School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Buena Vista High School	36676783631769	5/17/2022	July 21, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Comprehensive Support and Improvement
Buena Vista High School (BV) was identified for Comprehensive Support and Improvement (CSI) based on the California 2019 Dashboard results. However, as of 2022, Buena Vista has exited CSI due to continued improved graduation rates. Buena Vista High School serves as a Title I Schoolwide Program. Chino Valley Unified School District in partnership with all stakeholders at Buena Vista High School have developed and will monitor the implementation and effectiveness of the CSI plan incorporated in the School Plan for Student Achievement in order to improve student outcomes, and specifically address the metrics that led to eligibility for CSI. Metrics that led to CSI are: Graduation Rate, Suspension Rate, Attendance Rate, College/Career Readiness, and overall SBAC summative data in ELA and Math. There were no 2019-2020 Dashboard results due to COVID-19. As mentioned above, Buena Vista exited CSI in 2022 due to improved graduation rate metric.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This plan effectively meets Every Student Succeeds Act (ESSA) and aligns with the district's three LCAP goals:
LCAP Goal 1: All students are provided a high-quality teaching and learning environment (Priority 1, 2, and 7).
LCAP Goal 2: Students, parents, families, and staff are connected and engaged at their school to ensure student success (Priority 3, 5, and 6).
LCAP Goal 3: All students are prepared for college and career beyond graduation (Priority 4 and 8).
Buena Vista works collaboratively with all stakeholders to develop a comprehensive plan to increase student achievement this year. Student achievement is closely analyzed to identify areas of need, appropriate services are provided to increase student achievement, financial support is allocated where needed. Our school plan is developed in collaboration with our School Site Council and

ELAC, and implementation of the plan is monitored throughout the school year to ensure that ESSA requirements are met.

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Centralized Services

Centralized Services Amount	Administrative Supports - Director of Access and Equity: $160,882, Director of Health Services: $21,000, 4 Bilingual Clerks: $75,953, District Community Liaison: $12,918.00. Direct Services Supports - 4 Technology Training Specialists: $113,648, TOA Elementary ELD Coaches: $123,208, TOA Secondary ELD Coaches: $167,298.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The District K12 Insight Survey taken by students, parents, and staff, providing quantifiable data regarding school culture and climate.
The 2021-22 School Quality Survey for parents, students and staff was administered during in winter of 2022. At our school, we had the following numbers of participants for each participating groups:
Parents -- 18
Students- 54
Staff – 10
*The number of surveys is low and there should be better participation in all three groups to gather better data and make the data valid.

In the K12 parent survey, we learned the following about our engagement groups:
1. 100% of parents said that Buena vista has high learning standards for all students
2. 90% of staff said that school wide behavior expectations and classroom routines are effectively communicated
3. 94% of students said that they feel safe at school

Here are three data points that we can celebrate:
1. 94% of parents said that students receive the support they need for academic and career planning
2. 91% of staff said that principals and vice principals clearly communicate the school mission and vision
3. 90% of students said that all students are aware of safety and security procedures

Here are three data points that show our opportunities:
1. 56% of parents said that Buena Vista encourages families to volunteer
2. 60% of staff said that the school utilizes Parent Square to keep families informed about school activities and notifications
3. 75% of students said that teachers successfully show how lessons relate to life outside of school

In the 2021-22 Healthy Kids Survey, Percentage of students who have never tried vaping has decreased since the last test administration at the 9th grade and 11th grade levels.
Grade 7- 95%
Grade 9- 89%
Grade 11- 83%

The Tiered Fidelity Inventory (TFI) is administered to identify the extent to which school personnel are applying the core features of the Multi-Tiered System of Supports (MTSS) implemented at the site. Our overall TFI score reflects that, as of 5/4/22, an External TFI completed at Buena Vista High School reflected 93% implementation for school-wide PBIS implementation of Tier I. The PBIS team listed the following area(s) of focus for the 22-23 school year:
1. Have a parent involved and on the PBIS Team
2. Update the expectations matrix

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Our site administration did conduct walk-throughs on a regular basis and observations will continue to be focused on student observables in the learning environment based on District protocol and evidence based on the District's Yellow Sheet. Administration will closely observe the engagement of the EL students in the class in future visits that take place weekly. Our focused observations are school wide and the Don Lugo feeder group focus is utilizing the "I Can..." statements. Lessons should start by engaging the students with the learning intentions stated in student friendly terminology, "I Can...statements." The learning targets are from the essential standards that has been a collaborative process between the district and teachers. This is focus is #5 on the "Yellow Sheet."

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Our site utilizes the Professional Learning Communities (PLC) process to analyze state and local assessments to modify instruction and improve student performance. PLC's occur weekly to analyze data and make decisions with regards to instruction and support. Every site Principal meets annually as a whole with district administration in July, titled: "Leadership Charge" to review previous years data and progress on site SMART Goals, ESA Data, Assertive Discipline, etc. to name a few topics. Through this collaborative process Schoolwide SMART Goals were developed in the areas of ELA, Math, and PBIS. Site administration met with the Staff Leadership Team and will continue to meet to determine Action Steps in the areas of Curriculum and Instruction, Assessment, and Professional Development that will support achieving the SMART Goals. Essential Standards Assessments (ESA's) will be administered three times throughout the year and analyzed through the PLC process. Teacher data chats occur after each quarter (October, December, March, and May) to review student achievement and plan for interventions.

SMART Goal #1: School wide, students No Grades (NG's) not to exceed 25%
SMART Goal #2: ELA and Math CAASPP scores will increase by 5% respectively

SBAC data is utilized along with formative and summative assessments, ELA and Math Assessments aligned with CCSS. These assessments are used to identify student levels of achievement and determine the needs for extended learning including intervention and enrichment. Teachers meet during Professional Learning Communities (PLC) to review data and plan multi-tiered interventions based on student needs. In addition to the CVUSD Essential Standards Assessments, we will continue to use data from the 2018-2019 Dashboard to meet State Indicators and monitor growth. Teachers will monitor the growth of student groups, such as EL progress during the PLCs.

Essential Standards Baseline Data Math /August 2021
Grade/ Percent Exceeded or Met standard
IM1: 0%
IM2: 10.5%
IM3: 4.5%

Essential Standards Baseline Data ELA /August 2021
Grade/ Percent Exceeded or Met standard
11th Grade: 25.6%
12th Grade: 34.6%

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The PLC process is used to analyze data and to monitor student progress and to respond with intervention and extension for the learning targets with Tier 1 and Tier 2 instruction. Our site will use the CVUSD Essential Standards in ELA and Math to monitor student progress and modify instruction. Essential Standards Assessment will be used three times a year to determine progress toward meeting site SMART Goals in ELA and Math. ELA and Math will continue to be an area of focus. Our English Learners is a student group that we will monitor progress regularly. Here are the end of the year benchmarks that we are striving to reach for each grade level:

Essential Standard Final Benchmark Data for Math Spring 2022:
Percent Exceeded or Met Standard
18.83% for all three levels combined (IM1, IM2, IM3)
Essential Standard Final Benchmark Data for ELA Spring 2022:
Percent Exceeded or Met Standard
28.65 for both ELA 11 and ELA 12 combined

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Buena Vista employs 13 teachers. 100% who meet state certification and licensure requirements to teach in the field they are assigned.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers have received the following professional development trainings with regards to state adopted instructional materials; Read 180 on August 12, 2021, Science on May 2022, and ELD and ELA throughout 2021-2022. PBIS professional development will continue through the 2022-2023 school year.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is aligned to the district's 2022-2023 Area of Emphasis and LCAP Goals. Staff development will focus on The PLC Process and Student Engagement. Support will also be given in ELA, Math, NGSS, and Positive School Culture.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Instructional Coaches and site leadership team will continue to support English Learners, Students with Disabilities, Foster Youth, and Students Economically Disadvantaged in order to master standards in ELA and Math. District Technology Trainers will provide support in the different learning platforms. Instructional coaches will support in differentiated instruction and engagement strategies and rely on the staff's strengths for support in the form of Collective Teacher Efficacy.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration occurs weekly through the PLC process embedded in the school day. Currently, teachers are able to meet virtually or in-person.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

