as the comprehensive high school, the staff regularly reviews and assesses data.

Administration and counseling have pushed since 2018 to make students aware and responsible for the information on their transcripts. This has come across in organized class visits, having

students sign a promise to complete classes upon orientation, the "What's Your Magic Number?" posters in classrooms and around the school, publishing the goals for students who wish to return to their homeschools, and in one-on-one meetings, often included in other meetings such as for discipline, CSS's, and student initiated meetings with the principal and/or counselor. Study skills classes and Leadership take time to review student transcripts and it is clear that all of the scheduling decisions are based on what individual students need in order to graduate.

Buena Vista now has two ROP classes embedded in the regular school day which has helped many students fulfill their elective requirements. However, those classes take up 2 periods each day for students to complete the requisite number of hours through the Baldy View Regional Occupation Program. The afterschool courses are also an important factor in students being able to recover elective credits. The classes completed outside of the regular school day in 2017-18 and 2019-20 averaged 10% of the total number of classes completed. The ROP classes are important for the career skills and credits earned towards graduation, however many of those meet off campus and are only worth 5, 10, or 15 credits per semester, which means that students still need many options on campus. Therefore, that action will remain in the plan perennially.

More ROP classes were opened on campus and Intro to Construction was embedded into the regular school day beginning in 2018, and 3D Game Development and Media Design began in 2020. With the inclusion of these classes in the school day, ROP classes accounted for 5.7% of the total number of classes completed in 20-21, despite the fact that far fewer students took off campus or after school ROP classes than any other year. The school is attributing this lower enrollment outside of the regular school day to COVID. Buena Vista's Career and Counseling Tech, Ms. Huerta, contacted every student who was identified as needing an ROP class or expressing interest in one of the pathways at least three times to attempt to enroll them. Fears of infection, lack of transportation, and other financial situations prevented many students from taking advantage of the program. Several who started the program dropped out once they learned they could graduate with the minimum California requirements and no longer needed the elective credit. As in-person instruction normalizes, and the high standards that the district sets are re-instituted, this program will undoubtedly grow.

Other pathways to completing classes such as summer school and Concurrent Credit Recovery also changed in reaction to COVID. The percentage of students who completed classes through summer school dropped significantly from 140 classes completed in the summer of 2019 (roughly 5.4% of the year's classes) to 50 in the summer 2021 (1.7%). Summer school was only available online in the summer of 2020, and only 27 classes were completed (1.1%).

Summation for School Goal #1: Increasing the Graduation Rate

BVHS is progressing towards increasing students' ability to graduate through flexible class offerings, a variety of student support, and extended professional development. Because students arrive with deficits in education and in credits, an important feature is flexibility and the staff's

continued commitment to innovate and implement new strategies. Even though the population fluctuates constantly and unpredictably and some students are here for too short a time to even complete classes, to have nearly 30% NGs is still very high and indicates more growth is needed on this goal. As students are moving through the system, it seems that the first lessons they need are how to be successful students – hence the continuation of the study skills classes.

The updates to goal # 1 are consistent with the areas of growth outlined in the previous full and mid-cycle WASC visits: The school has strengthened the steps in the school plan to be more sustainable and focused on the students who essentially make up the school, those considered disadvantaged, by better preparing teachers to include social emotional learning and tackling inequities through making sure students have the supplies they need to recover credits, earn good grades, and graduate.

The staff realizes that even though the school is clearly making progress, the students are not performing as well as Buena Vista would expect on standardized tests, and the passing rate for classes is still below 75%, and so this step in the school's action plan remains. The major obstacles Buena Vista sees are a very limited amount of time (sometimes as low as 38 classes together) to teach the curriculum to the students, while shoring up gaps. The standardized tests tell the school what the faculty already knows: Buena Vista students arrive with academic deficits, and by the time they are caught up, the testing window has closed. The district benchmark results are slightly higher than the state tests, but still mainly reveal gaps – not much data considering that it takes away a valuable hour of instruction.

The school knows that the students learn what is needed because many students return to their homeschools, where they were previously unsuccessful, and graduate. Buena Vista also knows that it is at least teaching the Essential Standards because the standards-based tests and projects given as summative assessment ask students to think critically and perform tasks that indicate knowledge and comprehension as outlined in Chapters I and II.

Based on past successes and the district's and school's support in providing for professional development and PLC time, Buena Vista will continue to adapt to new groups and class completion and test scores without sacrificing the elements of a quality education.

School Goal#2: Maintain Attendance at 97%

The second goal has undergone the most changes since 2014. At that time, students needed to pass the California High School Exit Exam to earn a high school diploma. As a continuation high school, all students arrived at BVHS with educational deficits, and roughly half had already taken and failed to pass the CAHSEE. Therefore, the school's second goal used to be to increase the graduation rate by increasing the CAHSEE passing rate to 100% through various remediation classes and teaching test-taking strategies. When California discontinued the CAHSEE

requirement, BVHS reconsidered what would best serve the students and the mission to graduate students. At the time, BVHS also had moved from rolling enrollment in classes to the quarter system. Previously, students were enrolled in a class for up to 90 days until they completed 60 hours of work with 70% or better, and reached 40 days physically in the classroom. Because seat time was tied to class completion, attendance had been relatively high.

With the implementation of the quarter system, however, students had an even more limited amount of time to learn and complete classwork, so attendance became even more vital to student success, but there was less of an incentive to be on campus. The staff collectively agreed that the school's resources should be funneled to attendance to increase the graduation rate. The goal was changed to "Increase attendance 5% by increasing positive and appropriate behavior and decreasing suspension rates." The school later added the step to increase perception data scores to increase stakeholder buy-in and participation. Attendance rates increased, and the language was adjusted in 2018 to be to "Maintain 97% positive attendance rate."

This goal aligns with Buena Vista's SLOs: Students will demonstrate responsibility in attendance, academic progress, and appropriate and positive behavior. It is also supported in the LCAP Goal #2: students, parents, stakeholders, and staff are connected and engaged to ensure student success. Having students on campus is the first step in making sure they receive a quality education. To that end, the school looked at the 2017 survey administered in-house to students. It found students have a negative impression of this school and other students. Despite the high praises and public representation of both the counselor and principal at district meetings and orientations, and a generally positive perception of the school by parents, this negative image between students is one of the few instances Buena Vista has seen a need to improve upon in our survey. The most negative responses on the student survey (which is mostly positive) covered areas of student perception of other students: 23.3% of students disagreed or strongly disagreed that most students try to do a good job on schoolwork at Buena Vista, and 16.3% disagreed or strongly disagreed that students at Buena Vista treated each other well – this also had the largest neutral response of over 40%. Negative perceptions of students towards other students probably affects the feeling that Buena Vista is a caring and welcoming place, regardless of staff or faculty (another less positive trend in responses). The teachers know that the students are good people and potentially the future backbone of this community. To that end, the school included in the SAP goal #2 a space to plan ways to counteract that perception beginning in Spring 2018: Foster more positive interpersonal relationships between students; and recognize and celebrate positive behavior and achievements of students.

