



**BUENA VISTA CONTINUATION HIGH  
SCHOOL  
MID-CYCLE PROGRESS REPORT**

**135029 Ramona Ave  
Chino, CA 91710**

**Chino Valley Unified School District**

**April 17, 2018**

**Accrediting Commission for Schools  
Western Association of Schools and Colleges**

## **District Administrators**

**Wayne Joseph**

Superintendent

**Dr. Norm Enfield**

Deputy Superintendent

## **Buena Vista High School**

**Rigoberto Vasquez, Principal**

**Daura Beard, WASC Coordinator**

Laura Araujo-Salinas, Teacher

Rosalia Arroyo, Teacher

Robert Bremer, Teacher

Dalia Cacho, Teacher\*

Myra Gamboa, Teacher

Nicholas Guerrero, Long Term Substitute\*

Delila Garcia DeLeon, Counseling Tech

Roseann Hammond, RSP Teacher

Alison Hutt, Teacher

Erica Kelly, Teacher

Janice Lipsey, Teacher

Sherry Ma, Nurse

Maite Maisterrena, School Secretary

Martha Martinez, ROP Tech

Ikzury Paneto, Teacher

Liliana Partida, Special Ed Instructional Aide

Veronica Rios, Counselor

Greg Smart, Teacher

Holly Tucker, Attendance Clerk/Registrar

Maria Vega, Teacher

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## **I: Student/Community Profile Data**

**Include the following:**

- **An updated student/community profile that includes the following: a brief, general description of the school and its programs; the school’s vision, mission, and learner outcomes; student and faculty/staff demographics; and student achievement data for a three-year period.**
- **An updated summary of data with implications, identified critical learner needs, and important questions for staff discussion.**

**Note: Use the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports. (See Task 1 of the Focus on Learning manual.)**

## **General Background and History**

### Community Profile

The Chino Valley Unified School District serves students from the cities of Chino and Chino Hills, as well as a small portion of Ontario, with an estimated combined population of 170,000. This area is centrally located in the western portion of the Inland Empire (San Bernardino County), in a valley below the San Gabriel Valley Mountains. Once the home of a significant agricultural dairy industry, it is developing into an increasingly residential, commercial and industrial area. There is a significant difference in the population coming from each city: Chino, though slightly larger in population size, has a median household income of \$72,872 and an ethnic demographic of roughly 56% White, 6% African American, and 10% Asian with about 54% identifying as Hispanic or Latino; Chino Hills, however, has a median household income of \$96,914 and an ethnic demographic of roughly 51% white, 5% African American, and 30% Asian, with 29% identifying as either Hispanic or Latino. (<https://factfinder.census.gov>) Note: any ethnicity can identify as Hispanic or Latino.

Buena Vista High School is one of five high schools in the Chino Valley Unified School District. Buena Vista is the district’s only continuation school, and is part of the district’s alternative education program that includes independent study, Virtual Academy, opportunity, community, and adult schools. The four comprehensive high schools are Chino, Don Lugo, Ayala and Chino Hills High School. The combined high school population is approximately 10,000 students. Chino Valley Unified School District serves the communities of Chino, Chino Hills and Ontario, and is the 31st largest district in California with approximately 29,000 students enrolled in a total of 34 schools. The district is projected to continue to grow as much as 5% per year along with the local economy and population ([cityofchino.org](http://cityofchino.org)).

Buena Vista High School was established in 1968 to meet the unique needs of students who were experiencing difficulties at the comprehensive high schools. These difficulties ranged from attendance issues, credit deficiency and pregnancy to a variety of disciplinary concerns. Buena Vista has the same graduation requirements as the other high schools in the district and follows the same state and district standards for each course offered. Attending Buena Vista is considered voluntary, though students must meet certain criteria to be accepted. This criteria generally requires interventions to be taken at the students’ home schools and a commitment to recover credits to either graduate or return to the students’ home school.

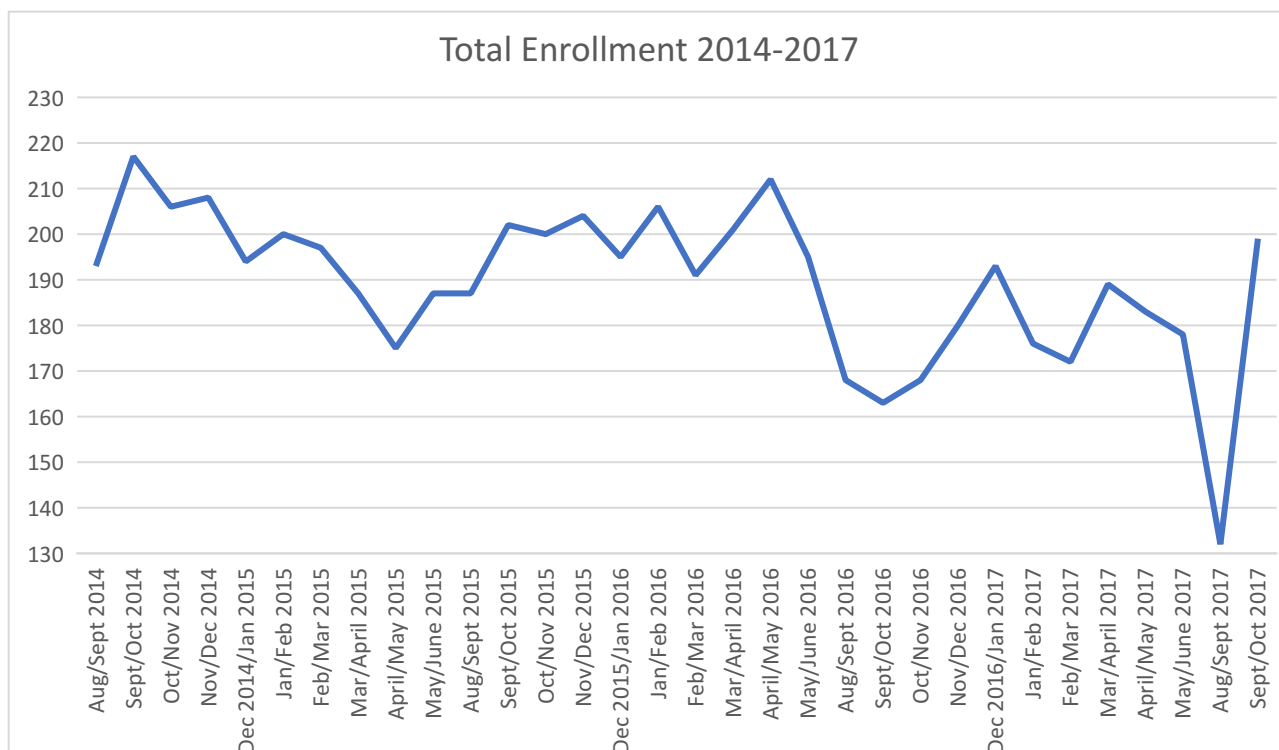
Many students and parents have chosen Buena Vista due to its small size and the opportunity to recover credits rapidly. We provide each student with a meaningful school experience, a rich core curriculum, and a smooth transition to post-secondary education and/or employment.

Buena Vista High School first became WASC accredited in 1997. Each time we have gone through the self-study process we have received a 6-year accreditation with a 3-year visit.

Student Profile

At the beginning of the 2017-18 year, Buena Vista’s student population consisted of 132 students. Of these students, 36% are female, 64% male; 10.6% are Caucasian, 5.3% Black, and just over 80% identify as Hispanic or Latino, with the rest made up of American Indian, Asian, or Pacific Islander; slightly over 12% have a specific learning disability or other health impairment that qualifies them for Special Education Services.

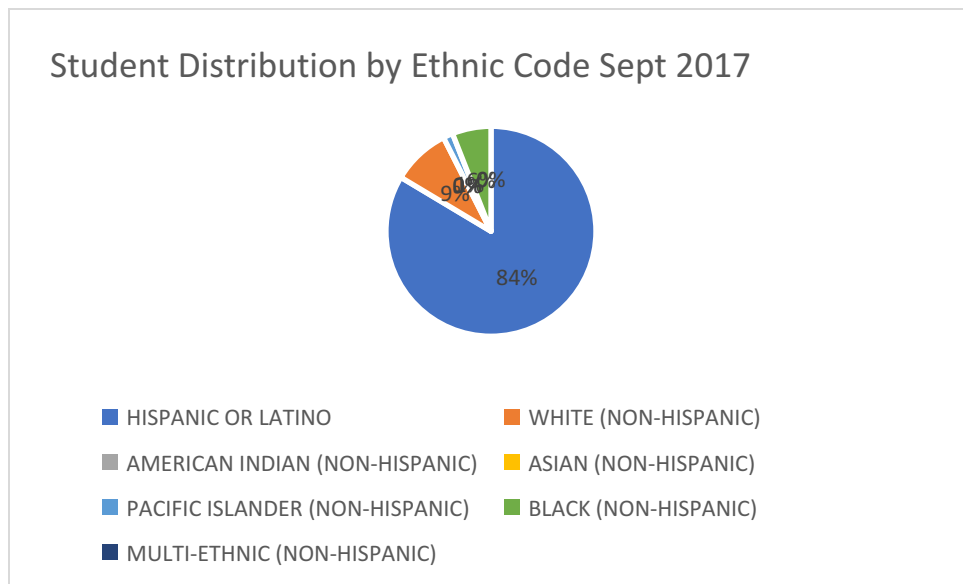
The graph below demonstrates the constantly changing enrollment that seems to grow more pronounced each year. The troughs that are present at the end of each year are indications of successfully graduating students. Midyear troughs can be indications of sending students back to their homeschools or early graduates. The peaks coincide with “intakes,” where we enroll new students *en masse*. It is of interest to the staff to note that the lower the overall enrollment, the steeper the troughs, which strongly indicates that the smaller class sizes and stricter entrance criteria has the strongest impact on success for more students.