An analysis of our progress toward meeting our site Smart Goals results for 2021-20212 will take place in July and August 2022 with district and site personnel. Yearly, during these meetings, SMART Goals are drafted, and action steps are identified in the areas of Curriculum/Instruction, Assessment, and Professional Development in order to ensure alignment and strengthen the core academic program in ELA and Math for all students. The following student subgroups were identified in needing support to become proficient: English Learners, Students with Disabilities, Foster Youth, and Students Economically Disadvantaged.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Our site adheres to the state recommended instructional minutes for ELA/ELD and Math.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

An analysis of curriculum lesson pacing in ELA and Math and master schedule flexibility has allowed for the development of the following intervention courses: 2 additional intervention sections in Math for a total of 5 within the Math department (daily). During these sections, Math Teachers have the flexibility to interchange students for reteaching and extension. 2 such courses have been developed for our ELA courses as well.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

100% of our students have available to them standards-base instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

100% of our students have access to standards-aligned core courses and instructional materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The following services are provided by our regular program that enables under-performing students to meet standards: ELA and Math intervention class embedded within the school day. Before school, lunchtime, and after school tutoring is available and students take advantage of this opportunity. The CARE/HOPE Program, additional counseling services (Soroptimist, Friday Night Live, Project Sister, House of Ruth, and Chino Human Services) will continue to be offered on campus.

Evidence-based educational practices to raise student achievement

Through this comprehensive needs assessment process, academic performance and language development data determined that our English Learners continue to be a group that we need to support during ELD and IELD. The number of students scoring a 4 on ELPAC declined significantly as shown in the data summary pages of this SPSA. English Learner data will be evaluated annually through the ELPAC and the ESA. The three goals within this SPSA plan will monitor the progress of the English Learners each year and actions are developed to support implementation towards accomplishing program goals. In order to raise student achievement, the following educational practices are in place: Scaffolding, Check for Understanding, No Opt-Out Response, Reteach, Common Formative Assessments, and utilizing the PLC process for analyzing student data.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Information is provided on best practices focusing on parent and family engagement topics that assist the needs of our school and under-achieving students described from feedback in our annual parent survey. The district Family Engagement Center (FEC) provides monthly and weekly workshops on topics parents can use to support their child's academic and behavioral success. The FEC offers a seven-week English Learner Parent Academy and a monthly Special Education support group meeting. Federal funds are used to support the teacher-parent partnership for building strong community for student success. Buena Vista actively encourages and refers students and parents to take advantage of the district CARE/HOPE program. This program also offers free after school tutoring for students. Additionally, Buena Vista Pregnant Teens and Infant Toddler Center is available to all students. To support families and students, the Family Engagement Center offers small group and 1 to 1 support on AERIES Parent Portal, technology learning platforms, email, and workshops on Mental Wellness to address the needs of families.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The Action Team for partnership committee collaborate on the development of the engagement policy and ensure each site receives SSC approval and distributes a copy to each parent and family member of each student. The Engagement Policy will be available via our school website, as well as, mailed home.

The district has scheduled parent training and workshops on topics such as understanding LCAP, SSC, ELPAC, CAASPP, Early Literacy, Parents as Parents, Transitions, Learning at Home and IEP 101. The district Parent School Community Specialist works collaboratively with site administration to promote and increase parent engagement in monitoring student academic progress, school decision-making and participation in activities.

The family Engagement Center provides professional development for administration, teachers, and classified support staff on topics such as training parents on PBIS, the Reading Process and Effective Instruction, Parents as Parents, Digital Tools, Learning at Home, and Struggling Learners in Reading, Writing, and Math to support creating partnerships for academic success. Each workshop addresses the unique needs of students with disabilities, English Learners and migratory children when applicable.

The FEC hosts a 6-week NAMI Basics workshop for parents and family caregivers of children and teens who are experiencing symptoms of a mental illness or have already been diagnosed.

The school holds an annual Title 1 notification meeting typically at Back To School Night (BTSN). Also, Title I notification is always part of the New Student Orientation where it is mandatory that every parent and student attend prior to acceptance into Buena Vista. School funds, expenditures and qualifications for Title 1 are discussed.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

See SPSA Actions/Services

Fiscal support (EPC)

See SPSA Budget Section

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Our English Language Advisory Committee (ELAC), School Site Council (SSC), and Parent Teacher Organization (PTO) provide our parents an opportunity to exercise decision making. These standing

committees also inform our parents about school mandates, state initiatives, school funding and school accountability. Parents involved in School Site Council, ELAC, and those at large can provide input in our school plan development, monitor progress, and other programs to implement throughout the school year using categorical funds. Buena Vista High School is committed to meaningful stakeholder involvement in developing and gaining input on the development of the CSI/SPSA plan. Students, parents/guardians, staff and community are involved in the process. All stakeholders review the process of actions/services implemented in the past year and current year, and review data related to each school goal. Feedback from stakeholder K-12 Insight Surveys was included as part of the data review. An analysis of progress towards goals, current data, and impact on student learning was done and the SPSA was revised and updated based on the identified current learning needs. Lastly, we are very fortunate to have many parents that care about our school. They support initiatives and they are important partners as we strive towards continuous improvement. The SPSA was reviewed, revised, shared, and documented in the minutes at the following meetings:

2021-2022 School Year:
School Site Council - Introduced on 9/14/2021 for feedback and/or suggestions. Adjustments made and approved on 9/28/2021.
Staff Meeting Introduced on 9/9/2021 for feedback and/or suggestions.
ELAC: Currently Buena Vista has 20 EL students and falls under the threshold for the amount of EL students required to hold ELAC meetings. If and when the number of EL students becomes 21 or more students, Buena Vista will conduct ELAC meetings. Typical ELAC meetings are conducted in October, January, March and May. All EL parents are invited to the School Site Council meetings in order to provide feedback and/or suggestions for English Learners. School Site Council, ELAC, and Title 1 are discussed at every mandatory parent/student orientation in August, October, December, and March.

2022-2023 School Year
School Site Council - Introduced on 5/3/2022 for feedback and/or suggestions. Adjustments made and approved on 5/17/2022.
Staff Meeting Introduced on 5/5/2022 for feedback and/or suggestions.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

During our comprehensive needs assessment, the School Site Council as well as the entire staff closely analyzes student achievement data to evaluate the needs of our students, school, and programs, Through a close study our data, we recognized that there was an underperformance in three main subgroups (EL, Socioeconomic Disadvantage, and Foster/Youth). As a result, this year, greater resources will be allocated this year to all students, but in particular to these three subgroups because this makes up all most of all of our population (80%) In reviewing and analyzing Buena Vista's master schedule, the opportunity for students to take a variety of courses to complete the A-G requirement is limited, particularly in the Visual and Performing Arts and Elective categories. Specifically, adding Spanish 2, would help students become "College and Career" ready. Additional courses were added (6) during the 2019-2020 school year (and are still active) to give all students and all subgroups the opportunity at a variety of courses to achieve the A-G requirement. Four additional sections were added during the 2020-2021 (Career Exploration, Life Skills, Introduction to Business, and Law and You) school year to make a total of 10 sections that were added to the

master schedule in the past two years to help improve this inequity. Personal Finance was added in 2021-2022. We are always looking to add as many courses as we can, but we are limited to having 13 full FTE's and the core subjects take up the majority of the sections throughout the year. On campus ROP courses throughout the day are being explored to help fulfill A-G requirements, as well as, fulfill College and Career Readiness indicator. Culinary Arts is being added as a class and opportunity for all students to fulfill the CTE requirement.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	2		
Grade 10		1	
Grade 11	41	43	55
Grade 12	118	98	112
Total Enrollment	161	142	167