The 2020 School Climate survey, which admittedly asked different questions, found that 14% of parents feel the school is not safe, though only 6% of campus based staff and 9% of students concur, this is an area of concern. Additionally, only 68% of student respondents feel that they belong at Buena Vista and 18% (that's five respondents) indicated that some groups are treated unfairly. Of those, 20% indicated that people were treated unfairly based on culture and religion, 40% responded that people were treated unfairly based on race/ethnicity and gender. 60% of the

five students who responded to this item indicated that they perceive people are treated unfairly based on disabilities and sexual orientation. No parents or campus staff believed any one group was treated unfairly. To that end, encouraging appropriate and safe behavior as well as recognizing those kinds of choices, celebrating differences, and engaging in activities where everyone is welcomed is important to Buena Vista and is supported by the district's Area of Emphasis to build positive school culture. Including programs like Chances for Change, Soroptomist, school wide Leadership led activities, employing bilingual clerks to include all families and hiring motivational speakers are all aimed at supporting every student.

To further investigate this, A new entrance/exit survey was developed to be taken through Google Classroom/BV Student club. This has only been partially implemented but promises to be helpful in determining the changes in attitude towards school, if any, between the time a student arrives and when they finish their time at Buena Vista.

Behavior has generally improved in recent years from 366 reported infractions in 2015-16 to 142 in 2018-19. Absenteeism based on behavioral infractions has decreased over the past 3 years (88 days of suspension in 2017-18; 61 in 2018-19; and 15 days in 19-20); this can be at least partly attributed to the implementation of more redemptive, PBIS style interventions as opposed to punitive reactions to inappropriate behavior. However, the staff has been concerned with a rise of substance abuse among students over that same time frame. In 2014-15 the school had 8 infractions that involved marijuana or alcohol, plus 2 others with another controlled substance; in 2018-19, those numbers jumped to 15 suspensions for possession of marijuana or alcohol and 5 for other substances. The staff has also noted with some concern that there are more incidents where students must be evaluated by the school nurse or SRO for being under the influence of less obvious drugs such as Xanax, its derivative street drugs, and other narcotics that are more difficult to detect than alcohol or marijuana. The latest CHKS surveys support observations in this area. Of course, COVID interrupted this trend on campus, but there was at least one incident where a student was suspended from an online class for drinking an alcoholic beverage in view of the teacher. In response, the district has increased peer to peer education training with TUPE money and the BV Leadership class has several activities a year to increase awareness of the dangers of abusing various substances. Another area of concern, students and parent surveys indicate falling positivity rates on questions regarding school safety.

Other factors that have helped the school improve or maintain attendance include the Infant & Toddler Center, which allows young parents to attend school with less emotional and financial strain that a for-profit daycare might incur. Implementing the more redemptive, PBIS style of interventions has helped decrease Absenteeism.

From this data, Buena Vista knows that it needs to address mental health and emotional stability, so the school has added actions meant to build school community so that students feel safer, more connected, and hopefully more confident in bringing problems to an adult. The counselor is responsive when teachers bring concerns about student's mental health to her, and the school

works with Project Sister, House of Ruth, Chino PD, and Chino Human Services by referrals. The district also provides ERMHS services for students.

COVID has negatively impacted attendance. For the 2020-21 school year, attendance dropped to 73.5% from 96.3% even with the disruption of COVID. The other schools in the district did not suffer the same drastic change that Buena Vista did, and one theory as to why is because Buena Vista uses positive attendance. The attendance is calculated per class, whereas other schools are calculated per day. So, if a student misses the last two periods of the day because she had a doctor's appointment, for example, her attendance for that day is 67%. If that same student missed two periods at one of the other schools in the district, her attendance would still count as 100%. The reason that the school has positive attendance is because student's ability to pass classes used to be tied to attendance, but this is detrimental to the attendance rate and therefore funding. The school is investigating whether it needs to continue this practice. The school is unclear whether the data uses the state's 15-hour requirement for 100% attendance and the use of backfill.

Buena Vista also believes that this highlights inequities in the district. Many families struggled with wifi even though companies offered discounted rates for students. Sometimes families with two or three students were not all able to access their classes at the same time due to lower capacity for those discounted rates. The staff know from student admission that many had to work during school hours to help their families make ends meet. Of those who had parents that were able to continue working during the lockdowns, many were the primary caretaker of younger family members. Several students reported trying to call the school or the district's technology helpline and were unable to get through. The helpline was often inundated with calls for help with hotspots, laptop troubleshooting, ClassLink troubleshooting, Google Classroom and email troubleshooting, etc. For several months, as the district worked to update phone lines, the only way to get a call into the school was to call the district office's alternate number and enter the correct extension. Even posting this online, teachers reported that most students were able to get help but several hours or sometimes days later. That meant they were not completing work, and not logging in, and considered "absent" even though they were trying to get through. The teachers realized that not every student was trying so diligently, but many, once they were helped, attended regularly.

As of August 23, 2021, the district is allowing schools to put students in quarantine or isolation to be put on "short term independent study" with their regular classroom teachers so that learning can continue as smoothly as possible while the schools can still count those students who complete work as attending school. Buena Vista hopes this encourages students, and it intends to monitor the rate at which students complete short term work as well

The language will remain the same for the 2021-22 school year, as the staff generally agrees that as in-person learning normalizes again, and fewer students are absent due to COVID and COVID-indicative symptoms, that attendance will return to excellent levels. In the interim, the

staff all agree that health concerns need to take precedence over attendance. Most of the language since 2018 has therefore remained the same, focusing on Multi-tiered Student Support and Positive Behavioral Interventions and Support, with the additions of using Google Classroom and increasing positive recognition of student attendance and behavior and better utilizing the school's website and Aeries ParentSquare to connect with the community. It should be noted that a great deal of the technology and communication detailed in other sections relate to attendance as well: the attendance clerk has also utilized Google Voice to contact parents about absences and usually includes the student in a group chat to make sure there is clear and open communication – in English or Spanish with the use of Google Translate.

Summation for Goal #2

BVHS was favorably comparable to the high schools in the district, despite using "positive attendance" that, on closer analysis, actually penalizes Buena Vista's students. This goal also relates to building a more inclusive and interconnected campus environment for students. The culture on campus has improved as students spend more time in school experiencing success and positive peer relationships fostered through campus activities. With COVID, the numbers dropped. Buena Vista believes that this has highlighted a lot of the inequities the students face. It also brought to light that the school's attendance policy may be hurting the school since funding is tied to ADA.

School Goal #3: Continue to increase parent and community involvement to support student academic success and increase graduation.

This goal has also evolved slightly from "Increase graduation rate by increasing parental and community involvement 10%." During the 2018 visit, BVHS had made strides to reaching that goal and felt that different verbiage better served Buena Vista's students and the Schoolwide Action Plan, although quantifying involvement often proved challenging. School Goal #3 is now "Continue to foster parental and community involvement to support student academic success and increase graduation." Again, as the population at BVHS fluctuates dramatically, fostering each new intake is a never-ending climb. BVHS acknowledges that parental and community involvement are important to student success and worth the continued effort.

This aligns with the school's SLOs: Students will demonstrate responsibility and Students will be able to apply college and career readiness skills. Students will be recognized for positive behaviors. Many of these policies involve increased interaction with other students and adults including faculty and staff, their parents, and community members and businesspeople.

The 2020 School Climate Survey indicated that 94% of parents felt that families are encouraged to attend school sponsored activities such as back to school night, parent-teacher conferences, etc. It also indicated that 94% of parents felt the school treated them with respect, 96% agreed

that the school respects and values the input provided by families, and 94% felt that both staff and administration treated them with respect. 94% also believe that the principal makes decisions that are in the best interest of students. Unfortunately, 13% felt that parents and families are not encouraged to volunteer and this corresponded to a 15% negative response that the school offers a variety of activities and courses.