*Based on Attendance Reports Aug 2017 through Sept 2017*

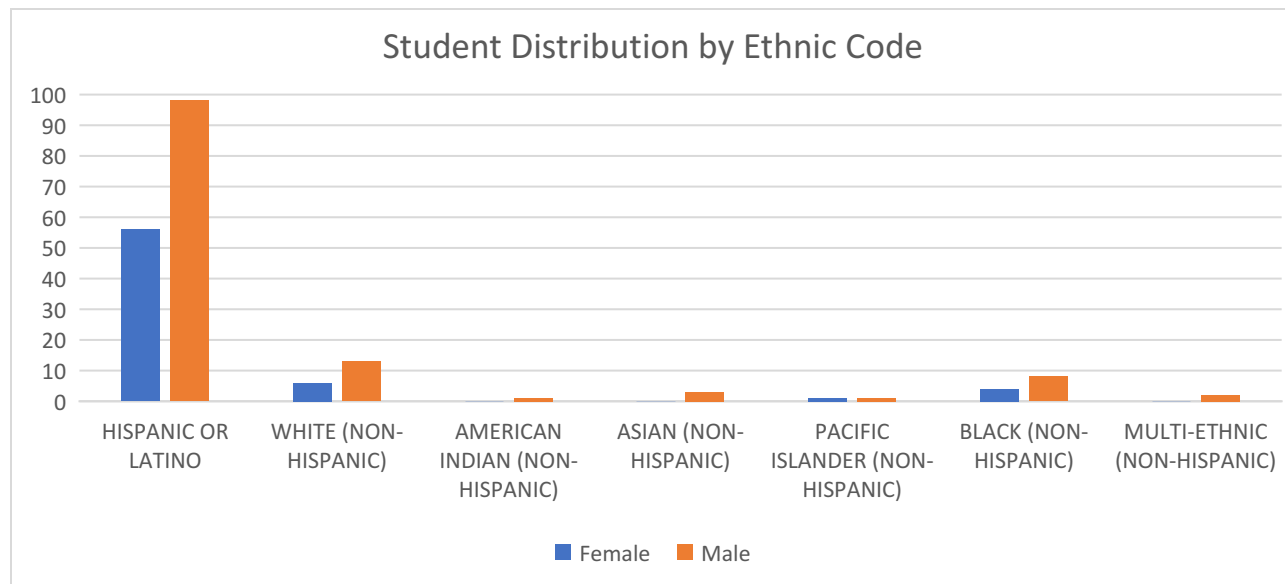
As of the first intake of the 2017-18 school year, the population grew by 61 students, or

approximately 32%. The newest data indicates that we experienced a slight shift in student ethnic make up reflecting Caucasian (from 10.6% to 9.8%), Hispanic or Latino (from 80% to 79.8%), and Black students (from 5.3% to 6.2%), Asian and Pacific Islander populations as illustrated in the charts below.



*2Numbers based on Aeries reports Sept 2019*

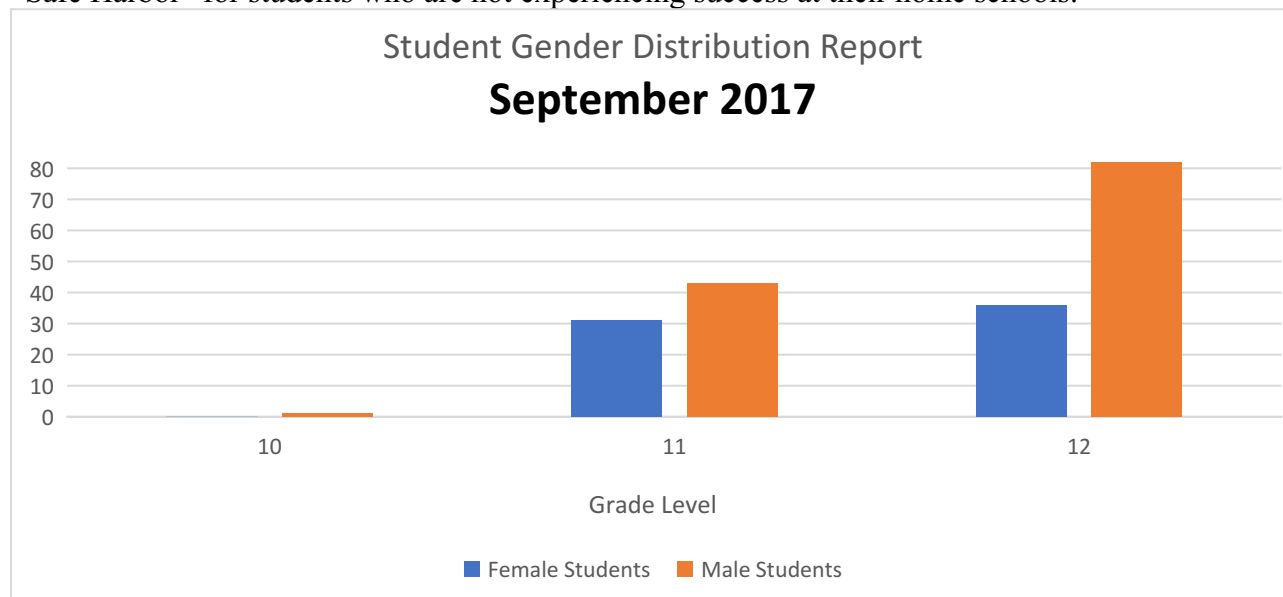
Another way to examine this data is by ethnicity and gender, as shown in the following chart:



*3Based on Aeries report Sept 2017*

The makeup of the school and the subgroups that attend Buena Vista tends to include more males

than females across the board. The reasons for this are beyond the scope of this site-specific study. What we can see from this data is that Buena Vista is acutely aware of the population that tends to need help recovering credits and has adopted the mission of creating a safe space, or “Safe Harbor” for students who are not experiencing success at their home schools.

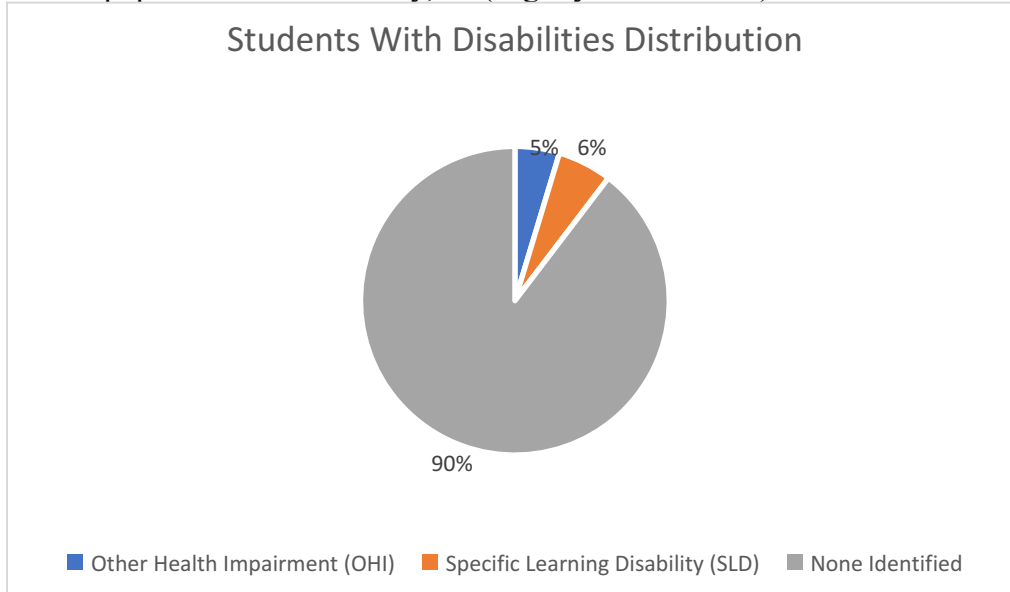


*Based on Aeries reports Sept 2017*

The percentage of male to female students is slightly more skewed (65%:35% respectively). The chart above indicates that, as time progresses, we tend to skew further in terms of male to female students; one reason offered for this trend is the number of students who return to their home schools or graduate early tends to have a slightly higher ratio of females to males. There are some theories as to why the males outnumber the females: Many of the female students who attend here have children and are therefore experiencing increased motivation to be done with school or to reach financial stability for the sake of their children, and the female students tend to have significant bonds to friends at their homeschools and are motivated to graduate with their friends. The ratio across ethnic distribution further suggests that males are overrepresented in terms of the students who are selected and counseled to attend Buena Vista or who choose to attend. Buena Vista has little control over which students are encouraged from their home schools to attend Buena Vista, but the staff is aware of the differences and, as suggested by the staff surveys, would like more training to best serve the population that we have.

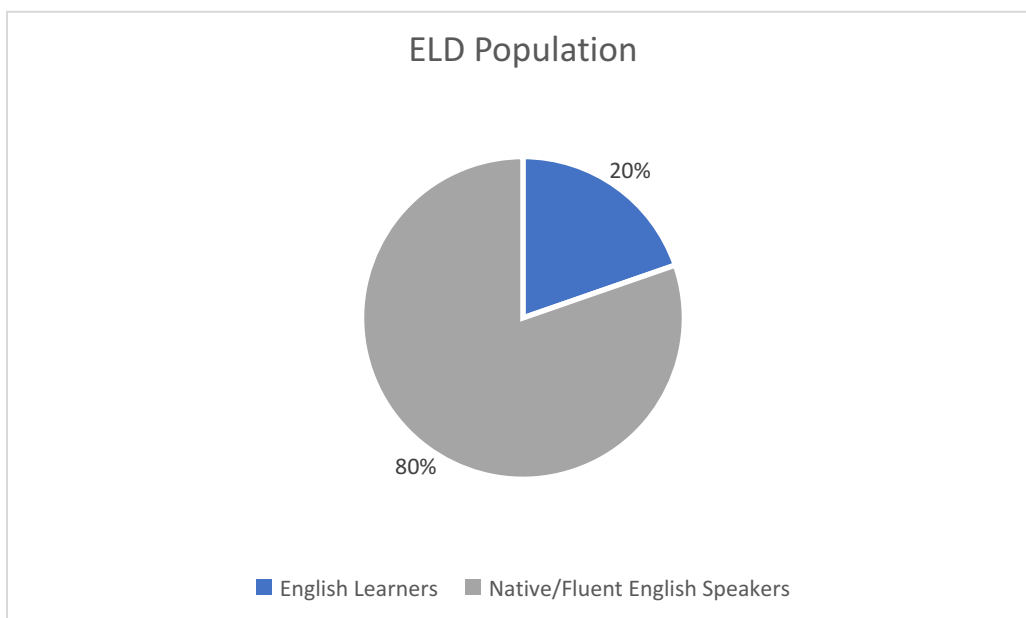
With the most recent intake of students (at the time of this report) we now have a larger

population of Students with Disabilities, we have a smaller overall percentage of approximately 10% of the total population. Additionally, 11 (slightly less than 6%) students have a 504 Plan.



*5Based on Aeries reports Sept 2017*

As could be predicted based on the Student Distribution by Ethnic Code chart, we have a population of students considered “English Learners.” 38 students, or nearly 20%, are considered English Learners, though with the annual CELDT testing, we expect several of these students to be reclassified. Commencing in January 2018, Buena Vista will offer one ELD class, which will continue as long as it is needed and appropriate.



*6Based on Aeries reports October 2017*

As of October 1, 2017, the director of Nutrition Services Javier Quirarte reported that 112



students at Buena Vista qualified for Free lunch, and 18 for Reduced, adding up to approximately 65.7% of our total population (then 198 students). The district averages about 43% (from cde.gov Dataquest Oct 2017), indicating a much higher concentration of students who are from low socio-economic backgrounds compared to other school sites in the Chino Valley Unified School District.

Based on this analysis, which is admittedly in a state of constant flux, there is an overrepresentation of several subgroups in the population at our site. The administration and staff at Buena Vista are aware of this and the teachers do our absolute best, within the parameters required by the district and state standards, to adjust the curriculum to fit the needs of our students.

Truancy Rates 2011-12 through 2016-17

	Percentage of positive attendance	Percentage of total absences that count against ADA*	Percentage of Truancies of overall attendance**
2011-12	96.91	71.2	2.2
2012-13	97.91	71.92	1.5
2013-14	97.96	79.38	1.62
2014-15	96.73	72.24	2.36
2015-16	97.18	72.54	2.05
2016-17	97.09	75.04	2.18

\*The percentage of total absences that count against Average Daily Attendance are counting attendance marked as “verified unexcused,” holidays, unverified, and suspended in addition to standard truancies. The rates seem high because all of our attendance is positive, by period. So if a student is truant one day, that counts as six truancies – one for each period. Similarly, if a student misses first period, that is one unexcused absence and five “present” counts.