Conclusions based on this data:

1. We have five in-takes where students are enrolled throughout the year. Buena Vista accepts 99% of the applicants. The students, or 1%, who are not accepted are given a chance for the next in-take if they improve their glaring weakness at the time of the application (i.e. attendance or behavior). Everyone is given a chance because that is why we exist, to help students get back on track and graduate.
2. Students who transfer from another continuation high school are automatically accepted and do not have to wait for the next in-take.
3. Students struggled during the pandemic and therefore fell behind academically. As a result many students who were on track to graduate are now not on track to graduate. Buena Vista reaches out to the four comprehensive high schools monthly as a reminder that we are here to accept students and provide support.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	27	23	19	16.8%	16.2%	11.4%
Fluent English Proficient (FEP)	39	38	64	24.2%	26.8%	38.3%
Reclassified Fluent English Proficient (RFEP)	0	0	1	0.0%	0.0%	4.3%

Conclusions based on this data:

1. Students do not take the ELPAC Test serious enough to score a "4" for reclassification. The students are capable, but they need to show their proficiency on the actual test.
2. Students are behind on credits for graduation in all subject areas, not just ELA. They are concentrating on so many other classes that need to be recovered in all core subject areas. ELA support is needed across all subject areas.
3. Currently, in the 2021-2022 school year, we have one student who has been reclassified and one student going through the process of reclassification.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	107	68	93	104	66	0	104	66	0	97.2	97.1	0.0
All Grades	107	68	93	104	66	0	104	66	0	97.2	97.1	0.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2471.	2500.		0.00	0.00		10.58	18.18		26.92	30.30		62.50	51.52	
All Grades	N/A	N/A	N/A	0.00	0.00		10.58	18.18		26.92	30.30		62.50	51.52	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	5.77	1.52		41.35	50.00		52.88	48.48	
All Grades	5.77	1.52		41.35	50.00		52.88	48.48	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	1.92	3.03		30.77	39.39		67.31	57.58	
All Grades	1.92	3.03		30.77	39.39		67.31	57.58	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	4.81	4.55		53.85	68.18		41.35	27.27	
All Grades	4.81	4.55		53.85	68.18		41.35	27.27	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	3.85	7.58		38.46	51.52		57.69	40.91	
All Grades	3.85	7.58		38.46	51.52		57.69	40.91	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Listening and Research and Inquiry are stronger areas.
2. All areas of ELA continue to be a concern. Focus will be on literary and non-fictional text.
3. Little or no data is reflected in 20-21 due to the test being suspended after the testing window opened. This data will not be included in an analysis. We utilized ESA data as local measure in lieu of CAASPP for the this school year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	111	68	95	107	65	0	107	65	0	96.4	95.6	0.0
All Grades	111	68	95	107	65	0	107	65	0	96.4	95.6	0.0

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2433.	2442.		0.00	0.00		0.00	0.00		10.28	10.77		89.72	89.23	
All Grades	N/A	N/A	N/A	0.00	0.00		0.00	0.00		10.28	10.77		89.72	89.23	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	0.00		4.67	4.62		95.33	95.38	
All Grades	0.00	0.00		4.67	4.62		95.33	95.38	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	0.00		16.82	21.54		83.18	78.46	
All Grades	0.00	0.00		16.82	21.54		83.18	78.46	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	0.00		37.38	35.38		62.62	64.62	
All Grades	0.00	0.00		37.38	35.38		62.62	64.62	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. All areas of math continue to be a concern.
2. Problem solving and modeling data analysis with real world applications will be a focus.
3. Little or no data is reflected in 20-21 due to the test being suspended after the testing window opened. This data will not be included in an analysis. We utilized ESA data as local measure in lieu of CAASPP for the this school year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10		*	*		*	*		*	*		*	*
11	1566.8	*	1560.2	1582.7	*	1558.4	1550.8	*	1561.5	12	5	13
12	1541.3	1531.1	*	1561.4	1534.5	*	1520.6	1527.2	*	20	13	9
All Grades										32	18	23

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10		*	*		*	*		*	*		*	*		*	*
11	*	*	0.00	*	*	53.85	*	*	38.46		*	7.69	12	*	13
12	*	0.00	*	*	30.77	*	*	53.85	*	*	15.38	*	20	13	*
All Grades	*	0.00	4.35	40.63	33.33	39.13	*	55.56	39.13	*	11.11	17.39	32	18	23

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10		*	*		*	*		*	*		*	*		*	*
11	91.67	*	23.08	*	*	76.92		*	0.00		*	0.00	12	*	13
12	60.00	15.38	*	*	53.85	*	*	23.08	*	*	7.69	*	20	13	*
All Grades	71.88	16.67	26.09	*	61.11	60.87	*	16.67	4.35	*	5.56	8.70	32	18	23

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10		*	*		*	*		*	*		*	*		*	*
11		*	0.00	*	*	23.08	*	*	61.54	*	*	15.38	12	*	13
12	*	0.00	*	*	7.69	*	*	53.85	*	*	38.46	*	20	13	*
All Grades	*	0.00	0.00	*	5.56	21.74	*	61.11	52.17	40.63	33.33	26.09	32	18	23

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10		*	*		*	*		*	*		*	*
11	*	*	0.00	*	*	76.92		*	23.08	12	*	13
12	*	0.00	*	*	38.46	*	*	61.54	*	20	13	*
All Grades	*	0.00	0.00	56.25	50.00	69.57	*	50.00	30.43	32	18	23

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10		*	*		*	*		*	*		*	*
11	*	*	100.00	*	*	0.00		*	0.00	12	*	13
12	75.00	92.31	*	*	0.00	*	*	7.69	*	20	13	*
All Grades	78.13	94.44	95.24	*	0.00	0.00	*	5.56	4.76	32	18	21

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10		*	*		*	*		*	*		*	*
11		*	0.00	*	*	61.54	*	*	38.46	12	*	13
12	*	0.00	*	*	38.46	*	70.00	61.54	*	20	13	*
All Grades	*	0.00	0.00	*	44.44	52.17	68.75	55.56	47.83	32	18	23

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10		*	*		*	*		*	*		*	*
11	*	*	7.69	*	*	76.92		*	15.38	12	*	13
12	*	0.00	*	*	69.23	*	*	30.77	*	20	13	*
All Grades	*	0.00	8.70	59.38	77.78	69.57	*	22.22	21.74	32	18	23

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. ELPAC results show students at Level 3 and 4.
2. Reading Domain is the area of weakness.
3. Students need to take the test seriously and show their true capabilities.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
167	**70.7**	**11.4**	**1.8**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	19	11.4
Foster Youth	3	1.8
Homeless	9	5.4
Socioeconomically Disadvantaged	118	70.7
Students with Disabilities	14	8.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	10	6.0
American Indian or Alaska Native		
Asian	2	1.2
Filipino	1	0.6
Hispanic	142	85.0
Two or More Races	1	0.6
Native Hawaiian or Pacific Islander	1	0.6
White	9	5.4

Conclusions based on this data:

1. Provide extra support for all students, but Socioeconomically Disadvantage students need to be connected with our CARE/HOPE program for additional resources.

2. Our Homeless population also needs to be connected with our CARE/HOPE Program for additional resources. Analyze transcripts to see if students qualify for AB 1806.