The school acknowledges that the small size and population fluctuations mean that there are not currently a lot of opportunities for parents to volunteer beyond participating in the School Advisory Committee and responding to surveys. Unlike the comprehensive high schools that rely on several of the 120+ teachers to lead sports, clubs, and the performing arts programming that easily allow and encourage parent involvement, the campus is limited to thirteen faculty members. These teachers, aside from focusing on getting students to graduation, are in charge of the Credit Recovery classes, Home and Hospital assignments, Department Chair duties, and other academic responsibilities that extend beyond the school schedule. They are by no means left out as teachers and staff work to communicate about student progress and grades. There are other ways for parents to connect with the school, however, and the district's Family Engagement Center provides workshops on topics parents can use to support their child's academic success, including special courses for parents of English Learners and students with special needs. These are advertised on the district's website and on the school's website, usually in English and Spanish.

In order to track how effective this aspect of the goals are, Buena Vista found that it needed more information and to develop a systematic way to obtain that information. This actually was not a completely new goal, but it was not followed up with the previous administration, and had to be rediscovered for this visit. The problem is the school only knows a small percentage of the students who are successful after graduation – usually because a student returns to the school or to a particular teacher to share their success, so the school knows that many of Buena Vista's students have continued on to community colleges, the Armed Services, and are employed. Before the self-study process was renewed, the staff was already discussing the need to track student successes and had started to form a committee of volunteers to reach out to older students. The school has added it to the SAP again and hopes to set aside PLC or staff meeting times to address this. As it tracks students' successes, and advertises those, it hopes to make the community more aware of the outstanding school and students that attend here.

Summation of Goal #3

Buena Vista has been making better use of the school's website and inviting parents to the School Site Council meetings, ELAC meetings, Orientations, and communicating about positive behavior and success. The school has also made inroads with the local business community through the Career Days and continues to seek out relationships with local colleges and businesses willing to support our students. This sort of goal, however, is one that constantly needs tending, and so the staff is committed to celebrating student successes and building

relationships with all stakeholders.

> **The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.**
>
> **Visiting Committee Rating (select one):** Highly Effective   <u>Effective</u> Somewhat Effective Ineffective
>
> **Narrative Rationale:**
>
> While there have been many changes in personnel since the last cycle, Buena Vista continues to work on a school improvement cycle. The SPSA process incorporates overall school academic needs. The leadership has previous documents available and is able to explain the growth and changes and how that has affected the plan.

- **Comment on the school's self-study process with respect to the expected outcomes of the self-study.**
  1. **The involvement and collaboration of all staff and other stakeholders to support student achievement.**
  2. **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards (*note the selected schoolwide learner outcomes/graduate profile examined by the school*).**
  3. **The gathering and analyzing of data about students and student achievement.**
  4. **The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria**
  5. **The alignment of a schoolwide action plan/SPSA to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the schoolwide action plan/SPSA.**

Buena Vista is a tight-knit community that meets and collaborates together. Since it is a small school many staff members work on multiple parts of the self-study. The three leaders in the self-study are Principal Shuler, teacher Mrs. Beard, and counselor Ms. Clay. But the whole school has worked together on both writing the self study and in communicating the plan to other stakeholders, including the Visiting Committee. There is a regular gathering of data from multiple sources. The Chino Valley Unified School District office strongly supports the school in its use of data. The school collects, analyzes, and communicates that data. The biggest data points for the school are credit recovery and the number of graduates. But the school analyzes both summative and formative data on a regular basis as a school and in smaller professional learning communities. Traditional data such as standardized tests are not always the best measure due to the transitory nature of students in the program.

Buena Vista updates its SPSA annually and its WASC School Action Plan as needed. They are in alignment with each other for the support of the students in meeting their learning and academic goals.

> **The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.**
>
> **Visiting Committee Rating (select one):** Highly Effective   <u>Effective</u> Somewhat Effective Ineffective
>
> **Narrative Rationale:**
>
> Buena Vista has a strong collaborative culture. All of the faculty and staff have a strong desire to carry out the school mission. They are able to accurately assess what they need, how they can grow, and how to best use the resources they have.

Chapter III: Quality of the School's Program

Based on the school's self-study and visiting committee findings:

- **For each category of criteria, summarize the findings about the school's effectiveness in addressing each of the *criterion and <u>all</u> the indicators within each category;* include supporting evidence as appropriate.**
- **Rate the effectiveness of each criterion and complete the narrative rationale for the rating**
  - **Highlight the areas of strength (if any)**
  - **Highlight the growth areas for continuous improvement (if any)**
  - **List important evidence about student learning from the self-study and the visit that supports these findings, strengths and growth areas for continuous improvement.**

Note: When writing the summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the *ACS WASC/CDE Accreditation Status Determination Worksheet*).

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

To what extent a) does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose, supported by the governing board and the district LCAP, further defined by schoolwide learner outcomes and the academic standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

Visiting Committee Comments

Buena Vista High School has a clear, coherent vision and mission of what students should know and demonstrate based upon high-quality standards that are congruent with research, practices, and relevant profile data. These are aligned with district goals and include a belief that all students can learn and be college and career ready. Their mission statement "Buena Vista provides individualized academic instruction in a safe, secure, supportive environment with the goal of graduating students who are informed, responsible, respectful citizens," was derived from the CVUSD mission statement and drives school decision making on behalf of students.

The school receives input from all stakeholders through School Site Council meetings, LCAP input meetings, and surveys of students, parents, and staff. LCAP goals, graduation data, test scores, and grades are also considered when updating SLOs, which are shared with stakeholders on the school's website and Parent, Student, and Staff handbooks.

District and school climate surveys indicate that stakeholders agree with and understand the mission of BVHS and recognize the value of the school in providing a program for credit-deficient students to earn their diploma. The school is given very high marks in both student and parent surveys. They have also established many positive partnerships in the community that recognize and support current students and graduates.

Vision and Purpose **that supports high achievement for all students. Defining of the school's vision and purpose through schoolwide learner outcomes/graduate profile and academic standards.**

Visiting Committee Rating (select one): <u>Highly Effective</u>   Effective Somewhat Effective Ineffective

Narrative Rationale:

Buena Vista has a clear vision and purpose that is understood and appreciated by their stakeholders. Graduation is their primary mission and the staff works hard to provide a program in which students acquire critical skills, content standards, areas of emphasis, and schoolwide learner outcomes, and ultimately earn their high school diploma.

A2. Governance Criterion

To what extent does the governing board a) have policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor results regularly and approve the schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP)?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how stakeholders can be involved.

A2.2. Relationship between Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

Visiting Committee Comments

School board meetings are open to the public and are widely attended. The meetings are also broadcast on local public television and minutes are posted on the district website and distributed to all employees. The district holds parent and student meetings for LCAP input and also surveys stakeholders. BVHS holds School site Council meetings and ELAC meetings that allow stakeholders to learn about and participate in the school decision making process, specially with LCAP and SPSA goals and expenditures.

The SPSA is aligned with school and district goals and is approved by the School Site Council and then the School Board. LCAP goals include providing students with a high quality learning environment, keeping stakeholders engaged and connected to school, and ensuring that all students are prepared for college and career upon graduation.

Uniform Complaint procedures are discussed at orientation and published on the district website. They are also posted in every classroom and in the school lobby. They are available in both English and Spanish

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Governance **that supports high achievement for all students.**

Visiting Committee Rating (select one): <u>Highly Effective</u>   Effective   Somewhat Effective Ineffective

Narrative Rationale:

There is a clear set of policies, procedures, and bylaws that involve all stakeholders. Delegates at the district and school site level are involved in implementing those policies, which are aligned with the school's mission to help students recover credits to graduate as informed, responsible, and respectful citizens. All budget expenditures are tied to the SPSA, which is tied to the school goals which reflect the school's mission and district requirements, and are verified by district personnel and the school board.