\*\*To make the numbers clearer, the third column contains the percentages of the total absences that count against ADA multiplied by the percentage of “truancy” absences. The rate of unexcused, unverified, and truant absences has consistently remained under 3% of the total absences during a given school year. There are truancy reports for the previous 3 years in the Appendix.

Suspension Rates:

	2014-15	2015-16	2016-17	Aug to Dec 2017
Suspensions	25	41	20	12
Days	105	145	53 (+90)*	27

*Compiled from Aeries reports*

*\*One student was expelled which resulted in 90 days added to the Days missed for disciplinary reasons.*

The suspension rate was drastically reduced between the 2015-16 and 2016-17 school years. Several factors contributed to this. The principal credits the quarter system for raising the stakes of days of school missed. Leadership, during the 2016-17 school year, made a huge effort to involve students in extra-curricular activities on at least a weekly basis, giving students outlets

for pent up energy/frustration and activities to focus their unstructured time. Officer Troncoso is to be commended for his efforts in building positive rapport with students and being vigilant in monitoring student activity during breaks. Finally, the district is emphasizing the need to keep students in class and find alternative methods of correcting behavior. The number of days missed to infractions has also significantly decreased as a direct result of the district's changing policies. For example, a student at school under the influence of marijuana received an standard suspension of 5 days. In 2017, a student may be suspended between 1 and 3 days depending on a variety of factors. Detailed reports of suspensions and disciplinary infractions can be found in the appendix.

Additionally, the Principal attributes the low rates of suspension and the high perception of campus safety to ongoing efforts to hire the most flexible and compassionate staff. The principal, school nurse, office staff members, Campus Security Officer, School Resource Officer, day custodian, and counselor regularly interact with students and are present before school, after school, during breaks and passing periods, and throughout lunch. Teachers are comfortable sharing information or tips about campus attitudes and rumors and Administration takes these tips very seriously in an effort to intercept problems or issues before they erupt. Ongoing interventions, such as the "No Contact Contract" and expert counseling continue to have a positive impact on students.

Faculty Profile

The current principal has been at Buena Vista High School for eleven years. Stability in a tumultuous time in the district – other schools experienced a combined total of 11 leadership changes – this stability has no doubt benefitted BVHS. The faculty at Buena Vista is another facet that has experienced significant changes over the past three years. It should be noted that the principal, during his 11-year administration, has hired eight of the current 12 teachers and has done so with an eye to the kind of qualities that best suit our particular students. The perception data bears this out as most students feel comfortable with staff members and supported in their classes. The student and staff surveys are included later in this section.

Our current faculty consists of 12 FTE teachers as well as 1 ROP teacher. Of these, 2 (or 17%) are male, 10 (83%) are female.

The Buena Vista full time, permanent faculty consists of 12 teachers. 6 (50%) identify as Hispanic or Latino, 5 (42%) identify as Caucasian, and 1 (8%) declined to state. None identified as more than one ethnicity.

Faculty Member	Years teaching	Years in district (excludes current year)
Araujo-Salinas, Laura	16	15
Arroyo, Rosalia	3	2
Beard, Daura	15	11
Bremer, Robert	27	33
Cacho, Dahlia*	2	1
Gamboa-Pizano, Myra	14	7
Hammond, Roseann	27	28
Hutt, Alison	27	28
Kelly, Erica	17	8
Lipsey, Janice	10	5
Paneto, Ikzury	1	0
Rios, Veronica (Counselor)	4	3
Smart, Gregory	11	10
Vasquez, Rigoberto (Principal)	5	18
Vega, Maria	4	3

*Report from District (see appendix for original documentation)*

The staff's attendance rates can only be obtained for the past two years in our current substitute coordination system. The district previously used Subfinder, but switched in 2015 to Aesop, which is now called Frontline. For the 2015-16 school year, the attendance rate was 96.6%; and in 2016-17, the rate was 94.2%. Clearly, our faculty is committed to being here for our students. None of the teachers currently teach outside their credential and all are fully certificated and meet highly qualified teacher standards.

### Mission

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

### Schoolwide Learner Outcomes

1. Students will be able to think critically to enable them to:
  - a. Organize, analyze, interpret and evaluate information
  - b. Employ appropriate research techniques that utilize technology in written assignments
  - c. Utilize acquired skills in new settings
  - d. Have a foundation in mathematical reasoning, number sense, statistics, data analysis, probability, Algebra and its functions, and Geometry
2. Students will be able to communicate effectively with:
  - a. Reading skills to build meaning and gather information from a variety of grade level materials
  - b. Writing with a clear purpose, supporting evidence, accurate spelling, punctuation and sentence structure.
  - c. Speech with proper grammar in a clear, concise style
3. Students will demonstrate responsibility as measured by:
  - a. Attendance
  - b. Academic Progress
  - c. Appropriate and positive behavior
4. Students will be able to apply career readiness skills as measured by:
  - a. Continuing the development of skills that lead to productive work that leads to productive post-secondary placement
  - b. Participating in Work Experience, ROP, or internships with local businesses
  - c. Completing projects using a variety of multimedia tools

### **School Program Data**

#### Online Instruction

While Buena Vista does not have any purely online classes, we do have a Credit Recovery Lab currently being offered one period per day. Mr. Greg Smart teaches in the lab. His qualifications include: Single Subject Social Science Credential, Multiple Subject Credential, and supplemental authorizations in mathematics, keyboarding, and health.

The courses offered through the Credit Recovery Lab (currently available one period per day) are determined by subscriptions determined at the District Level through the A+ Software program. Students can, as of the 2017-18 school year, access the program online from off campus as well as in the computer lab during their assigned class period. The majority of instruction takes place through student-program interaction at the student's individualized pace as determined by the completion of coursework: notes, practice, quizzes and tests as outlined below.

Students are required to take notes on the subject as part of written work that is turned in for evaluation. The students may use the notes on their practice and quizzes as they move through the proscribed program. At the end of the sections – determined by the course software – students must turn in their notes and take the test independently. Students must earn 70% or better on each test in order to progress through the unit and complete the course to earn credits.

As the Credit Recovery Lab is not a purely online course, students attend the lab courses as part of their regularly scheduled school day. Orientation to the program and expectations for students happen as they are enrolled in the course, at quarters and intake days, and are reviewed as needed. Student/Teacher interaction on a typical day consists of the teacher monitoring student progress, checking notes from lessons, answering student questions, and providing guidance to students.

The classes currently offered through the Credit Recovery Lab are: U.S. History, World History, U.S. Government, Economics, Health, Psychology, Art History, and Keyboarding. This lab style class has been reduced to one period per day, but the Economics and Government courses are offered during the day, taught by Mr. Smart, with direct instruction supplemented with the A+ Software. This change, as of 2<sup>nd</sup> quarter of the 2017-18 school year, is addressed in more detail in Section II.

#### Focused Programs: Preparing students for postsecondary college/careers

The Buena Vista Continuation High School staff strives to create opportunities for our students to achieve academic success while preparing them to lead successful lives after they graduate. Students are afforded a safe school in which to learn through the implementation of the "Buena Vista Rules of Conduct." Stakeholders (students, teachers, security and support staff, parents/guardians, counselors, career technician, and administration) work towards students earning the diploma and preparing for a career/college path. Our Buena Vista Student Support Team (SST) strongly supports the implementation of the American School Counselor Association (ASCA) standards by providing individual review of academic performance of students while providing all students college/career guidance. Buena Vista High School has two focus-for-improvement goals. Our first goal is to ensure that every student is prepared with skills and knowledge necessary to successfully participate in both post-secondary education and employment opportunities, and towards that end we are progressing towards having all classes meet the CSU "A-G" Requirements. Our second goal is to increase the number of students who complete Career Technical Education courses or pathways. The goals, as set forth, have been integrated into our Single School Plan for Student Achievement and approved by our School Site Council. To that end, we have been promoting the ROP/CTE classes available to students and investigating options for more electives on campus. To that end, the 2017-18 school year commenced with an ROP class, Introduction to Construction, taking place during periods 1 and 2. More information about this class is in Section II.

At Buena Vista High School, the SST understand the importance of developing activities, programs and partnerships to ensure College Readiness (increased college enrollment rates), Career Readiness (increased graduation rates) and development of 21<sup>st</sup> Century Skills (emphasized by technology and the 4 C's of collaboration, creativity, critical thinking and communication) for all students.

Students are increasingly encouraged to enroll in additional credit-gaining courses to prepare for the workplace and to meet graduation requirements. Regional Occupational Program (ROP) has been essential in providing many of our students with both elective credits and career specific skills. Counseling has invited representatives from Chaffey College and Mount San Antonio College to meet with students and give seminars to assist students in planning for college and enrolling. Counseling has also invited Soroptomist to work with our female students in their Dream It, Be It Program run by Carol Duncan and Carol Roddy. This program is an International organization that seeks to empower young girls and women. It educates girls and teaches them essential life skills such as goal setting, overcoming barriers, and pursuing their dreams. The program allows for students to develop leadership skills by providing an all-inclusive positive environment and opportunities to take on lead roles while facilitating activities and exposes girls to learning about a variety of careers by bringing in successful women as guest speakers. The Dream It, Be It Program holds an annual banquet where two Buena Vista participants are presented with a scholarship. The principal and counselor are invited to the dinner and say a few words about each student awarded a scholarship; the parents are recognized as well. They also arrange for some of the girls to meet people in the career of interest at their site over the summer. This last year, they arranged for the chef/owner at Owen's Bistro in Chino to show Eliza Hernandez (who wants to be a chef) and a couple of other girls the kitchen and finished with a dinner. Another student, Mattie Zarza, wants to be a writer and they will be taking her over to Chino Champion newspaper to discuss writing this Fall (2017).

The Baldy View Regional Occupation Program, open to all students, is invaluable to our students for both providing precious elective credits as well as giving students the opportunity to gain elective credits while getting hands-on training and experience in a vocation they are interested in pursuing after high school and/or college. Flyers for courses are in the library and front office; ROP news is frequently in announcements and often plugged in our CSS's as a way for students to earn elective credits – often more than 5 credits per semester. Buena Vista and BVROP have established a class embedded in the regular school day for Buena Vista students beginning in Fall 2017. As of January 2018, over 50 students have been enrolled in this class.

Over the past four years, we have increased ROP course completion over 60%:

ROP	2013-14	2014-15	2015-16	2016-17
Classes Completed	90	97	133	146

*Compiled from Aeries Reports*

It should be noted that 58% of Buena Vista Class of 2016 graduates earned ROP credits; as did 64% of the Class of 2017.