3. Make the connection and build a rapport with every students so they feel comfortable enough to ask for help.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Graduation Rate** Red	**Suspension Rate** Yellow
Mathematics Red		
College/Career Red		

Conclusions based on this data:

1. Keep moving the needle in the right direction for ELA.
2. Move the needle one color in the positive direction for each indicator.
3. Graduation rate is the biggest and most important indicator for Buena Vista

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	No Performance Color	No Performance Color
105.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Declined -6.1 points	9	
32		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	115.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
4	Declined Significantly -19.3 points	5
	26	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 112.3 points below standard Declined Significantly -16 points 27	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 4	Less than 11 Students - Data Not Displayed for Privacy 5	98.6 points below standard Increased Significantly 23

Conclusions based on this data:

1. Utilize the District Wide Assessment (ESA's) as direct indicators of student success as well as gaps in learning.
2. Administer practice CAASPP tests in each quarter to have the students familiarize themselves with the testing format.
3. Close the gap from "nearly met" to "met" standard.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Red	No Performance Color	
198.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	
Declined -13 points	9	
31		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	194.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
4	Declined -9.9 points	5
	25	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color 202 points below standard Declined -11.3 points 27			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 4	Less than 11 Students - Data Not Displayed for Privacy 5	189.4 points below standard Maintained 0 points 22

Conclusions based on this data:

1. Utilize the District Wide Assessment (ESA's) as direct indicators of student success as well as gaps in learning.
2. Administer practice CAASPP tests in each quarter to have the students familiarize themselves with the testing format.
3. Close the gap from "nearly met" to "met" standard.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
41.7 making progress towards English language proficiency
Number of EL Students: 12
Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
41.6	16.6		41.6

Conclusions based on this data:

1. Support the EL students towards reclassification
2. Monitor our EL students in all subject areas
3. Take the 41.7% making progress towards proficiency and increase that percentage by 10% yearly

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	111	100
African American	7	6.3
American Indian or Alaska Native		
Asian	2	1.8
Filipino		
Hispanic	92	82.9
Native Hawaiian or Pacific Islander		
White	9	8.1
Two or More Races		
English Learners	11	9.9
Socioeconomically Disadvantaged	79	71.2
Students with Disabilities	17	15.3
Foster Youth	2	1.8
Homeless	9	8.1

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	2	1.8
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	2	2.2
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	1	9.1
Socioeconomically Disadvantaged	2	2.5
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Create a CTE Pathway in the Master Schedule
2. Have a "Career Day" in the fall and in the spring to expose the students to different trades and open their eyes to multiple opportunities.
3. Schedule Field trips to local Junior Colleges, local Universities, and local trade schools.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students	111	104	0	93.7
English Learners	11	9	0	81.8
Foster Youth	2		0	
Homeless	9		0	
Socioeconomically Disadvantaged	79	74	0	93.7
Students with Disabilities	17	15	0	88.2
African American	7		0	
American Indian or Alaska Native				
Asian	2		0	
Filipino				
Hispanic	92	88	0	95.7
Native Hawaiian or Pacific Islander				
White	9		0	
Two or More Races				

Conclusions based on this data:

1. Highest graduation rate Buena Vista has ever had! The bar is set for us to continue at this level!
2. When one or two students do not graduate in a subgroup, the percentage drastically drops, so every student counts!
3. Continue to communicate with all stakeholders about the importance of attendance and completing classes towards graduation.....

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	1	2	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Red	No Performance Color
6.9	11.6	33.3
Declined Significantly -3.3	Increased +2.4	12
262	43	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
7.7	8.7	6.7
Increased +1.6	Declined -1.6	Increased +0.8
26	183	30

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
22.2		Less than 11 Students - Data	Less than 11 Students - Data
Declined -16.7		5	2
18			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
6.6	Less than 11 Students - Data	Less than 11 Students - Data	0
Declined Significantly -2.7	1	1	Maintained 0
213			22

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	10.2	6.9

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

High-Quality Teaching and Learning Environment

LEA/LCAP Goal

LCAP Goal 1: All students are provided a high-quality teaching and learning environment. [Priority 1, 2, and 7]
Priority 1: Credentials, Instructional materials, Facilities
Priority 2: Implementation of SBE adopted standards and programs/services that enable English learners to access the CA standards and ELD standards
Priority 7: Broad course of study, Programs/Services for Unduplicated pupils and provided to individuals with exceptional needs (College and Career Readiness for High school ONLY)

Goal 1

All teachers will provide quality first instruction and targeted intervention utilizing instructional strategies and evidenced-based programs and adoptions to ensure that all under performing and disadvantaged students experience academic growth as measured by CVUSD assessments throughout the year and SBAC results at the end of the year.

All teachers will be provided professional development that supports effective instructional strategies in ELA/ELD, Math, Science, and Technology to ensure all students experience academic growth as measured by CVUSD assessments throughout the year and SBAC results at the end of the year.

Goal 1: At the end of each respective quarter, 75% of students will earn passing grades. No grades (NG) not to exceed 25%.

Identified Need

In the 2021-2022 school year students did not exceeded the 25% threshold. In all 4 Quarters, Buena Vista hit their goal!!!
Quarter 1: 20% No Grades/80% Passing
Quarter 2: 24% No Grades/76% Passing
Quarter 3: 19.7% No Grades/80.3% Passing
Quarter 4: 12.3% No Grades/87.7% Passing

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA 2020	CAASPP ELA -- 18% met or exceeded the standards	5% Growth in ELA to reach 23% meeting or exceeding the standards
CAASPP Math 2020	CAASPP Math -- 0% met or exceeded the standards	5% Growth in Math to reach 5% meeting or exceeding the standards
Final Grades at the end of each quarter	Quarter 1: 20% No Grades/80% Passing	"No Grades" not to exceed 25% or higher (75% of all

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Quarter 2: 24% No Grades/76% Passing Quarter 3: 19.7% No Grades/80.3% Passing Quarter 4: 12.3% No Grades/87.7% Passing	students earning grades every quarter).

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.1. Professional Development training and release time will be provided to staff to utilize the PLC process in the following areas: Reviewing Essential Standards prior to instruction, develop department SMART Goals, analyze grade reports (teacher data chats), incorporate check for understanding by creating a no-opt out learning environment (engagement), learning intentions and success criteria for essential standards, and creating Common Formative Assessments. Virtual Conferences and In-Person conferences for support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,600	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 1.1a Release time, time sheets, substitute pay, conference costs
290,506	District Funded 1000-1999: Certificated Personnel Salaries Title I and Title III District money will cover the cost of an Access and Equity Instructional Coach/TOSA that will support staff co-teaching, instructional strategies, use of data, and implementation of the ELD/ELA common core standards

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, English Learners

Strategy/Activity

1.2. Provide staff with supplemental materials needed to address student needs identified through the PLC process. Focus area in ELA and Math

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9,500	Title II Part A: Improving Teacher Quality 4000-4999: Books And Supplies 1.2a Books, materials, resources to support professional development for teachers that will impact student achievement. Teachers will be provided with materials when attending PD. Materials that may be provided may include: Success Criteria Playbook, which support the CCSS to maximize student achievement in ELA/ELD, Math, and Science. Supplementary materials to be used will support skill development in the following areas: identifying similarities and differences, summarizing and note taking, cooperative learning, setting objectives and providing feedback, and advanced organizers.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.3 Upgrade and replace computers and acquire technology tools to support instructional program. Integration of technology into lessons across core subjects to develop the skills students need in order to become 21st century learner.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	Title I Part A: Allocation 4000-4999: Books And Supplies 1.3a Supplemental materials for student use such as technology devices, accessories, software, and headphones will be purchased to

	support student learning in lessons that integrate the use of technology and result in student products.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

1.4 Provide Aeries training for the counselor and counseling assistant. Buena Vista is on a quarter system and must rollover the data base four times a year. Being able to customize the Aeries data base to fit Buena Vista will be beneficial to the staff and students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures 1.4a Provide 1:1 training to customize Aeries for Buena Vista as means of monitoring data for student achievement
113648	District Funded 1000-1999: Certificated Personnel Salaries Title I and Title IV District money will cover the cost a Tech Coach/TOSA that will support staff with the integration of technology into instructional programs.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

1.5 Student and parent orientations prior to each student being enrolled at Buena Vista to cover campus/classroom expectations, graduation requirements, 2-way communication, and additional supports that are provided by the school, district, and community.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

400	Title I Part A: Parent Involvement 4000-4999: Books And Supplies 1.5a Engaging and communicating with parents to determine academic and social-emotional needs. Purchase of school supplies and light snacks if needed.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

1.1. Professional Development training and release time will be provided to staff to utilize the PLC process in the following areas: Reviewing Essential Standards prior to instruction, develop department SMART Goals, analyze grade reports (teacher data chats), incorporate check for understanding by creating a no-opt out learning environment (engagement), learning intentions and success criteria for essential standards, and creating Common Formative Assessments. Virtual Conferences and In-Person conferences for support.
Response: The staff at Buena Vista reviewed the Essential Standards as departments prior to instruction during PLC's. Teachers posted the Essential Standards in the form of "I Can Statements" in daily lessons. No-Opt Out learning was a learning strategy incorporated throughout the year. Departments developed SMART goals throughout the 2021-2022 school year and teacher data chats were 2 out out 3 times (time wise the third teacher data chat will take place after the writing of this document) . Strategy Fully Implemented.