A3.   Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

To what extent based on multiple sources of data, does the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A3.1. Broad-Based and Collaborative: The school's broad-based, inclusive collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b)

collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

Visiting Committee Comments

BVHS has many programs in place to facilitate data-informed decision-making and continuous school improvement criteria. The staff meets monthly and reviews classroom procedures, rules and policies, and events. After each quarterly grading period, the staff reviews data including enrollment, graduation rate, and class completion data. The staff has consistently found that lack of homework completion and absences are the main causes of students earning no credit or "NG" for no grade. Initiatives to address these include Saturday school, "Adopt a Senior Program," IEP reviews, and CSS (Collaborative Student Success) meetings. In addition to monthly whole staff meetings, there are monthly PLC/Department meetings where teachers plan and collaborate.

The school action plan and SPSA, along with the data that is collected and shared, are all aligned with the goal of helping students progress towards graduation through high quality teaching and learning environments with college and career awareness. The school strives to increase the graduation rate by decreasing the NG rate, increasing attendance, and increasing community support for students.

The monthly staff meetings foster shared decision making and responsibility for school policies and strategies that support student achievement. The staff continues to modify and improve practices, programs, actions, and services. The regular flow of communication and information assures that the school is always looking at results, focusing on student class completion and progress toward graduation.

Internal communication happens regularly and in many forms including in-person and on-line meetings, and electronic communications including emails, file and document sharing, and group chat. To resolve differences, the staff is aware of the UCP and has two association representatives on campus. Based on the staff survey, the staff feels respected when concerns are brought up and that they treat each other with respect.

Leadership: Data-Informed Decision-Making and Continuous School Improvement **that supports high achievement for all students.**

Visiting Committee Rating (select one): Highly Effective   <u>Effective</u> Somewhat Effective Ineffective

Narrative Rationale:

The BVHS staff is highly aware of student progress and needs as a direct result of regular communication between administration, staff, students, and parents. There is regular review of data, especially data that relates to class completion and graduation rate. Data is collected from standardized tests, benchmarks, and teachers and reviewed by administration, teachers, and

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parents. Data is shared in many ways from personal conversations with families to posts on the school's website. Planning, decision-making, accountability and implementation of processes are evaluated and modified as needed based on inputs from stakeholders and results. The staff is very focused on identifying student needs and determining appropriate action to support students in alignment with the action plan and SPSA.

A4. Staff: Qualified and Professional Development Criterion

To what extent does a qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Visiting Committee Comments

District and school procedures ensure that leadership and staff are qualified for their positions. All faculty members are fully qualified and credentialed in their subject area and have multiple years of experience. In addition to their content area courses, most teachers voluntarily offer an elective course that is within their credentialed area or an area of interest or expertise.

The district provides general and content-specific professional development and orientations to all teachers based on student needs and feedback from teacher surveys. Technology support is provided through workshops and on-demand training as needed. At the site, professional development has also been offered. The SPSA budget includes monies for conferences and workshops and a $500 discretionary budget for each teacher to purchase supplies to teach content standards, college- and career-readiness standards, and for SLOs.

The district provides time for staff to meet for PLC. The staff primarily measure class

completion and graduation rates to measure success of professional growth initiatives.

School policies and procedures are outlined in the Parent/Student and Staff handbooks, available on the school's website. Prior to enrollment, the school requires that every prospective student and a parent/guardian attend an orientation where the program and policies are discussed and families can make an informed decision regarding the best placement for the student. The teachers association, Associated Chino Teachers, publishes it's contract on their website and regularly communicates on their Facebook group, and at meetings. There is also a free PDF provided by the San Bernardino County of Education. Class rules and expectations for students are posted in every classroom and in the office and reinforced by the staff in many ways.

Staff: Qualified and Professional Development **that supports high achievement for all students.**

Visiting Committee Rating (select one):   Highly Effective   <u>Effective</u>   Somewhat Effective Ineffective

Narrative Rationale:

BVHS values education for both students and staff members. Qualified staff and leadership facilitate achievement of the student academic standards and SLOs through preparation, professional development, and communication. There is a systematic approach to continuous improvement through a variety of types of professional development based on student data and student needs. The classified staff also see a need to be included more often in professional development that is relevant to their positions.

A5.   Resources Criterion

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.3. Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs.

Visiting Committee Comments

School leadership and staff are involved in resource allocation decisions. These decisions are tied to the district's LCAP, and the school's SAP and SPSA. Stakeholder input is used to inform decisions for LCAP and SPSA funds. All purchase orders and expenditures must be aligned with SPSA goals and are approved by multiple directors. The CVUSD Finance Director meets with the principal to review the annual budget every spring. For funds to be approved, there must be corroboration and a clear explanation of how the expenditures will impact all students. The budget is shared with stakeholders during the SSC meetings and references for all expenditures.

The school campus is safe and well-maintained as indicated by the school climate survey. There are staff and procedures in place to address facility and technology repairs when they are needed. The School Accountability Report Card verifies that all students have adequate supplies. Student surveys showed a decline in perception of safety even when additional safety measures including keyless door locks, alarms, cameras, sanitation/PPE, and updated safety procedures were added. It is not clear whether respondents feel less safe because these measures are not considered necessary or because they actually feel less safe on campus.

As of 20-21, every student has a Chromebook and a laptop bag. Many printed resources are available online along with district and site-funded subscriptions to numerous educational online resources. Teachers have also received upgraded technology including document cameras and LCD projectors.

The district provides additional resources for personnel including an Induction program, tech support, workshops, a help desk and testing/data support. Since moving to the quarter system, the school has been having Aeries technical issues creating new student schedules at the start of each quarter. While helpful and supportive, the district needs to emphasize the needs of a continuation school which can be different than those of a comprehensive high school, and provide the tech support and time to accommodate these differences.

Resources **that supports high achievement for all students.**

Visiting Committee Rating (select one):   Highly Effective   <u>Effective </u> Somewhat Effective Ineffective

Narrative Rationale:

Human, material, physical, and financial resources are sufficient and utilized effectively and appropriately to support students in accomplishing schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Survey results indicate that parents are satisfied with the facility, materials, and resource allocation. There have been glitches with providing students with new schedules at the beginning of each quarter that need to be addressed by the district technology department.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

1. The school has strong district, administrative, and staff that support the common goal of course completion and graduation

2. Resource allocation is appropriate. New technology has been adopted and provided to students
3. The staff welcomes professional development and is willing to evolve and try new approaches
4. There are multiple avenues to share information and promote the school mission to the community and stakeholders

Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

1. Since moving to the quarter system, the school has been having Aeries technical issues creating new student schedules at the start of each quarter. While helpful and supportive, the district needs to emphasize the needs of a continuation school which can be different than those of a comprehensive high school, and provide the tech support and time to accommodate these differences.

2. Parent involvement continues to be low, despite many various attempts to improve in this area

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Interviews and observations with all stakeholders, site data, master schedule, and survey results all indicate that Buena Vista is a strong, successful organization. All members of the staff positively contribute to its success by connecting with students and families and providing a program where students can successfully earn credits and a high school diploma.

There have been issues with Aeries because BVHS is on the quarter system, and not on the traditional semester system. They may require support from the district technology department and Aeries to be resolved. The school needs to continue to find ways to increase parent/family involvement. The strategies listed in the report are all good options.