The Buena Vista Student Support Team, consisting of the counselors, district psychologists, administrators, and support personnel, provides a collaborative program of student support and utilizes their extensive experience, education, and credentials to meet this mission. In addition, many SST members belong to professional associations to further enhance their expertise in their field. Students at a continuation school come to school each day with challenges that many other students do not experience. Students may be living in foster homes, may be homeless, many are living in poverty, some have incarcerated parents, or been incarcerated themselves, and the majority of students are two grade levels behind. The goal of the SST is to enhance student learning by removing as many barriers to a quality education as possible. The SST offers the

needed resources, encouragement and accountability that many students are lacking in their lives. Services include: individual counseling, Collaboration for Student Success meetings, 504 meetings/support, Individual Education Plans, college advisement, and referrals to outside agencies.

SST members have guided students to research college opportunities, enroll in community colleges and complete financial aid documents. The Cal Poly Educational Talent Search Program (located on our campus) and the Chaffey College High School Outreach Program supported efforts to increase the number of students enrolling in community college from 2013 to 2016 from 17 to 25; representing 25% of our seniors (at the time of graduation). We are proud to have had our first two students accepted into four-year universities, Cal State San Bernardino and Cal Poly Pomona, in 2015, and we hope to continue to facilitate motivated students to go directly to college and university programs after Buena Vista. Leadership students, for the second year in a row, attended the CADA CASL leadership conference hosted by Somerset High School in Bellflower. This year, Leadership students, members of the Young Men's Mentoring Group, and students who expressed an interest in attending a four-year college after high school were invited to visit the University of LaVerne School of Law (in Ontario) and participate in a mock trial hosted by Law professors on site.

Continuation students have had infrequent opportunities to work on team projects while at the traditional high school campus and the SST encourages development of this important 21st century skill. The SST also believes in encouraging community involvement. In the 2016-17, Leadership ran two Blood Drives with LifeStream and coordinated a Wrecked Field Day and safe driving campaign with Friday Night Live (a San Bernardino County of Health Dept. program designed to foster healthy habits and choices); the purpose of the coordination was to encourage students to make safe choices behind the wheel such as avoiding drinking or texting while driving, which is good for everyone in the community. Leadership has raised funds for local foster youth, the Leukemia and Lymphoma Society, and collected donations for local canned food drives. For the 2017-18 school year, Leadership continued the Teen to Teen Safe Driving activities and is planning a Blood Drive in conjunction with Red Cross along with many other group activities; the class has also campaigned for Breast Cancer Awareness, and promoted Red Ribbon Week.

Buena Vista serves Special Education students in the Resource Specialist Program with a full-time resource specialist and a part-time aide. Students requiring Special Education Services are closely monitored. Each student follows an Individualized Education Plan (IEP) which is tailored to meet the unique needs and learning strengths of the student. Regular Education teachers are assisted in understanding each student's area of disability and accommodations. Meetings are held within 30 days of intake to update IEPs, and all general education teachers are part of the meeting. RSP students referred to BVHS enter a protocol in which the BVHS principal attends a change of placement (COP) meeting at the student's home high school after receiving the student's IEP and reviewing the IEP with the RSP teacher and counselor. At the COP, the BVHS principal reviews the IEP with other stakeholders present so as to be available for any questions about Buena Vista High School. If there is a consensus at the COP for the student to attend Buena Vista, that student is added to the next orientation. It is believed that the seamless protocol placement of RSP students at BVHS, which all four comprehensive high

schools follow, contributes to a higher graduation rate for that subgroup.

The school psychologist is scheduled at Buena Vista on Fridays and is available on an as-needed basis for all students. City of Chino Community Services also provides counseling to students who need extra support; students are pulled out of classes and provided services during their regular school day. Teachers may identify students to be considered for the program. The Healthy Kids Survey (last analyzed in 2016) routinely recognizes that the concentration of students who suffer from mental health issues or require counseling services is much higher at Buena Vista than the comprehensive high schools in the district. 16% of our students at the time of the survey had seriously considered suicide; 28% reported chronic sad or hopeless feelings in the past year; and 38% of our students admitted to currently using alcohol and/or illegal drugs.

The Buena Vista Student Support Team believes that through partnerships, students receive enhanced opportunities to prepare for life after graduation. The SST members work with partners to enhance college preparation (Soroptimist Club, Chaffey College, Credit Recovery/Virtual Education), encourage personal responsibility (Chino Human Services, Chino Police Department), and to prepare students for the challenges of the workplace (Baldy View Regional Occupational Program, Workplace Investment Act).

### **School Site Programs**

- Behavioral Counseling: Special Education students are offered counseling to meet goals.
- Commencing January of 2018, the school will host a pull-out program: Young Men's Mentorship Program. The mentor for this group is Victor Manuel Garcia, Health Education Specialist I, with the San Bernardino County Department of Public Health. Mr. Garcia is a Health Educator, Teen Suicide Prevention Specialist and Youth Substance Abuse Prevention Counselor specializing in at risk youth. The mentoring group will meet on Fridays at our school and will provide our students with additional support to help them do their very best at school and in life. All male students at Buena Vista were invited to enroll; the program takes place during 6th period which, for most of our students, is an elective period.
- Friday Night Live, a department within the San Bernardino County of Department of Health, assists Leadership students in activities, field trips, and coordinating programs for all Buena Vista Students such as the Suicide Prevention Week campaigns.
- The school psychologist is available on an as-needed basis for students and is scheduled to be on campus one day per week.
- District Behavior Specialist meets periodically with Medi-Cal students on a case-by-case basis.

### **Periodic or short term school site programs**

- Chaffey Informational Presentations – presentation consisted of the college admission/registration process and will take place in the library for students who were interested and sign up for the presentation which usually take place during 6<sup>th</sup> period.
- Chaffey College Ambassador – college students meet one-on-one with students to answer questions regarding college, assist with college application, and financial aid application.
- Colleges and Armed Services personnel are invited to speak to students during lunch time meetings. These are announced and attended by interested students.



- HALT and TUPE activities include activities such as the “Great American Smoke Out,” Red Ribbon Week participation, and “Kick Butts Day.”
- Allstate Teen to Teen Safe Driving campaign, AT&T “It Can Wait” activities, and Chino Police Department visits and presents virtual driving courses to discourage drinking and driving.
- Soroptomist Girl empowerment group took place in the fall over four consecutive Wednesdays alternating between 5<sup>th</sup> and 6<sup>th</sup> period call outs for participants. Soroptomist awarded two scholarships to Buena Vista students.
- Young Men’s Mentorship Program The mentoring group meets on Fridays beginning in January 2018 at our school and will provide our students with additional support to help them do their very best at school and in life. Mentoring is an effective strategy to help students make positive choices, stay on track in school and avoid negative behaviors. The mentor for this group is Victor Manuel Garcia, Health Education Specialist I, with the San Bernardino County Department of Public Health. Mr. Garcia is a Health Educator, Teen Suicide Prevention Specialist and Youth Substance Abuse Prevention Counselor specializing in at risk youth. At this time, 13 young men are attending, and the program seems to be well received.
- Former Part-Time Counselors at BV. On several occasions, Buena Vista opted to spend a portion of the school’s LCAP budget on a temporary, part-time counselor to help provide intervention and programs to students. This is a list of additional counseling services offered by the temporary counselors:
  - Used as intervention counselors to reach out to parents when students were falling further behind on their academics.
  - Assisted with traditional counseling duties such as counseling students on academics/social/emotional/career.
  - Met consistently with some of the most at-risk students to help them adjust at BV and have a better sense of appropriate decision making in and out of school.
  - Facilitated a weekly study skills pull-out program during the day for students that were invited to participate based on extremely low GPA (Tapia in Spring 2016). Students were pulled out of class on a weekly basis (once per week while rotating periods). The group ran for 8 sessions (each session was 1 period over the course of 8 weeks). Students learned time management, test taking strategies, note taking tips, learned how to get organized, build on communication skills at school, etc. As a final session in closing, students and facilitator had a pot luck.
  - Assisted in facilitating financial aid workshops during lunch.
  - Implemented Homework Club afterschool to provide additional academic support for students that were struggling academically (Ruiz in the Spring 2017).

### **Community Partnerships**

- Chino Human Services: Provides counseling services to help students achieve and meet personal goals.
- Baldy View ROP: Offers career exploration opportunities for students.
- Chaffey College: Provides college advisement and enrollment support.
- City of Chino Police Department: Provides a safe school environment. SRO Troncoso has developed a positive rapport with many of our students.

- Workforce Investment Act (WIA): Provides job search preparation. Students are referred to these services, which are provided off campus, on a case by case basis.
- Credit Recovery/Virtual Education: Students are able to take advanced coursework. This program has changed from a course offered at Buena Vista to an option available to students who can attend the Alternative Education Center to take the course. This will be discussed further in Section II.
- Friday Night Live: San Bernardino Dept of Health branch that focuses on helping students make healthy choices.
- Red Cross and LifeStream: donor programs and scholarship opportunities for interested students.
- Ministry of Life Church: provides food and supplies to the school nurse to distribute as needed.
- Mount San Antonio College: Provides college advisement and enrollment support.

**Additional Data**

Student graduation rates have increased from a low of 44 graduates (2007) to over 80 students the last 2 years! At the close of the 2016-17 school year, we had 86 graduates, plus 4 parenting students who completed their credits with Buena Vista, and chose to return to their homeschool to graduate. If we could include those parenting students under our umbrella, our graduation rate is just over 50%, commensurate with the previous year.

Graduation Rate:

	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Total Graduates	73	79	85	86
Total Senior Enrollment*	178	182	167	173
Graduation Rate	41.0%	43.4%	50.9%	49.7%

*Compiled from Aeries reports* \*Total senior enrollment includes, as noted in other places in the report, all grade 12 students including those who enrolled and transferred out, finished in adult school after turning 18, and/or failed to attend school and were dropped on advisement of CVUSD Child Welfare and Attendance “whereabouts unknown.”

As Buena Vista’s purpose is to help students be able to graduate high school, our most important data centers around the graduation rate. We pay close attention to items such as class completion, credits earned, and enrollment as well. The following table, which compiles several of these numbers from Aeries reports, shows our progress for the past four years.

	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Total credits completed (including summer school, adult school, ROP, Credit Recovery)	14,180	14,030	15,750	14,695
Total enrollment for the year	305	308	313	289
Avg. number of credits completed per student	46	46	50	51
Total “No Grade” (total credits lost)	111 (555)	158 (790)	178 (890)	1,391 (6,955)
Percentage of classes that ended with “NG”	3.8%	5.3%	5.3%	32%

*Compiled from Aeries reports*

This table suggests some significant correlations between enrollment, turnover, and the implementation of different policies regarding timelines, namely the quarter system, discussed in greater detail in Section II.

One of our primary schoolwide action plan goals for 2014-15 was to increase the total number of credits earned in a school year past 14,000. We've done this each year since the goal was instituted. Our best year so far was the 2015-16 school year, during which we beat our goal by more than 500 classes completed. We offered Zero period work experience, Accelerated Reader, Credit Recovery, and housed three ROP programs on campus after regular school hours. Even though we lost over 1,000 credits completed the following year, it's important to note that the average number of credits completed per student did actually increase by about 1, which means our most able and highly motivated students had their best year.