1.2. Provided staff with supplemental materials needed to address student needs identified through the PLC process. Strategy Fully Implemented.

1.3. Upgraded and replaced computers and acquired technology tools to support instructional programs. Strategy Fully Implemented.

1.4. Provide Aeries training for the counselor and counseling assistant. Buena Vista is on a quarter system and must rollover the data base four times a year. Being able to customize the Aeries data base to fit Buena Vista will be beneficial to the staff and students. Strategy Partially Implemented. Aeries did come to Buena Vista but it was not specific to just Buena Vista's quarter system as intended.

1.5. Professional Development provided to staff through Action Driven Inquiry to increase student engagement and rigorous, relevant lessons, as well as, provide teachers the tools for project based lessons to show evidence that the essential standards have been learned, thus earning credits. Partially Implemented. Staff was involved in professional development and training, but utilizing different tools or strategies for showing evidence of learning the standards is still a work in progress.

1.6. Student and parent orientations prior to each student being enrolled at Buena Vista to cover campus/classroom expectations, graduation requirements, 2-way communication, and additional supports that are provided by the school. Strategy Fully Implemented. Buena Vista will continue to hold mandatory orientations for students/parents upon entrance.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Actions/Services
1.1. $12,600 ($3,587) -- (+ $9,013)
1.2. $8,500 ($4,686.75) -- (+ $3,813.25)
1.3. $5,000 ($7,196.31) -- (- $2,803.69)
1.4. $3,000 ($1,800) -- (+ $1,200)
1.5. $20,666 ($20,666) -- (+ $0)
1.6. $400 ($413.39) -- (- $13.39)

Totals: $50,166 ($38,349.45) -- (+ $11,816.55)

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

When looking at our expected outcomes for this goal, we fully implemented four out of the six strategies. However, a large portion of the money allocated for professional development went unspent in large part due to conferences not being approved because of the lingering COVID-19 safety protocols. So, the biggest change in Goal #1, will be utilizing in-person professional development and software for the teachers to be successful and comfortable with the different research based strategies.. Release time to visit classes on campus and classes within the district will be needed for teachers to explore effective technology, applications, and effective strategies to ensure the students are engaged and successful will also be emphasized next year. Ensuring Aeries, the technology department, and Buena Vista are on the same page is vital in order to schedule classes and roll over properly without any hiccups. We replenished and updated a lot of technology this year which was important to be a 21st century learner.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Connections to and Engagement at School to Ensure Student Success

LEA/LCAP Goal

LCAP Goal 2: Staff, parents, families, and students are connected and engaged at their school to ensure student success. [Priorities 3, 5, 6]
Priority 3: Parent Involvement
Priority 5: School Attendance, Dropout Rates, Chronic Absenteeism
Priority 6: Suspension Rates, Expulsion Rates, Safety and School Connectedness

Goal 2

Parent Involvement: Parents will be involved with supporting their child to complete credits and prepare for graduation as measured by proactive, positive, parent interactions with the school staff.

MTSS B:
Suspension/Expulsion
By end of year, the school staff will have established and implemented a school-wide Tier 1 MTSS-B program.
By end of year, students identified at-risk (meeting criteria for MTSS-B) are offered Tier 2 and 3 interventions

Chronic Absenteeism
By the first Wednesday of October, and on a monthly basis thereafter, site will have identified students to be monitored as at-risk of chronic absenteeism. Paying attention to all subgroups.

Reduce school Dropout Rate:
100% of students have been identified, and coded appropriately within 30 days of student exit.

Goal 2: Buena Vista will maintain the graduation rate of 90%. Data indicates 70% of students graduated in 2019-2020 school year and 93% of students graduated in 2020-2021 (110/121).

Identified Need

Increase the outreach to parents to express the importance of attendance, last year it was 96.3%, which fell below the district standard of 97.5%. Also, increase the number of students earning a high school diploma. Buena Vista was at 70% in 2019-2020 and 93% in 2020-2021. The CVUSD Board of Education in recognition of the COVID-19 pandemic, adopted the California requirement of needing 130 credits to graduate vs CVUSD normal 225. This definitely helped Buena Vista in increasing the graduation rate in order to move a level in the positive direction according to the Dash Board.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	90% students graduated in 2021	Maintain the graduation rate and/or increase the graduation rate by 1-2%
Suspension Rate	A total of 18 students were suspended in 2019-2020. A total of 3 students were suspended in 2020-2021. Suspension were down drastically because of being online for the majority of the school year (August - March).	Decrease the suspension rate by 2%
Attendance	96.3% attendance rate in 2020-2021. Attendance in 2020-201, was 70%. Buena Vista is considered "positive" attendance meaning every period is counted. At a comprehensive high school if a student is excused for three periods and present for three periods, their attendance would be 100%. At Buena Vista using the same example, our attendance would be 50%. So, in all actuality it is "negative" instead of "positive."	Increase the attendance rate to 98%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

2.1. Buena Vista supplies every student with a binder and dividers to stay organized in order to increase course completion which would improve the graduation rate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,050	Title I Part A: Allocation

	4000-4999: Books And Supplies 2.1a. Student materials necessary to develop organizational skills and increase course completion.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

2.2. Engage families on the progress of their student(s) by having grade reports available every two weeks in the form of "walk around(s)" where every teacher lists and signs for the most current grade. Parent information night to explain the walk-around form and to explain/model the importance of 2-way communication.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,500	Title I Part A: Allocation 4000-4999: Books And Supplies 2.2a. NCR Walk Around forms for grade checks every two weeks.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

2.3. Increase student engagement and a positive impact on the attendance rate. Provide inspirational posters inside and outside of the campus for motivation and beautification purposes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,500	Title I Part A: Allocation 4000-4999: Books And Supplies 2.3a. Posters and banners inside and outside of the classroom to support PBIS and positive messaging for academic achievement.

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL, Foster Youth, SPED, and Socially Economically Disadvantaged

Strategy/Activity

2.4. Classified staff will be used for parent engagement and community outreach to ensure a connection between school, home, and community.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,500	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries 2.4a. Time sheet staff to promote and communicate school attendance, student check-in and family needs.

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

2.5. Saturday School will be offered to students to recoup attendance (virtually if possible) or when students return to campus.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded None Specified 2.5a. Alternative Education Center (AEC) handles Saturday School

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

2.6. Family engagement nights such as FAFSA, Transcript Analysis, Graduation Progress Update, and Attendance.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures 2.6a. Increase attendance rate, engagement, school culture, and graduation rate.

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

2.7. Provide students with identification cards with their current photograph. Students need their I.D.'s to attend dances at other schools and for employment purposes. Also, the current pictures in Aeries are outdated. These I.D. cards will help them take ownership and pride in their new school. Suicide prevention and hotline phone number will be included on the back of each card.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,200.00	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures 2.7a. Increase attendance rate by building a positive school climate and ownership

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

2.1. Buena Vista supplies every student with a binder and dividers to stay organized.

Response: Every student at Buena Vista is given a new binder before they start their classes. The binder is typically handed out after the student attends the New Student Orientation, along with their most current transcript. Strategy Fully Implemented.