CATEGORY B. CURRICULUM

B1.   Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.2. Academic and College- and Career-Readiness Standards for Each Area: The school has defined academic and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program. .

Visiting Committee Comments

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

BVHS teachers and staff provide a curriculum aligned with a Common Core-based focus by consistently updating the curriculum to reflect the needed skills of students in the 21st century. The "areas of emphasis" include core competencies such as collaboration, communication, and creativity. They have updated their math curriculum to align with NGSS and move towards integrated math courses instead of Algebra. Although Covid necessitated the use of online learning, the school already had in place efforts to be a 1:1 site so that all students had access to the curriculum. They are now 1:1 as evidenced through discussion with staff and class observations.

BVHS utilizes time to develop essential standards for each department through PLC meetings, district professional development meetings, and outside conferences in order to make sure all learning is rigorous and relevant. Many lessons are adapted to the particular needs of BVHS students using the emerging focus on Social-Emotional learning. Currently, the strong PBIS focus and research suggests that funding will be given to BVHS to support SEL needs.

B1.2. Academic and College- and Career-Readiness Standards for Each Area: The school has defined academic and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

Students at Buena Vista HS cover the same essential standards as the comprehensive high schools and meet the UC/CSU a-g requirements. In addition, over the last 4 years, ROP courses have been added to enable students to enter various trades once they graduate. BVHS is able to offer students a quicker, more robust way to obtain credits by utilizing a quarter system.

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

Teachers use the SLO's to prepare students for success in their classes. An ever-changing master schedule allows students to obtain key life skills through courses related to the SLO's such as: Life Skills, Life Choices, College Skills, The Law and You, and Personal Finance. Other electives such as the ROP courses in Construction and 3D Art provide college and career readiness for students who want to enter these fields.

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

Buena Vista has expanded course offerings since the last WASC visit to include ROP courses that are integrated into the school day. Buena Vista HS offers courses that are relevant to real-world learning and include an interdisciplinary focus. Buena Vista's ROP classes on Construction and 3D Media Design are examples of students applying math, science, and computer skills.

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program. .

BVHS engages with community partners and resources to support students in gaining skills when they leave high school. Other local charities and organizations offer grants for student awards and pull-out programs for students. Local businesses like In N' Out and the County Fair provide incentives in the form of free passes and gift cards to students. Friday Night Live is a part of the San Bernardino Department of Health who work closely with student leadership to provide support for causes like mental health awareness, safe driving, and substance abuse prevention.

Through personal connections, BVHS is aware of the success of their post-graduates but they would like a more streamlined approach to tracking this information.

Rigorous and Relevant Standards-Based Curriculum **that supports high achievement for all students.**
Visiting Committee Rating (select one):   Highly Effective   <u>Effective</u> Somewhat Effective Ineffective
Narrative Rationale:

BVHS offers a rigorous, standards-based curriculum to all students which leads to high achievement in meeting the essential standards chosen and deemed most essential. Lessons are adapted to student needs without sacrificing the high expectations for each student. Students were familiar with the standards and used "I Can" statements incorporating language from the standards in multiple classes visited. Some students commented that teachers explain content better at BVHS and that they learn more material than at their home schools. The skills and concepts students learn are relevant to the student learner outcomes and to career and technical education.

B2.   Equity and Access to Curriculum Criterion

To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

B2.1. Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students.

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

Visiting Committee Comments

B2.1. Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students.

BVHS offers all students access to the school's entire program. Students are more prepared for post secondary education due to the school providing varied, flexible and clear preparatory requirements for graduation and post-graduation success. A flexible master schedule built within the quarter system enables the school to offer more electives and ROP courses geared toward career and postsecondary options. Presenters are invited from local colleges and businesses to present various career options to students after high school. The school provides the annual Career Day, field trips to CSUSB, University of LaVerne, Mt. San Antonio College, and Chaffey college to expose students to college life after high school.

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

The focus on real world applications of knowledge is notable at BVHS. Students with IEPs and 504 plans are included and not singled out. Field trips, guest speakers, business partnerships, CTE courses, ROP courses, and electives like Career Exploration, College Skills, Life Choices and study skills all provide students with a variety of college and career options. English Learners are supported at BVHS in the ELD course and given reading and writing support in a small, personalized environment.

B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

BVHS makes an effort to keep parents informed of what their students need to do in order to graduate by looking at their transcripts with them. Collaboration with families occurs after information is given to them and up for discussion. One example is teaching students and families how to understand student transcripts. Therefore, a good amount of time is spent teaching a student how to read their transcripts and going over the requirements so that collaboration can occur afterwards. Parents note the strong positive feedback they receive from BVHS about their children as a strength of the school.

B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

BVHS employs strategies to help students transition to college/career after high school by inviting colleges to give presentations, helping students apply for schools and for financial aid, and partnering with local businesses to provide direct experiences with the skills needed to be successful after high school. A career center is available and students are encouraged to fill out college applications and explore career options there. There is a close relationship with Mt. SAC and Chaffey.

There is a need to develop a more formalized system to track the successes and paths of

post-graduates. The report mentions several ideas for implementing this system through volunteer committees and the creation of a Reach Out team. The school would like to implement this as early as next Spring if possible.

Equity and Access to Curriculum **that supports high achievement for all students.**

Visiting Committee Rating (select one): <u>Highly Effective</u>   Effective Somewhat Effective Ineffective

Narrative Rationale:

It is clear that Buena Vista HS offers all students access to a quality standards-based and career-oriented curriculum that leads to graduation and post high school preparation. Students, parents, school staff, and outside partners all collaborate to help create challenging, relevant curriculum for every student regardless of student backgrounds or special needs.

CATEGORY B: CURRICULUM

Areas of Strength for Curriculum (if any):

1. Switching to a quarter system has allowed for more flexibility in scheduling to offer students classes they need to graduate and earn credits in a shorter amount of time which motivates students to persevere.
2. There is a strong focus on college and career readiness demonstrated by the electives and R.O.P. courses offered.
3. There is an intentional effort to make standards-based curricula more applicable and relevant to the students' lives.

Growth Areas for Continuous Improvement for Curriculum (if any):

1. Continue to offer a rigorous standard-based curriculum while not sacrificing electives.
2. Improve ways to monitor program effectiveness using post-high school transition data.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

It is clear that Buena Vista HS has a strong focus on College and Career Readiness as demonstrated by the R.O.P. courses offered on campus embedded throughout the school day and the relationship between Cal Poly Pomona, Mt. Sac. and other business partners. Students and staff are very positive about the school. It is evident that the staff, teachers, and students are all included in achieving the goals to make Buena Vista a safe, supportive, resourceful campus where students can thrive.

CATEGORY C. LEARNING AND TEACHING

C1. Student Engagement in Challenging and Relevant Learning Experiences Criterion

To what extent are all students involved in challenging and relevant learning experiences in an equity-centered learning environment to achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

C1.1. Results of Student Observations and Examining Work: All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.2. Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Visiting Committee Comments

BVHS teachers design lessons and assessments that are both relevant and challenging. Teachers adhere to content standards and include the district's push for 21st century skills or Areas of Emphasis, and college- and career-readiness. Students are regularly asked to engage in higher-level thinking skills and writing across the curriculum. Student work shows that students are able to solve problems, reflect, apply concepts, and communicate their understanding, and often are required to complete a culminating project. They are expected to write coherently, using content-specific vocabulary in all subject areas.