This trend unfortunately coincides with the fact that nearly one third of all the classes taken at Buena Vista resulted in an "NG" or "no grade," meaning these credits were lost because students did not complete 60 work hours within the time limits of the quarter. This means that our regular students – the ones who enrolled at Buena Vista with socio-emotional problems, gaps in their education, health issues that detracted from schooling, etc., did not experience the flexibility and success that they might have had with a more flexible approach to classes that worked so well during our 2015-16 school year.

As a result, the staff is in the process of finding the balance between helping our students be successful in this system and maintaining the rigorous standards that will assure students a useful and rich education that is aligned with the California Content Standards. Based on the results of both the student and staff surveys, all stakeholders see homework as a major obstacle, for instance. One reason offered for this is the varying length of the quarters, which requires that homework has a different weight of the overall grade each quarter. While the principal has always supported professional decision about how students should be graded, all Buena Vista faculty adheres to the minimum requirement of 60 work hours per 5 credits in a semester. Every quarter makes new demands on the teachers to provide adequate standards based content and homework that can be done outside of school. The most important critical learner need continues to be getting the skills and knowledge to be successful in their educational careers. A great deal of teacher conversation has been centered around ways to help our students.

The entire staff agrees that there is room for improvement in terms of the number of "NG's" issued. We strive to create a "Safe Harbor" for students. The faculty refuses, however, to sacrifice quality education for more attractive percentages.

The data available to us regarding student achievement outside of credit completion has changed significantly. CAHSEE is defunct, so offers us no information and did lead to a revision in our schoolwide action plan, to be discussed further in Section V. Changes to California CBEDS dashboard neglects alternative placement schools such as Buena Vista. The SBAC is still new, meaning that while we can and do compare our scores for the available years and compare ourselves to neighboring alternative education schools, there is not yet a baseline for student progress since our students took the SBAC tests for the first time as juniors. We know, based on the disaggregation provided by the district during trainings, that we are doing a good job of teaching the standards equitably; in other words, compared to our own scores, students are doing equally well on many of the standards as they are tested on the SBAC for both English Language Arts and Mathematics. The SBAC scores for Buena Vista are as follows:

Smarter Balance Assessment Consortium (SBAC) Results:

	2014-15		2015-16		2016-17	
	ELA	Math	ELA	Math	ELA	Math
Standard Exceeded	1%	0%	1%	0%	2.86%	0%
Standard Met	9%	1%	14%	1%	15.71%	1.47%
Standard Nearly Met	41%	8%	42%	14%	34.29%	10.29%
Standard Not Met	49%	91%	43%	85%	47.14%	88.24%

*Obtained from SBAC Report and shared during a staff meeting along with information from 10 other continuation schools in and near our county. See Appendix for additional information*

Several factors make these test scores less meaningful in a Continuation School setting than perhaps at most comprehensive settings: Our student population is transitory by nature, fluctuating as new students come in and other students transfer to different settings or attend home and hospital programs. Students may or may not be enrolled in a particular class immediately before the testing window opens since their schedules change quarterly based on credits as opposed to continuity. Many students are not convinced, since the test affects neither their grades or their ability to recover credits, that the tests hold any particular value to them despite the best efforts of the staff to convince them otherwise. Additionally, our student body is small, the testing groups even smaller, that it is not really possible to say that a particular test really represents the whole student body in any reasonable capacity. This is not to say that we don't mine this data for what it can provide as a snap shot where our teaching can improve.

The information provided to us indicates that we are midline as far as performance on these tests from comparable continuation and alternative education high schools in the neighboring communities, and that there is some obvious room for improvement. Both Math and ELA made significant gains in the percentage of students who met or nearly met the standards. Math and ELA teachers used PLC times to discuss, organize and develop curriculum to more closely reflect the types of questions and tasks the tests required of students. The district has implemented series of trainings to understand the test and more effectively address the standards that are tested. One of the reports made available to teachers at district trainings, "School Performance on Each Assessment Target," indicates that even though the overall scores are lower for our school than the district's average, we are doing a good job of consistently teaching all the standards. In other words, the teachers at Buena Vista try to be as thorough as possible in covering all the standards in a shortened amount of time.

Questions posed to the staff or brought up by the staff for discussion have revolved, for the past two years, on how we can support students in the transition to the quarter system, and how to develop curriculum that will assist students in the new formats of the SBAC tests. These seem to be almost contradictory goals since deep learning and analytical thinking needed to perform well on the SBAC takes time, and many teachers (as referenced in the perception data) feel that the quarter system limits the amount of time a student can take to be in class, meaning either depth or breadth of learning are sacrificed to make sure students can earn their credits. As the purpose of Buena Vista is to graduate students, our primary focus must be on what will help students

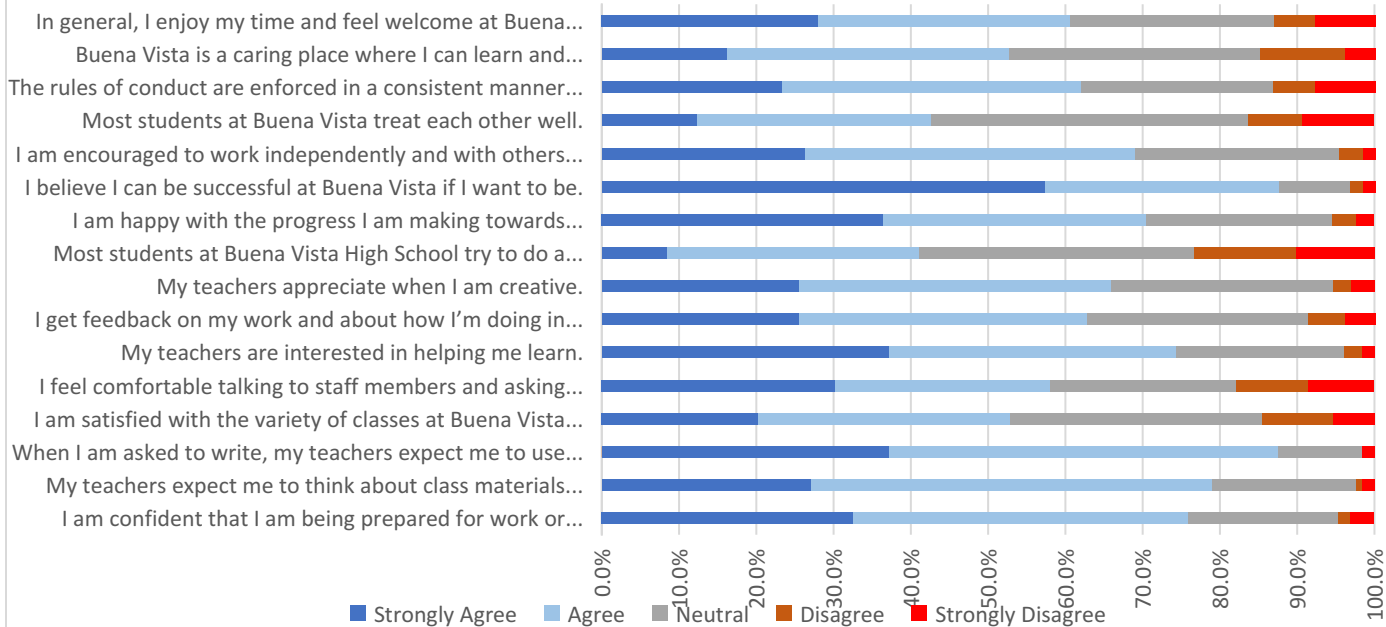
graduate; everything else is a secondary concern.

We have made an effort to find solutions that will support students learning and work completion, such as the introduction of the Study Skills class and the short-term “Homework Club” (an afterschool study hall instituted and run by Mr. Ruiz, our 2016-17 temporary counselor). A significant portion of the November and December staff meetings revolved around ways to possibly have teachers volunteer to run a similar option for students who need extra support. All of the core subject teachers have attended district trainings and many have taken additional steps to attend conferences and workshops outside the district. Below is a list of conferences attended this year:

1. 57th Annual CCSS Conference (Social Science)
2. Blueprint for Success Conference, Helping Foster Youth Graduate College (Counseling)
3. Counselor Symposium, Preparing Students for College, Career and Life Success (Counseling)
4. Leadership Development Days, (Leadership)
5. California Mathematics Council, (Math)
6. California Association of Teachers of English, (English)
7. NAEA Conference on Alternative Education

Perception Data from Students, Staff, and Parents follow. Copies of the survey and written comments can be found in the appendix.

### Results of 2017 Student Survey



The staff survey was distributed to faculty members during the October Staff meeting, shortly after Mrs. Cacho left Buena Vista for a different teaching position. Surveys were given to Mr. Vasquez (principal), Mrs. Rios (counselor), the 12 remaining teachers, Mr. Guerrero (who stood in for Mrs. Cacho during the remainder of first quarter), Liliana Partida (Special Education Instructional Aide), Mrs. Sherry Ma (school nurse), Mrs. Maite Masterrena (secretary), Mrs. Holly Tucker (attendance clerk and registrar), Mrs. Martha Martinez (ROP coordinator), and Mrs. Delila Garcia De Leon (Counseling Technician). The latter five were included as people who interacted with students regularly; and have knowledge of students, parents, teachers, and classrooms, etc; and are part of the academic system that takes place in the school. The surveys were to be collected anonymously and placed in a collection envelope. Staff members who completed surveys were to sign their name to indicate they had turned in a survey.

At the principal's direction, additional copies of the survey were distributed to the following staff without input from the coordinator: Ms. Carrie Ermer (foods services), Mr. Don Schenkel (security officer), Officer Troncoso (school resource officer), Mr. Manny Gonzalez (day custodian), Ms. Arely Castillo (bilingual clerk), Mrs. Teresa Garcia (Infant & Toddler Center coordinator), Ms. Sonia Limon (Early Childhood Aide), and Mr. Rick Sander (ROP teacher). Because the additional persons included in the survey did not necessarily have knowledge of all the questions in this particular survey, they were instructed to leave any questions blank if they did not feel they had adequate knowledge to supply an answer. The results, therefore, are a bit different than what the coordinator had anticipated, and offer at best a slightly skewed view of the classrooms and students. Additionally, the extra names were added to the collection envelope, but not everyone signed it. 22 surveys were returned out of 29 distributed; only 19 signatures were collected. Nevertheless, the data in the 2017 Staff Survey Results chart suggest some extremely positive trends at Buena Vista, and clearly identify a few issues that need our attention.

The results of the survey were distributed to the staff via email and discussed during the November and December Staff meetings.



## 2017 Staff Survey Analysis Chart

There is an emphasis on writing fluency as a means of effective communication.

There is an emphasis on enabling students to use and apply what they learn.

Across the curriculum, there is an emphasis on grounding instruction in real-world contexts.

Instructional materials, approaches, and pacing guides are differentiated, as appropriate for students.

Staff training and development address health, economic, and social factors affecting students.

The faculty and staff at Buena Vista provides students with adequate support.

Buena Vista takes advantage of the development opportunities available.

Teachers are involved in planning and evaluating instruction.

Students participate in activity based experiences to learn scientific processes, problem solving, and critical thinking.

Buena Vista provides socio/emotional learning programs.

Students with IEPs participate in the core curriculum to the extent permitted by law.

Extra support is provided.