2.2. Engage families on the progress of their student(s) by having grade reports available every two weeks in the form of "walk around(s)" where every teacher lists and signs for the most current grade. Parent information night to explain the walk-around form and to explain/model the importance of 2-way communication.
Response: 2-week progress reports for the most current grades within that particular quarter were used throughout the 20212022 school year. Strategy Fully Implemented.

2.3. Provide inspirational posters inside and outside of the campus for motivation and beautification purposes.
Response: Posters for the classroom and outside of the classroom were utilized for communication and inspiration. Strategy Fully Implemented.

2.4. Classified staff will be used for parent engagement and community outreach to ensure a connection between school, home, and community.
Response: Classified Staff was used for community outreach and parent engagement, but not to it's fullest extent. Strategy Partially Implemented.

2.5. Saturday School will be offered to students to recoup attendance.
Response: No Saturday School Days were offered. Not Implemented.

2.7. Family engagement nights such as FAFSA, Transcript Analysis, Graduation Progress Update, and Attendance. Strategy Partially Implemented

2.8. Provide students with identification cards with their current photograph. Students need their I.D.'s to attend dances at other schools and for employment purposes. Also, the current pictures in Aeries are outdated. These I.D. cards will help them take ownership and pride in their new school. Suicide prevention and hotline phone number will be included on the back of each card. Strategy Fully Implemented.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

2.1. $2,050 ($2,050) -- (+/- $0)
2.2. $450 ($450) -- (+/- $0)
2.3. $1,000 ($1,251.03) -- (- $251.03)
2.4. $2,000 ($1,243.69) -- (+ $756.31)
2.5. $0 ($0)
2.7. $750 (413.89) and $254 ($102.76) -- ($516.65) -- (+$437.35)
2.8. $3,000 ($2,817.90) -- (+ $182.10)
Totals: $9,504 ($8,329.27) -- (+ $1,124.73)

Overall, the monies allocated for Goal #2, were well spent and effective. There was a little over $1,000 dollars left over and in large part that was due to not utilizing our classified salaries as community outreach and engagement.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The biggest change in Goal #2, will be utilizing classified staff for community outreach. We need to have more parent involvement. Students and staff are connected, but we need to bridge the gap between school and home. Next year, we will provide a larger budget for Goal #2 trying different strategies for parent involvement.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Preparation for College and Career Beyond Graduation

LEA/LCAP Goal

LCAP Goal 3: All students are prepared for college and career beyond graduation. [Priority 4 and 8]
Priority 4: State assessments for grade 11, A-G completion, % of students who pass an AP exam with 3+, % of 11th grade students who participate in and demonstrate college preparedness on the SBAC
Priority 8: Other pupil outcomes: College and Career Readiness for High school

Goal 3

English language Arts/English Language Development
Secondary: By end of year, all students identified as at risk in ELA will be enrolled in an ELA Intervention Course that addresses specific ELA skills needed to be successfully complete all grade level ELA assessments.

English Learners -By end of year, as a result of high quality, daily Designated ELD and Integrated ELD instruction, each English learner student will increase their English language proficiency by 1 level in preparation for reclassification.
LTELs - By end of year, a reclassification plan for each Long Term English Learner will be written in order to support the student's progress towards meeting the district reclassification criteria.

Math:
By the end of year, all students identified as at risk in mathematics will be enrolled in a Math Intervention course that addresses the specific mathematics skills needed to successfully complete all grade level mathematics assessments.

CTE:
All students will have access to two fully sequenced CTE Pathways that lead to graduation of student participants.

A-G Course Completion:
All students will have access to A-G courses that lead to graduation.

Graduation Rate:
All under-performing students will be provided cycles of intervention that lead to successful completion of graduation course requirements.
All students at risk of not meeting graduation requirements will receive appropriate supports to ensure successful completion of graduation requirements.

Goal #3: Increase the number of students to 5% who will be College/Career Ready using the College/Career Readiness indicator(s).

Identified Need

Capstone classes for ROP students, so students can be identified as prepared using the College/Career indicator.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College/Career Readiness Indicator	1 student was "prepared" using the College/Career Indicator Report	Raise the number of students by 5% who will be College/Career Ready using the criteria.
"No-Grade" Rate (D and F Rate)	In 2021-2022: Grades were as follows: Quarter 1: 20% No Grades/80% Passing Quarter 2: 24% No Grades/76% Passing Quarter 3: 19.7% No Grades/80.3% Passing Quarter 4: 12.3% No Grades/87.7% Passing	Each quarter the total number of "No-Grades" not to exceed 25% (75% pass rate)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

3.1 Buena Vista will conduct two Career/Trade Fairs to expose students and families to possible careers after high school. One Career/Trade Fair will be in the Fall and the other one will be in the Spring.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
594	Title I Part A: Allocation 4000-4999: Books And Supplies 3.1a. Career/Trade fair to be held in-person in the fall and spring. Snacks provided at parent engagement event.

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

3.2 To increase the graduation rate and provide all students an option, Buena Vista will purchase GED vouchers for students who will not graduate on time and earn a diploma.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,300	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures 3.2a. Research based strategies to Improve graduation rate

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

3.3 To increase EL students being reclassified and demonstrating English proficiency, teachers will provide extra tutoring after school as an extra support.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	Title I Part A: Allocation 4000-4999: Books And Supplies 3.3a. Time sheet teachers for extended time for academic and language proficiency support.

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Foster Youth, Socioeconomically Disadvantage, Homeless

Strategy/Activity

3.4 Teachers will provide extra tutoring after school as an extra support to help improve the graduation rate, as well as, lower the "No Grade" percentage.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 3.4a. Time sheet teachers for extended time for academic and language proficiency support.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

3.5 Students will incorporate visual arts into campus displays and murals by helping the art teacher and professional artist paint PBIS Messaging on walls within the campus. This will help the students with engagement, pride/self-worth, as well exposing them to career opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000	General Fund 0000: Unrestricted PBIS messaging around campus

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

3.6 Access to field trips to universities, colleges, ASB Leadership conferences. Academic field trips to Museums, Science Related field trips, and field trips in the core subjects for students, teachers and chaperones. Access for teachers to attend such activities and serve as advisors and chaperones.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures 3.6a. Transportation and other related costs if students return to campus for at risk students

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

3.7 Open the culinary lab, so students can learn a trade that could possibly lead to a career. This will also create more elective sections in the master calendar, which will help the students progress towards graduation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100,000	CSI 5800: Professional/Consulting Services And Operating Expenditures 3.7a Fund a temporary staff/consultant to start up the culinary lab class and start a CTE Pathway through district CSI funding

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

3.8 Administer ELPAC testing to all ELL Learners on campus. Provide teacher release time to help administer the 1:1 oral portion of the ELPAC Test. This test is one step in the students being reclassified as English Proficient.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
700	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 3.7a. Release time/sub coverage for EL teacher to work 1:1 with EL students as needed

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

3.9 Through the Career Center, continue to host two Baldy View ROP Classes that help students fulfill Career Technical Credits needed for Graduation. Continue the partnership with Chaffey College and Mount San Antonio College that provide on site services (financial aide, early registration, assessment and career exploration) to seniors and later to junior students. All the military branches will be represented and on campus multiple times throughout the year to present the opportunity military life offers. To include parent/student nights.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
304	Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures 3.8a. College/Career Tech to promote, arrange, and monitor student participation in ROP, Community College, and Military to impact College/Career Indicator. Parent nights to include light snacks.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

3.1 Buena Vista will conduct two Career/Trade Fairs to expose students and families to possible careers after high school. One Career/Trade Fair will be in the Fall and the other one will be in the Spring. Strategy Not Implemented