Seventy-one percent of students reported being challenged by their school work overall in the School Climate survey, with most single subjects said to be challenging by at least 90% of students. Results from the parent survey were similarly positive regarding the academic curriculum.

Student Engagement in Challenging and Relevant Learning Experiences **that supports high achievement for all students.**

Visiting Committee Rating (select one): Highly Effective   Effective   Somewhat Effective Ineffective

Narrative Rationale:

Content examples described in the report indicate that students are involved in challenging and relevant work. Students and parents support this claim. BVHS offers ROP and elective courses that focus on college- and career-readiness and also includes preparation skills in core classes.

C2.   Student-Centered Instruction through a Variety of Strategies and Resources Criterion

To what extent do all teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students, emphasize creative and critical thinking skills and applications?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

C2.2. Creative and Critical Thinking: All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.3.Application of Learning: All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.4. Career Preparedness and Real World Experiences: All students have access to and are engaged in career preparation activities.

Visiting Committee Comments

Evidence including observation, student work, lesson plans, and survey feedback indicate that BVHS students understand the standards and expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Teachers use a variety of instructional strategies, technologies, and research-based methodologies for instruction and assessment. Smaller class sizes means regular engagement between teacher and student. Teachers offer flexibility including deadline extensions and retakes and "office hours" to meet with students.

Examples were given to demonstrate the opportunities given to students to engage in creative and critical thinking. These include class activities, school programs, and field trips.

Projects that require creativity and critical thinking are incorporated into formative and summative assessments. Examples from class assignments were outlined.

Visits to colleges and universities, ROP classes, and examples provided are all evidence that students have access to and are engaged in career preparation activities.

Student-Centered Instruction through a Variety of Strategies and Resources that supports high achievement for all students.

Visiting Committee Rating (select one): <u>Highly Effective</u>   Effective Somewhat Effective Ineffective

Narrative Rationale:

BVHS curriculum aligns with state content standards and the district's Areas of Emphasis standards, which require critical thinking and creativity. Field trips and other college and career centered activities help students make connections to their future and show them why credit recovery and graduation is important. Student surveys show that students feel challenged by their schoolwork and that BVHS is a quality school.

CATEGORY C: LEARNING AND TEACHING

Areas of Strength for Learning and Teaching (if any):

1. The staff embraces new strategies and technologies for college and career readiness that are aligned with the schools SLOs and the district's Areas of Emphasis. This includes

    acquiring and integrating technology schoolwide.
2. Surveys indicate that students are given relevant and challenging work
3. Work samples indicate that students are asked to use higher level thinking skills, creativity, and 21st Century skills in their classes.

Growth Areas for Continuous Improvement for Learning and Teaching (if any):

1. Every quarter a consistent number of "No Grades" are issued. Continue to explore strategies to improve attendance and mastery to increase course completion rate.
2. Student success producing challenging, multi-tier work with increased depth of knowledge is not translating to standardized test results. Continue to provide rigor and infuse writing across the curriculum to improve scores on district benchmarks and standardized tests.
3. School climate survey reported that 29% of students did not feel challenged by schoolwork. However, student understanding of the question and the remote learning climate may have affected the validity of the results.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- In visiting BVHS it was evident that students were motivated to meet the learning targets posted in every classroom. Teachers presented relevant, engaging lessons and students regularly participated during class activities and discussions.
- There are numerous opportunities for students to work toward college and career readiness at BVHS, both in designated courses and across the curriculum as shown in the master schedule, student work, and school programs.
- Discussion with teachers and students indicated that students did not interpret the question regarding challenging work as it was intended. Students interviewed agreed that the work provided was appropriate and they thrived in the quarter system.

CATEGORY D. ASSESSMENT AND ACCOUNTABILITY

D1. Reporting and Accountability Process Criterion

To what extent do the school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

Visiting Committee Comments

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

The school has an effective process of looking at data to evaluate student performance. The CAASPP, ESA tests, and ELPAC are the main forms of standardized assessment. Other forms of assessment include teacher generated material. The district provides BVHS with data from the CAASPP at the beginning of the year.The ELD coordinator monitors LEP students by looking at ELPAC results, grades, and teachers assessments in order to reclassify students. Progress reports and "walk-arounds" are used to record current grades, comments and concerns. The goal is to perform two walk-arounds per quarter. Results of tests and progress reports are shared in monthly staff meetings, mailing progress reports home, posting grades to Aeries and Google classroom, phone calls, emails, ParentSqare, Remind.com, and Google Voice.

D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency

across and within grade levels and content areas.

At BVHS, students must earn a C or better (minimum competency) with some exceptions due to "Covid compassion". Otherwise, students have typically earned a No Grade (NG). The No Grade does not impact a student's GPA. The school leadership and staff work together to determine the basis for student performance levels to ensure equity across all levels. BVHS staff use a systematic approach to helping students understand their transcripts and graduation requirements.

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

Student growth is monitored regularly and effectively at the school site using Aeries and Google Classroom. At least quarterly, the principal shares disaggregated grade and other data with staff. Teachers are notified of any students with special needs and any major health concerns. Teachers make accommodations and adjustments to assessment based on these needs as much as possible.

Staff and stakeholders are encouraged to share ideas about how to meet student needs utilizing the school climate surveys. There is also a Leadership Suggestion Box so that students have a voice in sharing their particular concerns and interests on campus. Other monitoring systems like staff meetings have provided suggestions on changing the homework hour requirement from a 60 hour work requirement to 10 hours of homework per class per quarter due to the switch to the quarter system a few years ago.

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

The district is involved in supporting BVHS's instructional program by offering assistance with college partnerships and ROP. The school staff regularly meet to evaluate programs that are working well and make adjustments as needed. A flexible master schedule allows BVHS to adjust class offerings to accommodate the needs of students in the new quarter system. As a result, changes in the last six years resulted in four times more elective offering and embedding ROP courses. One ongoing plan is to create interdisciplinary cohort

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

BVHS adjusts and makes changes to school programs based on assessment data by altering the master schedule regularly and as often as quarterly, having PD meetings around essential standards, formative and summative assessments, and textbook/online curricula orientations. The staff partakes in Action Driven Inquiry and ALICE training along with individually chosen training by staff members. BVHS staff work closely with district staff to support students when needed.

Using Assessment to Analyze and Report Student Progress that supports high achievement for all students.

Visiting Committee Rating (select one):   Highly Effective   <u>Effective</u>   Somewhat Effective Ineffective

Narrative Rationale:

Students are asked to complete work that is standards-based and are assessed using standards-based rubrics and tests so that they can obtain the skills to succeed. District assessments called Essential Standards Assessments (ESA's) are aligned with the state standards test and given three times per year. Assessment results are analyzed and shared with students and families as much as possible. Multiple means of assessment enable BVHS to ensure that students are learning including walk-arounds, progress reports, PLC quarterly data review, transcript review and posting progress in both Aeries and Google Classroom. The analysis of assessment results, both at the local and district level, have resulted in program charges such as switching to a quarter system and adding college and career courses through the R.O.P. program.

D2.   Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

D2.1. Demonstration of Student Achievement Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life

Visiting Committee Comments

D2.1. Demonstration of Student Achievement Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

Based on observations from staff and administration, feedback from students, and analysis of lesson plans and student work, it is evident that BVHS uses a variety of tools to assess and evaluate student learning. Teachers at BVHS use standards-based rubrics, projects, tests, quizzes, checks for understanding, district ESA's/CAASPP results, and regular transcript review to modify instruction on a continual basis. Teachers modify essential standards into "I Can" statements and create assessments that address these essential standards. As observed, students can articulate these "I Can" statements and know how their assessments are tied to the standards. However, standardized tests are not the most helpful way to know that students are learning at BVHS. Therefore, many other tools are employed to assess students which include: KWL charts, exit tickets and other checks for understanding.