Time is allotted for collecting, analyzing, and evaluating data.

There is a plan for ongoing analysis and evaluation of student performance, staff performance, and instructional effectiveness.

Teachers provide ongoing feedback to students.

There are clearly defined persons and parties responsible for implementing and monitoring improvement.

The curriculum, in all areas, is designed to meet clearly established standards that are periodically reviewed.

The principal involves others in decision making.

Students receive practical experience.

The school enforces rules.

School rules are enforced fairly, consistently, and effectively.

Staff has adequate access to Aeries and critical information on students including transcripts, "red flags," and other data.

Technology is used effectively.

Policies are in place to encourage and support student achievement.

The school emphasizes and regards the achievements of students.

Homework is assigned.

Students study major events, places, and persons in history and government to gain an understanding of key ideas, concepts, and skills.

Students learn to interpret charts, graphs, maps, land/water resources, and other data.

Students have exposure to life skills beyond academic content to help them cope and succeed in life.

Staff regularly communicate.

There is a collaborative process that involves the staff, principal, and students.

Curriculum, instruction, and assessment are aligned.

Students feel confident.

Students are taught and expected to use academic vocabulary.

Staff members work together for the benefit of students.

Administration supports teachers to define, implement, and share best practices of the 4 C's (collaboration, creativity, critical thinking, and communication).

Students follow clear behavioral expectations that contribute to a positive learning environment.

Buena Vista offers adequate core and elective classes.

Teachers make use of technology as a tool for instruction.

Students are expected to use technology to facilitate research, publish and present work, and communicate.

I feel comfortable referring students to the office/counselor to handle discipline issues.

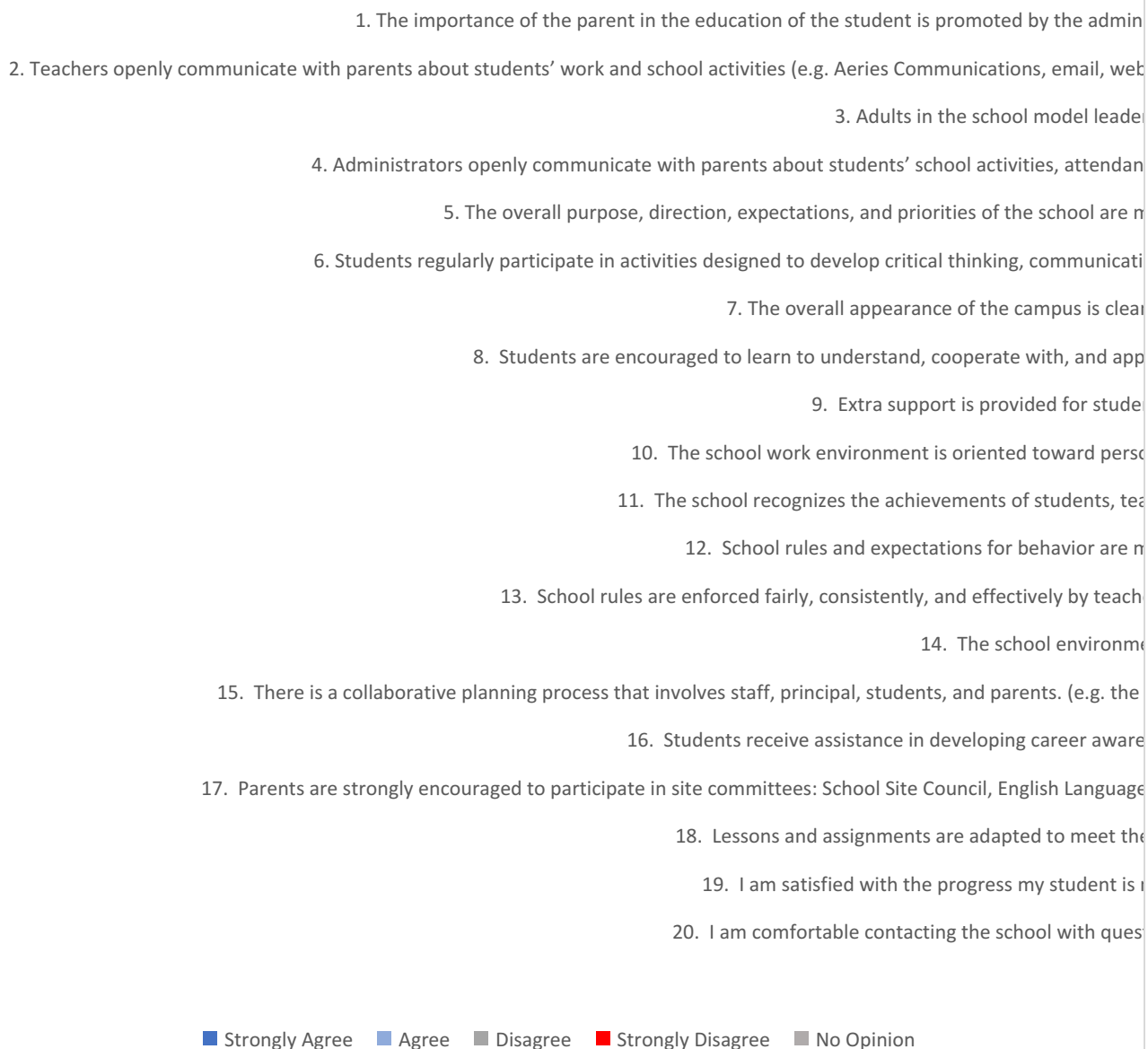
The staff makes every effort to avoid interrupting class.

I feel I have the time, resources, and support to do my job.

I am satisfied with opportunities for professional growth of staff.

■ Strongly Agree  
 ■ Agree  
 ■ Neutral  
 ■ Disagree  
 ■ Strongly Disagree

### 2017-18 Parent Survey Analysis Chart



Note: Out of 33 surveys collected, many appeared to have inadvertently skipped No. 14, several had only one side filled out, and some had skipped questions. These minor issues, along with the fact that fewer than half the parents attending Conference Night filled out a survey, are resolved by having parents fill out surveys immediately following CSS's.

Additionally, several of the “no opinion” responses were qualified with notes such as “we’re new.” Most of the responses were collected during the October Parent Conference Night, soon after accepting a mid-quarter intake; parents and students had very little time to form an opinion about the school. These happenstances notwithstanding, the general response from parents continues to be overwhelmingly positive.

**Additional areas of concern brought up by the perception data:**

The responses are generally extremely positive as indicated by the mostly blue amount of lines in the response. Most stakeholders agree that the school is a safe and orderly environment, that teachers have high standards, and that their education is preparing them for life beyond high school. The comments indicated that many students appreciate their teachers, feel they benefit by being here, and recognize the effort made to maintain an atmosphere that contributes to their success.

That said, there are a few areas that the teachers identified as areas the staff would like to improve. Some of the changes made to the Schoolwide Action Plan address these particular areas:

1. Students' perception of other students is low in terms of how other students try to do well or treat each other. Approximately 18% of students disagreed or strongly disagreed with the statement "Most students at Buena Vista treat each other well" and 23% of students disagreed or strongly disagreed with the statement "Most students at Buena Vista try to do a good job on schoolwork. Conversely, 42% and 43% respectively agreed with those statements. The staff intends to create time to come up with new ways to help students collaborate or spend time together in extra-curricular activities to foster understanding and acceptance between students.
2. About 20% of students disagreed or strongly disagreed with the statement "I feel comfortable talking to staff members and asking for help." About 60% of students agreed or strongly agreed with that statement. In addition to fostering understanding and acceptance among peers, we must also nurture the relationship between students and teachers to truly make this school a "Safe Harbor." Part of the issue stems from the high rate of transition among students: a significant number of survey participants were new to the school at the time of the survey. Just as significantly, many of our students have years of negative interactions with authority figures. It is difficult to ascertain from the survey whether students were referring to all their experiences, or whether they picked up on tensions from the more veteran students. The staff recognizes that we can and should address this because students will be more successful if they are comfortable asking for help when they need it.
3. The staff surveys indicate mainly that the faculty would like to be able to give more input in making decisions and in trainings. The principal has invited us to look for and propose attending conferences of our choice this year. Ultimately, the school Site Council approves those requests: The principal is required to invite teachers to participate in the Student Site Council; however, parents and students decide how LCAP funds are to be spent. Parents and students have approved for the majority of BVHS teachers to attend conferences of their choosing.

The parent surveys are almost universally positive with the only outliers being the option to have "no opinion." The Buena Vista staff feels this high satisfaction with the school stems from the effort staff makes in communicating with parents regarding their students' progress as well as the effort the staff makes to help students be more successful. Perhaps this is not an area to "improve upon," but certainly one to recognize as a priority to maintain.

## **Additional areas of follow up:**

### **1. Strengthen the Schoolwide Action Plan.**

As far as the Critical Areas for Follow-Up identified by the previous visiting committee, we have made demonstrable progress in the areas of strengthening and progressing on the school wide action plan. Complete changes can be seen in the appendix “Modifications to the Schoolwide Action Plan 2014-2018.” Progress will, of course, be discussed in Section III.

SAP Goal #1 was modified to accommodate the quarter system, and was strengthened by adding additional actions to reach that goal such as increasing the presence of ROP on campus and participation in ROP courses. Recognizing student success and creating systems to support student success are also included and expanded in the 2017-18 Schoolwide Action Plan. Losing some of our electives and credit-earning options such as Accelerated Reader, Credit Recovery, Life Skills, and Work Experience is a continuing concern, so room has been made in the SAP to continue to look for ways to replace or re-introduce these classes and programs.

Buena Vista completely changed SAP Goal #2 to reflect changes in state testing and areas of emphasis determined by the Chino Valley Unified School District.

SAP #3 has been modified to include continuing relationships with organizations such as we-reachout.org, Soroptomist, the Armed Forces Recruiters, Chaffey College, Mt SAC, and the district functions such as the annual College Fair to continue expanding community involvement and recognition for our students. Additionally, Aeries has been expanded to include the Communications function, where any staff can communicate via announcements to groups or to individual parents via direct messages. The system will deliver messages and alerts to parents through their preferred methods – text, phone calls, emails, etc. The school’s webpage has an RSS function as well for any parents who would like to sign up.

### **2. Continue to increase credit completion and graduation rates.**

Our graduation rate did increase significantly over the past three years; though, with the advent of the quarter system, it has leveled off. This is a concern that the staff has brought up in multiple meetings. One of the interventions proposed was the creation of several study skills classes during 6th period to give students the support and time to get help finishing homework and being organized enough to be successful in this new system. This fits in with our SLO 3c and 4a in that students are taught to be more organized and productive with their time and studying. This also supports the SAP Goal 1 by teaching students to be successful in the system they find themselves. The principal approved these classes as part of the period 6 Master Schedule beginning the 4th quarter of 2016-17. In addition to study skills, administration decided to try preparing students for standardized testing. The classes are now also being utilized to prepare students for the SAT (seniors only for the first quarter of the 2017-18 school year) and the PSAT (junior-only classes for the 2nd quarter of the 2017-18 school year). This is expected to be adjusted as needed every quarter.