3.2 To increase the graduation rate and provide all students an option, Buena Vista will purchase GED vouchers for students who will not graduate on time and earn a diploma.. Strategy Not Implemented

3.3 To increase EL students being reclassified and demonstrating English proficiency, teachers will provide extra tutoring after school as an extra support. Strategy Fully Implemented

3.4 Teachers will provide extra tutoring after school as an extra support to help improve the graduation rate, as well as, lower the "No Grade" percentage. Strategy Fully Implemented

3.5 Students will incorporate visual arts into campus displays and murals by helping the art teacher and professional artist paint PBIS Messaging on walls within the campus. This will help the students with engagement, pride/self-worth, as well exposing them to career opportunities. Strategy will be Fully Implemented

3.6 Access to field trips to universities, colleges, ASB Leadership conferences. Academic field trips to Museums, Science Related field trips, and field trips in the core subjects for students, teachers and chaperones. Access for teachers to attend such activities and serve as advisors and chaperones. Strategy Fully Implemented

3.7 Open the culinary lab, so students can learn a trade that could possibly lead to a career. This will also create more elective sections in the master calendar, which will help the students progress towards graduation. Strategy will be Fully Implemented

3.8 Administer ELPAC testing to all ELL Learners on campus. Provide teacher release time to help administer the 1:1 oral portion of the ELPAC Test. This test is one step in the students being reclassified as English Proficient. Strategy Fully Implemented

3.9 Through the Career Center, continue to host two Baldy View ROP Classes that help students fulfill Career Technical Credits needed for Graduation. Continue the partnership with Chaffey College and Mount San Antonio College that provide on site services (financial aide, early registration, assessment and career exploration) to seniors and later to junior students. All the military branches will be represented and on campus multiple times throughout the year to present the opportunity military life offers. To include parent/student nights. Strategy Fully Implemented

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

3.1. $400 ($0) -- (+ $400)
3.2. $1,300 ($0) -- (+1,300)
3.3. $1,000 ($1,251.03) -- (- $251.03)
3.4. $1,000 ($1,243.69) -- (- $243.69)
3.5. $4,000 ($4,000) -- (+/- $0)
3.6. $700 ($450) -- (+ $250)
3.7. $100,000 ($0) -- Will be used
3.8 $600 ($600) -- Will be used
3.9 $644 ($644) -- Will be used
Totals: $9,644 ($8,188.72) -- (+ $1,455.28)

*Note: The $100,000 for strategy 3.7 was not included in the totals. The Culinary lab is a work in progress using CSI funds.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The main change in this goal is to actually follow through and implement the strategy/activity of more college and career field trips for exposure. Also, along the same lines, on campus career/trade fairs need to be scheduled for student engagement. With the guidelines to the safety protocol being lifted we will have more access to this strategy. Lastly, build the amount of students attending ROP classes, either at Buena Vista or another school site. More money needs to be allocated towards Goal #3. Majority of the money is used towards Goal #1. There needs to be more of a balance between the three goals. The Culinary Lab will be a huge work in progress we look forward to.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$43,944.00
Total Federal Funds Provided to the School from the LEA for CSI	$100,000
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$562,302.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
CSI	$100,000.00
Title I Part A: Allocation	$43,944.00
Title I Part A: Parent Involvement	$704.00
Title II Part A: Improving Teacher Quality	$9,500.00

Subtotal of additional federal funds included for this school: $154,148.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
District Funded	$404,154.00
General Fund	$4,000.00

Subtotal of state or local funds included for this school: $408,154.00

Total of federal, state, and/or local funds for this school: $562,302.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	$43,944.00	0.00
Title I Part A: Parent Involvement	$704.00	0.00
CSI	100,000	0.00
General Fund	85,210.67	81,210.67

Expenditures by Funding Source

Funding Source	Amount
CSI	100,000.00
District Funded	404,154.00
General Fund	4,000.00
Title I Part A: Allocation	43,944.00
Title I Part A: Parent Involvement	704.00
Title II Part A: Improving Teacher Quality	9,500.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	4,000.00
1000-1999: Certificated Personnel Salaries	422,454.00
2000-2999: Classified Personnel Salaries	3,500.00
4000-4999: Books And Supplies	22,544.00
5000-5999: Services And Other Operating Expenditures	7,500.00
5800: Professional/Consulting Services And Operating Expenditures	102,304.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5800: Professional/Consulting Services And Operating Expenditures	CSI	100,000.00
1000-1999: Certificated Personnel Salaries	District Funded	404,154.00
None Specified	District Funded	0.00
0000: Unrestricted	General Fund	4,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	18,300.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	3,500.00
4000-4999: Books And Supplies	Title I Part A: Allocation	12,644.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	7,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	2,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	400.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	304.00
4000-4999: Books And Supplies	Title II Part A: Improving Teacher Quality	9,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	436,654.00
Goal 2	12,750.00
Goal 3	112,898.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Kyle Shuler	Principal
James Newcomb	Classroom Teacher
Daura Beard	Classroom Teacher
Janice Lipsey	Classroom Teacher
Sherry Ma	Other School Staff
Ryan Weymans	Parent or Community Member
Hadejah Alford	Parent or Community Member
Krista Amatury	Parent or Community Member
Andrea Serrano	Secondary Student
Michael Lawrence	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 17, 2022.

Attested:

	Principal, Kyle Shuler on 5/17/2022
	SSC Chairperson, Ryan Weymans on 5/17/2022

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Learning Compact

PARTNERSHIPS

What is Home-School Partnerships?

Home-School Partnerships is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure all students reach or exceed grade-level standards.
Effective compacts:

- **Link** to goals of the school's single plan for student achievement
- **Focus** on student learning skills
- **Describe** how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment
- **Share** strategies parents can use at home
- **Explain** how teachers and parents will communicate about student progress
- **Describe** opportunities for parents to volunteer, observe, and participate in the classroom

DISTRICT PARENT RESOURCES

Family Engagement Center
Adult School, Room 25
12970 Third St. Chino, CA 91710

WORKSHOPS PROVIDED

FAMILY LITERACY
PARENTS AS PARTNERS
Transition to JUNIOR HIGH SCHOOL
Transition to HIGH SCHOOL
Transition to COLLEGE Academy

Family Engagement Center link:

http://www.chino.k12.ca.us/Page/8882

909 628-1201 ext. 5601

(Spanish) 909 628-1201 ext. 5602

FAMILY PARTICIPATION

Activities to Build ENGAGEMENT

STUDENT LEARNING: Students will be engaged in the classroom by concentrating on "Communication" and "Collaboration" skills. Teachers are involved in Professional Learning Communities and continue this process to improve their practice.

SOCIAL-EMOTIONAL DEVELOPMENT AND GROWTH:

- Weekly small group behavior and life skills counseling with a licensed MFT
- Weekly 1:1 counseling utilizing Chino Human Services counseling department
- Focus on Positive Behavior Support and Acknowledgment using PBIS methodologies
- Warm and inviting staff team that put students' emotional stability and health at the forefront
- Removal of student digital devices during the school day allows total engagement

Communication about Student Learning

Our school is committed to regular two-way communication with families about their children's learning. Some of the ways parents and teachers communicate all year are:

- School to Home
  - Phone Blasts
  - School Website
  - Aeries Communication – Parent Portal
  - School Marquee
  - 2-Week Grade Checks (Walk-Arounds)
- Home to School
  - Email
  - Parent-teacher conferences – CSS's
  - Phone Calls

SCHOOL WEBSITE:
WWW.Chino.K12.Ca.Us/Buenavista

Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS for STUDENT ACHIEVEMENT 2022-2023

Always walk through life as if you have something new to learn and you will.

Vernon Howard

Buena Vista High School

13509 Ramona Ave.

Chino, CA. 91710

(909) 628-9903

Kyle_shuler@chino.k12.ca.us (Principal)

Tisha_clay@chino.k12.ca.us (Counselor)

Learning Compact

Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

All students are provided a high-quality teaching and learning environment.