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life

Teachers give timely and helpful feedback about student work and performance. BVHS school and staff make extra efforts to comment positively through Google Classroom and Kami. Both parents and students reinforced that they are receiving timely feedback, both for commending students and for improvement. Teachers include student feedback when considering the extent of learning. Furthermore, teachers monitor whether learning is relevant to college, career, and life through dialogue with students and School Climate Surveys. Various electives, like The Law and You/Mock Trial, Life Choices, Dating Marriage & Family, Parenting and Career Exploration, have been added as a result of the polling and inclusion of students in achieving the SLO's.

Co-curricular activities like Career Day and college partnerships educated students about the demands and options of various career paths after high school. The Climate Survey supports that these programs came about from after careful consideration of feedback from all stakeholders including the students.

> *Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom* that supports high achievement for all students.
> **Visiting Committee Rating (select one):** Highly Effective _Effective_ Somewhat Effective Ineffective
> **Narrative Rationale:**
> A variety of assessment strategies are used to effectively monitor and modify learning at BVHS. The school has many ways to connect current learning with future goals. The teachers align assessments with essential content standards and adapt them for students through the use

of "I Can" statements. BVHS is constantly looking for ways to engage and support students who are failing and receiving the No Grade (NG) mark. The teachers connect lessons and assessments to both standards and real life scenarios to prepare them for life after high school.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

Areas of Strength for Assessment and Accountability (if any):

1. Student progress is monitored and assessed in a variety of ways and shared regularly.
2. Teachers use assessment data to adapt student learning and meet students where they are to help them advance.
3. All departments have agreed upon essential standards and have built assessments to demonstrate mastery of them.

Growth Areas for Continuous Improvement for Assessment and Accountability (if any):

1. Continue to build assessments, rubrics, and learning objectives based on essential standards.
2. BVHS sees a need to move beyond knowing a student's academic standing and form action plans for each student. Additional resources for this process have not been identified.
3. Standardized test scores, while comparable to neighboring alternative education schools, are low.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

The staff at BVHS make good use of various monitoring systems and tools to assess students like SAT scores, SBAC scores, and Aries information in order to promote student achievement of the essential standards and help students be successful. The ELD coordinator assists with monitoring LEP students by reviewing ELPAC data, grades, and teacher input to assess if students meet reclassification criteria. Data and feedback are shared with parents and students via walk-arounds, transcript discussions, ParentSquare, remind.com, and Google Voice. Both parents and students feel they receive timely feedback as evidenced by observations and discussions. Each department develops essential standards for students to learn and constantly looks for ways to incorporate these into the shorter quarter system.

CATEGORY E.   SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

E1.   Parent and Community Engagement Criterion

To what extent does the school leadership employ a wide range of culturally sensitive strategies to encourage family, and community involvement, especially with the learning/teaching process?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

Visiting Committee Comments

BVHS has many strategies and processes to involve stakeholders in the learning and teaching process for all students. These include phone calls, emails, text messages, Aeris communications, Parent Square, Google Classroom reports, and progress reports. Stakeholders receive information about student academic performance, behavior, attendance, and concerns as well as progress toward class completion, graduation status, and services. The school has a Google Classroom to post announcements, kudos, motivational messages, and reminders for the whole school and targeted groups.

The staff includes bilingual employees to assist with communication in Spanish. Teachers also use Google translate for Spanish and other languages. Teachers have Google voice accounts with numbers posted on teachers' homepages and in their Google Classroom to enable phone calls and text messages, which was especially useful during remote learning.

CSS meetings are another avenue of parent engagement and include many stakeholders including student, parent/guardian, principal, counselor, psychologist, and other relevant participants. These meetings are an opportunity to address problems and form a cohesive plan to help the student succeed.

Other initiatives to involve stakeholders include home visits, Walk Around progress reports, "Adopt a Senior" teacher engagement, formal and informal parent meetings, orientation, and programs with numerous community organizations.

Parent and Community Engagement that supports high achievement for all students.

Visiting Committee Rating (select one):   Highly Effective   <u>Effective</u>   Somewhat Effective   Ineffective
Narrative Rationale:

BVHS has multiple approaches and avenues to regularly involve all stakeholder support groups that support high achievement for all students. Despite the school's best efforts, parent involvement remains an area where growth is always desired.

E2.   School Culture and Environment Criterion

To what extent does the school leadership focus on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and develops a culture that is characterized by trust,

professionalism, equity, and high expectations for all students?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.2. High Expectations/Concern for Students: The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

Visiting Committee Comments

Buena Vista High School is a safe, clean, and orderly campus. The school is well-maintained and work orders are addressed in a timely fashion. Rules, policies, and Uniform Complaint procedures are posted throughout the school. The district has a technology Acceptable Use Policy that must be signed by students and parents, the district has firewalls to prevent students from accessing inappropriate content, and teachers monitor students working online. There are many safety features employed on the campus including keyless door entry, screening of visitors, safety drills, cameras, canines, and nurse and School Resource Officer. The staff has been ALICE trained and would like to continue to receive training in SEL and PBIS, and provide a "safe space" for students experiencing stress and social/emotional issues to cool off. Surveys support that stakeholders find the school is safe, clean and orderly.

High expectations in classrooms where teachers support a standards-based curriculum and an atmosphere of respect and support for each individual student. High expectations are communicated to parents and students beginning with orientation. Surveys support that parents and students feel that the school honors individual differences, social emotional needs, and is conducive to learning.

The school maintains an open door policy to foster communication and well-being between administration, faculty, staff and students through many mediums. The principal greets students and is available to parents every morning when the school day begins. Climate surveys affirm that respondents feel respected if they have a concern. Administration is responsive when there are student concerns both academic and social/emotional. .

School Culture and Environment **that supports high achievement for all students.**

Visiting Committee Rating (select one): <u>Highly Effective</u> Effective Somewhat Effective Ineffective

Narrative Rationale:

BVHS models appropriate, positive, responsive practices and expects the same from all stakeholders. All teachers work to establish a classroom environment where students can perform at the best and feel comfortable and safe at school. The school continues to invest in finding strategies to help students feel safe, comfortable, and welcome at school.

E3.   Personal, Social-Emotional, and Academic Student Support Criterion

To what extent do all students receive appropriate academic, social-emotional and multi-tiered support to help ensure student learning, college and career readiness and success?

To what extent do students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of students.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact in student success and achievement.

E3.4. Co-Curricular Activities: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5. Student Voice: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

Visiting Committee Comments

To meet the academic needs of each student, a customized schedule is created for every student when they enroll at BVHS based on credit needs in particular courses to meet graduation requirements. If warranted, students are placed in a dedicated study skills class if they have failed English or Math classes several times.

Student behavior and attendance is evaluated prior to enrollment. Those with severe behavior or attendance issues are waitlisted to give them the opportunity to improve and some are referred to Independent Studies. EL students with a score below three or four on the ELPAC are encouraged to stay at their homeschool to take advantage of a wider range of resources. Students with an IEP or 504 have a Change of Placement Meeting attended by the principal, who provides input on the best placement for the student. No student is denied transfer based on academic need or special education status.

There are multi-tiered approaches in place that support the learning and social emotional needs of students. These include allowing students to work independently in the library, meeting with the nurse or counselor, the Independent Studies program, online coursework, and working at home through short term I/S and the home hospital program.