- a. As a note to the graduation rates, there are a few additional numbers to consider. First, the number of graduates according to Aeries for 2016-17 is 86, but there are 4

parenting students who, because of district policy, finished their classes at Buena Vista but technically graduated at their home schools. This is the most graduates at BVHS since 2011! In addition, 18 students returned to their homeschools at the semester, and could charitably be counted as our successes as well.

We did not meet our NG reduction goal. This has to do with the change to the quarter system which is discussed in more detail in Section II

- b. Steps we have already put in place to address this include expanding the study skills class offering, discussed above, and re-evaluating what can reasonably be asked of students in all of the classes.

We increased credits completed to over 14,000 each year since the last visit, as the table above shows. The dramatic increase in 2015-16 suggests that instituting deadlines for finishing classes is effective. The dramatic drop with the institution of the quarter system in 2016-17 is still a topic of debate and interpretation amongst the staff. It should be noted that the format of Accelerated Reader changed and completion dropped; also, Concurrent Credit Recovery was only offered 1<sup>st</sup> and 4<sup>th</sup> quarter. These changes are discussed in more detail in Section II.

The Quarter system has been in place for most of one year. 42 BVHS seniors attended all four quarters. Out of those 42 graduating seniors, 24 completed 100 or more credits their senior year. The principal attributes this impressive fact to the “game changing” quarter system. There is currently no data available for how many seniors in previous years completed 100 or more credits their final year.

- 3. Continue data-driven instruction to improve student performance on state testing**  
As noted previously, there is time set aside during staff meetings to examine and analyze our strengths and weaknesses; core subject teachers do attend district training; the Language Arts and Mathematics teachers attend professional development conferences to continue to improve instruction; and we have seen an increase in SBAC scores over the two years that scores have been available.
- 4. Continue to improve parent/guardian and community support for student achievement**  
Buena Vista recognizes that this is an area we still need to work on. The data does support that we have continued to increase the number of parents/families that attend our Parent Nights in the spring and fall (in fact, we had a 40% turnout rate for the 2017 fall Parent Night which was a new record for our site). Aeries promises another avenue to continuing to recognize student achievements and concerns with their families with message feeds or direct messages. We require attendance of students and parents/guardian at Orientations preceding each intake of students to educate families on how students can recover credits at Buena Vista. Participation in the Teen to Teen Driving has been recognized and advertised by the Chino Valley Unified District.

Buena Vista’s policy of meeting with parents in our CSS’s, or Collaboration for Student Success meetings, is consistently growing each year. As noted in the previous report, there is

evidence that these meetings between a student, parents/guardians, the principal, the counselor, and every one of the student’s teachers is a powerful tool to help students know where they are in terms of progress and graduation status, giving stakeholders the opportunity to ask questions, air concerns, and address any issues that might otherwise hinder student success. Approximately 10 years ago, the current principal modified the school day to include time for the CSS to take place. All stakeholders meet to discuss the student’s progress in classes; the counselor reviews the transcripts and helps create a game-plan for the student graduate; notes are recorded and a copy is given to the parents.

The principal has presented the CSS at the California Continuation Education Association Conference and the National Alternative Education Association Conference. The CSS is well received and is being implemented at several continuation high schools both in and outside of California.

**Collaboration for Student Success Data**

	2014-15	2015-16	2016-17
Number of CSS’s held*	87	93	102

*Compiled from Principal’s files*

*\*These are the actual meetings held. Many meetings are cancelled or rescheduled based on a parent’s ability to attend on a given day.*

The fact that the number of CSS’s increased during the lowest year of overall attendance in the past 6 years included in this study shows that Buena Vista is committed to meeting with and making a personal connection with parents. Many parents have noted that this is the first time, in all their child’s educational career, that all the stakeholders were present for such a meeting. Additionally, while many such meetings are scheduled as the result of concerns, the format of the meeting emphasizes the successes of the students in classes, from recognizing positive behavior, improvement, social acceptance, etc.

**Additional areas that need to be strengthened:**

**1. Continue efforts to utilize technology across the curriculum**

Buena Vista invested in two mobile computer labs for classroom use. At first, this was to supplement the CAHSEE and English classes, but the laptops have been used for more: the Math department makes regular use of online problem solving tools such as the IXL subscription for homework hours; the science teacher uses the laptops for students to look up materials, and record and compute data; the social studies department, including the economics and government classes being supplemented with the A+ software, use the technology available to allow students to complete research. Outside of the classroom, several teachers, including the PE teacher and art teacher, have assignments that encourage students to use technology to do research and analyze or present their information. Of course, the English Language Arts department also continues to utilize the computers to have students research, process, present, and publish.

Upon completion of the 2017 staff and student surveys and reviewing the check-out

calendars for the mobile labs and computer lab use, it is clear to the Buena Vista staff that we are continuing to utilize technology at Buena Vista.

**2. Utilize Aeries to align with BVHS 90 day (Trimester) to ensure report card, transcript, and credit input accuracy.**

After the last visit, a staff meeting was dedicated to the discussion of possibly adopting a trimester system. The staff was asked to examine their independent records about how long the average students took to finish classes. After a lengthy discussion, the staff voted unanimously to continue with the 40-60-90 day system that was in place (in a nutshell, students needed at least 40 days present in a class, to complete at least 60 hours of work with 70% or better, and had a maximum of 90 days to finish a class). Recognizing that this presented serious issues for the counselor and the principal's secretary as we approached 14,000 credits a year (between 10 and 20 classes a day), it was agreed that credits would be processed weekly for the 2015-16 school year, and grades would be input by teachers at three week intervals. The data indicates this was our best year by far in terms of credit completion, and we shattered our old record (2013-14) by nearly 1,600 credits.

Immediately preceding the 2016-17 school year, the principal was directed by the superintendent and assistant superintendent, on the advisement of the Director of Technology, to change the credit system in place at Buena Vista High School. The principal was given three options: semester system, trimester system, or quarter system. The semester system is used by all four comprehensive high schools and would not be advantageous to BVHS students attempting to recover credits at an accelerated rate. The trimester system used by the junior high schools in the district would not be aligned with the comprehensive high schools' semester system. This would prevent students from returning to their home schools for their final semester. That left the quarter system, which is unique within the district to BVHS. The principal, as the instructional leader of the school, made the decision based on what he thought would best meet the needs of our students.

This administrative meeting was held the Friday before the first day of the 2016-17 school year. The quarter system was implemented the first day of September. The delay was decided in order to give time to the CVUSD Technology Dept to set grading window dates and inform BVHS faculty, students, and parents.

The beginning and end dates are the same for all students and all classes, and the quarters ranged from 38 days to over 50. Several times, staff members have brought up the opinion that an actual trimester (of roughly 60 days) would better serve our students.

The principal and counselor, after reviewing the applications of candidates who wish to attend BVHS, hold an orientation for incoming students. This is a chance to familiarize families of the policies and systems in place at the school, and to field questions and address concerns from incoming students and parents. It is clear to the principal, based on observations at these orientations, that the vast majority of students and/or their families choose to attend BVHS to recover credits in order to return to their homeschools to graduate. While not all students maintain the goal of returning to their homeschools for their final year

or semester, it is important to incoming families to have the option. Based on this data, the principal believes the quarter system is justified. Additionally, it should be noted that in 2016-17, 18 students returned to their homeschools; and in 2017-18, 24 students returned to their home schools for their spring semester.

The results of this change are discussed in more detail in Section II. It is worth noting, however, that we are still adapting to the new system and we did have over 14,000 credits completed in the 2016-17 school year, which is a significant point in our Schoolwide Action Plan goal #1.



## II: Significant Changes and Developments

- Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.
- Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.

There have been many significant changes over the past three years. The changes can be divided into the following categories for the sake of organization: changes in faculty; changes in information and communication, and changes in programs.

Changes in Faculty: as noted above, there have been many changes in the faculty at Buena Vista High School.

Rosalia Arroyo was hired August 2015 to replace the former Art teacher, Aaron Ramirez.

Dahlia Cacho was hired in August 2016 (and left October 2017) to replace the former social studies teacher Phil Lombardo. The principal has elected to leave that position closed for the remainder of the 2017-18 school year with the rationale that the hiring pool will be larger and of higher quality during the summer.

Ikzury Paneto was hired August 2017 to replace the previous mathematics teacher Dan Galindo, who moved to a different site in the district.

Liliana Partida was hired Dec 2014 to replace the former Special Education Instructional Aide, who retired.

Rick Sanders, ROP teacher, was hired August 2017 to teach one class of Introduction to Construction for ROP during semester long, two-period long classes. This arrangement may expand during the 2017-18 spring semester.

Arely Castillo was hired as a bilingual clerk in spring of 2016 as a new position.

Dalila Garcia DeLeon was hired in Spring of 2016 to replace Yolanda Cardona, who moved to a different site in the district.

Carrie Ermer, Nutrition Services, was hired in August 2017 to replace the previous employee.

Temporary hires: Donna Oakland was temporarily hired to fill in for Ms. Salinas during a semester sabbatical from August 2015 through December 2015. Yolanda Tapia (August 2015 to June 2016) and Arnulfo Ruiz (March 2017 to June 2017) were both counselors hired on a part-time, temporary basis to supplement the counseling services available on campus. Nicholas Guerrero filled in for Mrs. Vega during her maternity leave during the 2016-17, taught summer school at Buena Vista, and filled in for Cacho until the end of the first quarter of the 2017-18 school year. This position has closed and will be reopened for the beginning of the 2018-19 school year.

#### Changes in Information and Communication:

The district moved from Aeries VM to Aeries.net over the course of two years. The change has allowed more information to be accessible by teachers and in real time; however, it has also changed the way many reports are run. There are portions of this report that reflect changes in the way information has been presented or gathered from previous years as a result of the changes to the updated Aeries.net system. The latest incarnation of Aeries includes the Communications Kit, which is discussed in more detail below.

Teachers2Parents was not renewed, and for most of the 2016-17 school year, there was not a unified method of contacting parents as there had been in the past. Many faculty and staff used a combination of Remind.com, email, and phone calls to keep parents informed. At the end of the 2016-17 school year, our site was given the opportunity to pilot the Aeries Communications program to better communicate with parents. The system offers a monitored, completely transparent communications system between parents and teachers that can be tailored to personal preferences such as only receiving text messages. Unfortunately, the program also allows parents to “opt-out” of receiving any messages in any form once the parents have set up their accounts, so the challenge has been to get parents to set up their accounts *and* accept messages from teachers. Many teachers have returned to remind.com or try to comply with the completely transparent and trackable route of emailing parents to keep them regularly informed. Staff members have been brainstorming ways to increase parent access and participation with the system.

Collaborations for Student Success have changed over the past three years. Due to changes in the way that students can progress in classes, the principal requested that all teachers use the CSS not just to report on progress, but to give parents an overview of the classes and how they work for each subject. To that end, teachers were asked to create a syllabus or class policies handout specifically for the meetings. Additionally, students began meeting with the counselor briefly before their CSS, and students were asked to explain their academic progress and optimistically predict their academic milestones between the meeting and either graduation or returning to their homeschool. The staff continued to focus on both positive behaviors and steps that should be taken to move efficiently through the program.