Students, parents, families, and staff are connected and engaged to their school to ensure student success.

All students are prepared for college and career beyond graduation.

SCHOOL GOALS – Are aligned to the District's LCAP Goals

GOAL 1: At the end of each respective quarter, 75% of all students will earn passing grades

GOAL 2: 70% of students will increase their Average Scale Score in ELA on the CAASPP. 50% of students will increase their Average Scale Score in Math on the CAASPP

GOAL 3: Increase the graduation rate. Maintain a 90% graduation rate.

Teachers, Parents, Students Shared Responsibility for

In the Classroom

Teachers have the whole student in mind as they implement CA Common Core State Standards and research-based practices for effective instruction. Listed here are strategies teachers use for each school goal.

GOAL1: Teachers are using the Essential Standards to pinpoint and target specific learning. Students will write "I can" statements to coincide with the learning target

GOAL 2: Teachers are utilizing the "No-Opt-Out" strategy in the classroom. This means students need to be engaged and formulate some type of answer because students are randomly chosen to provide an answer or to provide discussion

GOAL 3: Teachers will utilize "Check for Understanding" strategy during lessons and before continuing lessons to ensure concepts are being learned.

At Home

- Utilize the AERIES Parent Portal to access your child's grades, attendance, and behavior
- Contact teachers and counselor to maintain an open line of communication via email/phone and review other resources available.
- Be present! Establish time at home to discuss school, daily experiences, and positive interactions.
- Structure a routine for your child that fosters attention to completing homework, maintaining a healthy lifestyle, and attending school on a daily basis.
- Take time to listen to understand your child and negotiate family tasks and chores.
- Check your child's school-work, school supplies, and back pack routinely to establish an expectation of success.
- Attend school events, join decision-making committees, and participate in parent workshops.

Student Learning Activities

Activities students will do to support their learning:

Science Fair **Art Showcase** **Leadership Class** **Career Fair**

ROP **ASB Sponsored Activities**

Chino Valley Unified School District

Buena Vista High School

Parent and Family Engagement Policy

School Policy Engagement:

Buena Vista High School recognizes that **parents and family members are their children's first and most influential teachers** and that continued **parental engagement in the education of children contributes greatly to student achievement and conduct**. Buena Vista shall jointly develop with, and distribute to, parents of Title 1 and Non-Title 1 students a written parental engagement policy, agreed upon by such parents and updated periodically to meet the needs of parents and the school. This policy shall be an addendum component of the School Plan for Student Achievement (SPSA) that promotes a meaningful partnership between the school, the home, and the community.

Title I schools will convene an **annual meeting** to **inform parents** the requirements of Title I and their right to be involved in the parental engagement policy, and the school-parent compact of strategies to increase parental engagement. The parents of participating students will be involved in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title 1 programs and parent and family engagement policy and school-parent compact. The school will offer a flexible number of meetings and provide, if requested, parents' opportunities for regular meetings to participate in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible. The parent and family engagement policy and school-parent compact will be posted on the school website and distributed to all parents through regular means of communication.

Shared Responsibilities for High Student Academic Achievement:

The staff of Buena Vista in consensus with research-based practices knows that the education of its students is a **responsibility shared between school and parents.** The school's primary responsibility shall be to have an effective learning environment that enables all students to meet the academic expectations set forth in the CA Common Core state standards. Parents shall have the responsibility and opportunity to work with the school in a mutually **supportive and respectful partnership** with the goal of supporting their child's learning. The school-parent compact of strategies to increase parental engagement outlines how the parents, the teachers, and students will share the responsibility for improved student academic and behavioral achievement. *Buena Vista* will provide parents with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet. Through an *Action Team for Partnership* process school staff, parents, and community members will jointly review, plan and develop a one-year school-parent compact by grade or department level of promising practices to increase parental engagement to include the six types of engagement listed below *(Epstein's Six Types of Parental Involvement, Page 2)*. The annual school-parent compacts will specify partnership activities for as many of the six types of engagement as possible. The school-parent compact will list district and school improvement goals and describe the "in the classroom" and "at home" strategies for teachers, parents, and students to implement. Buena Vista's **goals will include a school improvement goal in these three areas: English Learners, one academic area, and one non-academic area.** The compact will list how the school provides two-way communication between home and school. It will also describe opportunities for parents to volunteer, observe, and participate in the classroom. Annually the school-parent compact will be updated by staff and parents, based on formal and informal data. Also, annually, the *Action Team for Partnerships* will evaluate the effectiveness of the school's home-school-community partnership activities and celebrate successes.

This **shared responsibility** will help the school and parents build and develop a partnership to help children reach or exceed the grade level standards.

Buena Vista will support these home-school partnerships by using the following **six types of engagement:**

1. ***Parenting.*** We will promote and support parenting skills and the family's primary role in encouraging a child's learning at each age and grade level, and all staff members will work effectively with our diverse families. Buena Vista will have a mandatory new student orientation prior to the student entering Buena Vista to ensure all stakeholders are aware of the opportunities that Buena Vista offers and also the expectations of Buena Vista. Parents should be signed up to the parent portal for current updates to their son/daughter's grades. Parent workshops will be conducted throughout the year providing guidance in certain areas.

2. ***Communication*.** We will communicate about curriculum, instruction, assessment, staff development, school programs and student progress through two-way, meaningful, timely and effective methods. At a minimum, annual conferences, reports on student progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities will be provided to parents and family members. *Buena Vista* will use many facets of up-to-date communication (i.e. email, twitter, Instagram, etc.), phone blasts, updated website, CSS meeting (collaboration for student success), 2-week walk around grade checks, phone calls, parent workshops, back-to-school-night, & Open House.

3. ***Volunteering.*** We will expand the recruitment, training, and recognition of family and community volunteers; we will provide opportunities for families and community members to contribute from home, the workplace, and other community-based sites. Buena Vista will reach out via emails, phone blasts, and the website for opportunities to volunteer. Here is a blanket statement and invitation; Volunteers and parents are always welcome on campus!

4. ***Learning at Home.*** We will promote family engagement in learning activities at home including homework and other curriculum-related activities appropriate to the grade and development of the student. Buena Vista will have most of the classrooms connected to "Google Classroom" so that the student could literally take the classroom home on his/her device. Also, parents should be signed up to the parent portal to generate conversations about the progress of their son/daughter in each current class.

5. ***Decision-making.*** We will include students, parents, and community members as partners in planning and decision-making. We will encourage participation by parents and family members in decisions that affect their child's educational experiences and comply with state and federal laws and regulations pertinent to family engagement. Buena Vista will have a School Site Council (SSC), English Language Advisory Committee (ELAC), Leadership class on campus, and conduct parent workshops on certain topics.

Collaborating with Community. We will coordinate resources and services for students and families with businesses, agencies, service organizations and other groups and provide services to the community through our volunteer efforts and community improvement projects. Buena Vista will conduct two career days (one in the fall and one in the spring) where the students choose their top three careers/trades to learn more about that particular field. The students will rotate among their top choices every 35 minutes, taking notes and asking questions to an invited professional from that field of work.

Building Capacity for Parent Engagement

The Buena Vista's school staff is committed to partnering with parents in the following ways:

- assist parents in understanding academic content and achievement standards and assessment and how to monitor and improve the achievement of their children
- provide materials and training to help parents work with their children to improve their children's academic achievement
- educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners
- coordinate and integrate parental engagement with other programs and activities in our school and support parents in more fully participating in the education of their children
- distribute information related to school and parent programs, meetings, and other activities to the parents of participating students in a format and, to the extent practicable, in a language the parents understand
- provide such other reasonable support for parental engagement activities under this section as parents may request

Accessibility

Our school, Buena Vista High School and our LEA shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under Section 6311 in a format and, to the extent practicable, in a language such parents understand.

(revised 2021-2022)