Students at BVHS recognize that they have a multi-tiered support system as indicated by the School Climate Survey. The Infant and Toddler Center is a particularly important support for student parents because they can attend their classes with far less stress, worry, or financial strain. There are additional support programs including Chino Human Service referred counseling and McKenney Vento.

The Leadership program organizes a weekly breaktime activity open to all students. The Department of Health has a monthly campaign on topics including substance abuse prevention,

mental health awareness, safe driving, and more. Other co-curricular activities include ROP, work experience, field trips to colleges, Career Day, and College Fairs.

Personal, Social-Emotional, and Academic Student Support that supports high achievement for all students.

Visiting Committee Rating (select one): <u>Highly Effective</u>   Effective Somewhat Effective Ineffective

Narrative Rationale:

BVHS has numerous programs and personnel in place to support the personal, social-emotional, and academic success of its students. All students have the opportunity to experience high achievement in an environment that meets their academic and personal needs.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (if any):

BVHS has a multi-tiered support system in place to support student academic success and social emotional well-being. Students indicated that they have a staff member they feel comfortable approaching in the School Climate Survey. There are opportunities for students to engage in extracurricular activities and programs for those needing social-emotional support.

Areas of Strength for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (if any):

1. A positive, supportive school culture emphasizes the educational and social-emotional needs of students.
2. The district and school have programs in place to support and assist students
3. There is a school-wide emphasis on PBIS
4. Administrators and counselors are responsive to reported concerns about student well-being and academic concerns

Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (if any):

1. Continue to increase the incorporation of social-emotional learning and PBIS strategies into student support
2. Continue to provide all staff with professional development to support student personal, social-emotional, and academic growth
3. Continue to explore additional community resources to support students

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Observations and interviews with all stakeholders strongly show that BVHS is a caring, nurturing school that focuses on both the academic and personal growth of its students. The site has begun using PBIS and wants to continue to increase its use and provide ongoing professional development in the area to all staff. The library has become the "go-to" place for students seeking support and assistance to visit for services ranging from college application, transcript evaluation, to a mental health break.

Chapter IV: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

The purpose of identifying schoolwide strengths is to provide input and support for the school to use these strengths in their continuous improvement to ensure high quality student learning and well-being. Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

The visiting committee identified the following <u>specific</u> schoolwide strengths and their rationale for the identification: **Include a Who, What, and Why for each schoolwide strength.**

1. A positive, supportive school culture emphasizes the educational and social-emotional needs of students.
2. The school has strong district, administrative, and staff that support the common goal of course completion and graduation
3. Switching to a quarter system has allowed for more flexibility in scheduling to offer students classes they need to graduate and earn credits in a shorter amount of time which motivates students to persevere.
4. The staff embraces new strategies and technologies for college and career readiness that are aligned with the schools SLOs and the district's Areas of Emphasis. This includes acquiring and integrating technology schoolwide.
5. Student progress is monitored and assessed in a variety of ways and shared regularly by faculty and administration..
6. There is a strong focus on college and career readiness demonstrated by the electives and ROP courses offered.

Schoolwide Growth Areas for Continuous Improvement

The purpose of supporting the school's identified growth areas for continuous improvement and sharing additional growth areas is to ensure the school's continuous improvement for student learning and well-being encompasses the greatest student and school needs.
Synthesize schoolwide growth areas for continuous growth and list numerically. *Be sure that these can be documented by other sections of the report.*
- **Ensure that all Growth Areas have a "who," "what," and a "why" in relation to the impact on student learning**
- **Confirm areas already identified by the school in the action plan sections**
- **Confirm areas to be strengthened within the already identified areas**
- **Identify any additional areas to be added to the action plan that have been identified by the visiting committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.***

The visiting committee <u>concurs</u> with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below: **Include a Who, What and Why for each growth area for continuous improvement.**

In addition, the visiting committee has identified <u>additional concrete, specific</u> growth areas that need to be addressed: **Include a Who, What and Why for each growth area for continuous improvement. (Note: Show the relationship to what the school has already identified, if**

possible.)

1. Every quarter a consistent number of "No Grades" are issued. Continue to explore strategies to improve attendance and mastery to increase course completion rate.
2. Continue to build assessments, rubrics, and learning objectives based on essential standards.
3. Continue to offer a rigorous standard-based curriculum while not sacrificing electives.
4. Continue to increase the incorporation of social-emotional learning and PBIS strategies into student support.
5. Continue to provide all staff with professional development to support student personal, social-emotional, and academic growth.
6. Explore new ways to increase parent and community involvement.

Chapter V: Ongoing School Improvement

- **Include a brief summary of the schoolwide action plan**
- **Evaluate the school improvement issues:**
  - **The effectiveness of the action plan to enhance student learning and support the identified major student learner needs**
  - **The level of commitment to accomplish the action plan, schoolwide and systemwide**
  - **The alignment of the schoolwide action plan/SPSA to the Local Control and Accountability Plan (LCAP)**
  - **The soundness of the follow-up process for implementing and monitoring the accomplishment of the schoolwide action plan.**

The Schoolwide Action Plan is aligned with the SPSA and there are three school-wide goals:

- Increase the graduation rate by increasing the class completion rate to 75%.
- Maintain attendance at 97%, a pre-pandemic level.
- Continue to foster parental and community involvement to support student academic success, and increase appropriate and positive behavior.

The school has incorporated the identified areas of growth into the action plan. Currently resources have been allocated to school improvement based on this plan. As more resources become available, there are more opportunities for improved intervention for a high-needs student population.

Every area in the plan has personnel assigned to lead it and many have funding allocations to provide necessary resources. The school continues to self-evaluate on a regular basis in looking at student achievement, attendance, and credit recovery data. There is a true sense of mission in that all stakeholders are working for the betterment of the students at Buena Vista.

The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.

Visiting Committee Rating (select one): Highly Effective   <u>Effective</u> Somewhat Effective Ineffective

Narrative Rationale:

The school plan allocates resources to help students achieve based on student data and on the collaboration of the whole school. There is generally a consensus into how resources are used, though occasionally stakeholders may disagree (professionally) on how to allocate those resources.

The capacity to implement and monitor the schoolwide action plan/SPSA.

Visiting Committee Rating (select one): Highly Effective   <u>Effective</u> Somewhat Effective Ineffective

Narrative Rationale:

The school has a strong, caring principal who oversees a competent, caring faculty and staff who are united in the mission of graduating students who become informed, responsible, and respectful. There is a strong sense of collaboration to make school better for the students.

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.	X			
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.	X			
Vision and Purpose (A1)	X			
Governance (A2)	X			
Leadership: Data-Informed Decision-Making and Continuous School Improvement (A3)		X		
Staff: Qualified and Professional Development (A4)		X		
Resources (A5)		X		
Resources (Charter only) (A6)				
Rigorous and Relevant Standards-Based Curriculum (B1)		X		
Equity and Access to the Curriculum (B2)	X			
Student Engagement in Challenging and Relevant Learning Experiences (C1)		X		
Student-Centered Instruction through a Variety of Strategies and Resources (C2)	X			
Reporting and Accountability Processes (D1)		X		
Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)		X		
Parent and Community Engagement (E1)		X		
School Culture and Environment (E2)	X			
Personal, Social-Emotional, and Academic Student Support (E3)	X			
Acceptable progress by all students		X		
Alignment of a schoolwide action plan/SPSA to the school's areas of greatest need		X		
Capacity to monitor and implement the schoolwide action plan/SPSA		X		