#### Changes in Programs

##### *Testing:*

Naturally the changes in state testing has made an impact on Buena Vista’s programs. The CAHSEE intervention classes were closed and replaced with other electives. The implementation of the SBAC has necessitated district and site changes to the organization of classes and additional professional development in the core subjects. Buena Vista is confident that the district and the staff is adequately finding opportunities to develop professional practices to fit the needs. This is evident from staff survey responses and the conferences that core teachers are attending to address the concerns, as well as the improving test results that indicate we are comparable to other continuation schools in our area.

District moved from *Traditional to Integrated Mathematics courses*. As a result, the math department has changed text books twice and is taking strides (incorporating new technology, changing how students are asked to show work, revamping how questions are asked, taking more professional development courses, and collaborating on their own time to compare best practices) to adjust their teaching strategies to align with the district's new requirements, the SBAC requirements, and the quarter system's time constraints.

Chino Valley Unified School District has begun a program of paying for students to take the SAT and PSAT. Beginning in 2015, Buena Vista became a testing site for the October 19, 2017 SAT, and required all eligible students to take the test as part of the regular school day.

*Fifth Year Seniors:*

In previous years, the acceptance of seniors who require an additional year to complete credits towards graduation were accepted as part of the regular student population. Extra attention was paid to these students, frequent progress reports were requested, but they continued with the other students. Beginning in 2014-15, our fifth-year seniors were given strict requirements to be accepted versus being encouraged to simply attend adult school to earn an Adult School Diploma or a GED. Typically, a generally unremarkable discipline record and a minimum of credits were reviewed and 5<sup>th</sup> years were taken on a case by case basis. As more students seemed to need an extra year, the principal instituted a shortened schedule and a strict deadline of 40 days (maximum) were allowed to complete classes. This schedule meant that there were fewer students on campus later in the day, a less impacted lunch line, and fewer behavioral issues caused by assigning students who were nearly graduated classes that they did not actually need to meet the requirements for graduation. In the 2017-18 school year, some seniors who failed to complete graduate requirements at the end of the 2016-17 school year, were given information to apply to the newly opened Fifth Year Senior Independent Study Program at the Alternative Education Center. This has further reduced the on-campus population and the strain of accommodating students who need only a few classes to earn a regular high school diploma. Four of the five seniors who enrolled at the AEC have graduated as of February 2018; the other two are still enrolled in the program. Additionally, BVHS enrolled three RSP designated students who had failed to complete the graduation requirements at the end of the 2016-17 school year who have since graduated.

Four of the 5 sections of the 5<sup>th</sup> Year Drop Out Prevention Lab have been closed. There is currently only one period where students can take courses online via A+ Software, however, electives such as health, Art History, Keyboarding, and Psychology are still available to students one period per day. With the departure of a Social Science teacher from BVHS and the subsequent closing of the class (until Fall of 2018-19, as explained previously), the teacher assigned to the social science lab was asked to pick up two sections of Economics and two sections of U.S. Government. It was recommended by the principal to blend the A+ Software with direct instruction to meet the needs of the students instead of utilizing the software for self-paced instruction. As a result, there is

now only one section available in the master schedule to offer Art History, Key Boarding, Health, and Psychology.

### *Electives*

Many of the elective classes available on campus have changed both in offerings and the staff members responsible for teaching those classes several times. Study skills has been taught by most of the staff at different times, for instance. The Master Schedules, available in the Appendix, speak to Buena Vista's flexibility in offering classes and giving teachers the experience of teaching electives as well their academic focus. This is an ongoing and ever evolving matter at Buena Vista, and it should be noted that we are always considering ways in which to be more flexible in terms of modifying the courses and changing which electives are offered periodically. As noted previously, the expansion of offerings of the elective class "Study Skills," at the suggestion of the staff, has created several elective classes. Most staff and students agree that such an offering is extremely valuable in helping students be successful in the quarter system. Also based on staff input, one of those classes will be made into an ELD support class for the spring of the 2017-18 school year. This is a helpful change in terms of helping our students to be more successful in school, but it has also necessitated removing some elective classes from the master schedule – so we have electives but lack suitable variety, which is supported in the results and comments of the 2017 student survey. In the past, administration has been happy to attempt accommodations for electives in the schedule and is always looking for ways to better serve our students.

The ROP Introduction to Construction has, beginning in 2017-18, been embedded in the regular school day for Buena Vista. This has been a goal of the principal and fits our Schoolwide Action Plan to have more electives and more ROP classes available to students. In order to meet the standards of the Baldy View Regional Occupation Program semester long class, Introduction to Construction meets for two periods (first and second) for the duration of a quarter. In the first quarter, 22 students took and passed the class. Some students have refrained from taking the class or been prevented because they could not afford to give up two class periods to receive only 5 credits. That said, the class seems to be well received by the students who completed it, and BVROP and Buena Vista's administration are negotiating the possibility of creating an advanced construction class to be embedded in the regular school day.

### *Accelerated Reader*

The Accelerated Reader (AR) Program has closed for now. The district required that the credits we had been awarding to students who earned their AR points must be tied to attendance and overseen by a certified teacher as part of a regular class period, which was at odds with the self-paced nature of the program. For a short while, students were enrolled in a zero period AR class administered by Mr. Smart. The inconvenient meeting times precipitated a steep drop in interest. When combined with the mandatory homework hours associated with the implementation of the quarter system, few students saw any advantage in participating. The program was, therefore, closed and the subscription allowed to lapse. Teachers and administration did note the advantages of a voluntary and self-paced reading program on campus – fewer incidents of off task

behavior, better comprehension and willingness to read other materials by participating students, and a culture of reading, for example. The principal is looking into ways we can reinstitute this very valuable program and satisfy the directive of the district concerning attendance and oversight.

*Concurrent Credit Recovery*

The Concurrent Credit Recovery program, run under the Alternative Education Program, was only offered as a five week after school program. With the implementation of the quarter system, student interest and completion rates for this program dropped. The director of the Alternative Education Center withdrew the program from the Buena Vista campus. It should be noted that students who are able to commute to the AEC twice a week can still participate in the program, though at the time of this report, none have taken advantage of that opportunity.

The master schedule will continue to be adjusted to meet the needs of the students. At the beginning of third quarter, it is clear that Buena Vista needs to look for even more ways to include electives in order to make up for the space given to Study Skills and ROP.

*The Quarter System:*

The most seismic shift at Buena Vista involves the way in which students can now earn credits: As of mid-September 2016 the time allotted for a student to complete a course changed from anywhere from 40 to 90 days to finish a 5 credit class, wherein students could proceed at their own pace for different subjects, to a quarter based grading system, wherein students all begin classes and end those classes on set dates. Students are now required to complete their class at the quarter deadline, which range from 38 school days to over 50 school days.

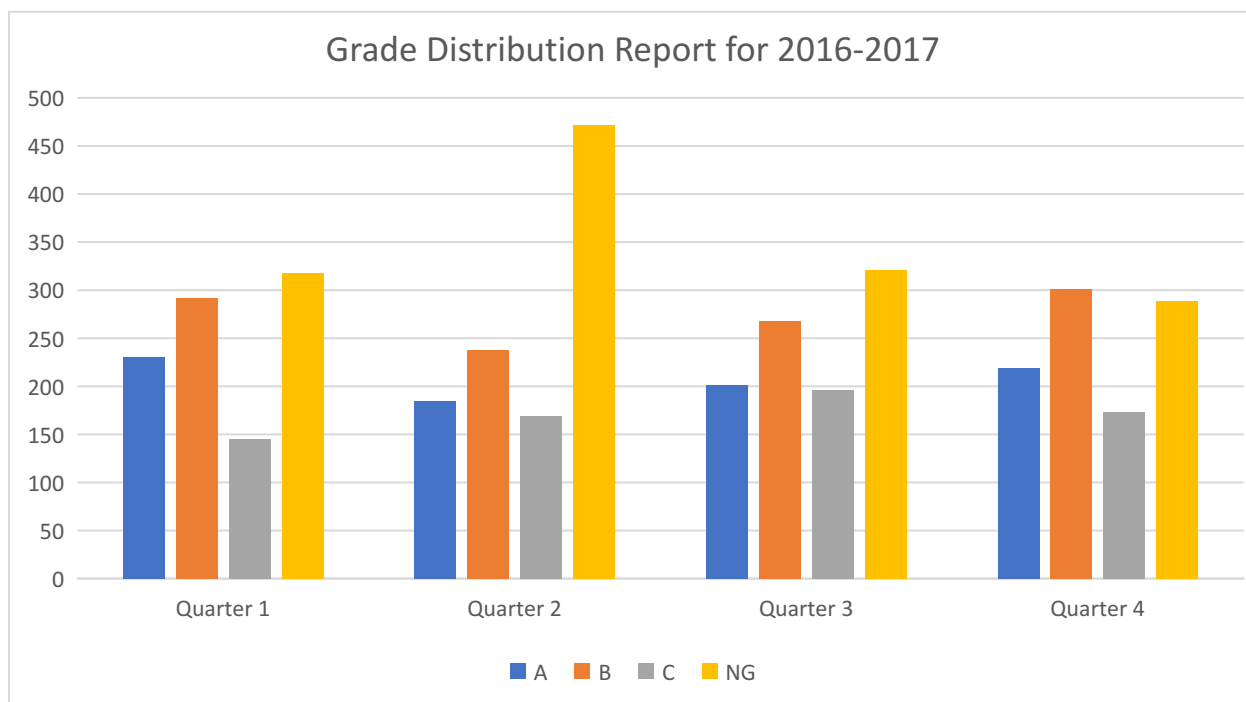
This change has had ripple effects on multiple other policies, not least of which is that students are no longer required to attend a minimum of 40 school days to earn 5 credits. We did not change the requirement to complete 60 hours' worth of work to earn 5 credits, however, which necessitated mandatory homework hours. Up to this point, homework was flexible and allowed students who were comfortable working independently on subject matter to complete classes faster, while students who struggled could take longer to complete a class and be able to do all work in the classroom for support and immediate feedback.

The first quarter ended with decidedly poor results. A breakdown of the grades shared with the staff revealed that 32% of the classes posted were "NG" meaning that the students did not earn at least 70% on at least 60 hours of work. The next highest distributed grade, "B," was 29.6%. The staff surmised that at least part of the problem was that some students already familiar with the 40-60-90 flexibility had some trouble adjusting, and many of the newer students arrived at Buena Vista with poor work habits and gaps in their education. While not quantifiable, the resulting failure created a moral issue for students who were no longer experiencing success or continuing to experience

failure. As evidence, many of the student surveys indicate that students are more likely to agree that they *can* be successful, but are less happy with their actual progress.

Asked to explain our predicament, there are a few items to consider for the worse performance in the second quarter. The primary reason our grades were so low is that the quarter was only 38 days long. A student with perfect attendance and diligent work ethic would have to complete 132 homework hours in 37 school days, or about 4 hours of homework per day. Most of our students need a setting like Buena Vista because they did not do homework for various reasons: they work, take care of family, take ROP or adult school classes, and some just refuse. If a student was absent, pulled out of class for any reason, like counseling, behavior, emergency drills, taking the SAT or ASVAB, etc. The first quarter also probably experienced better results because many students had “carryover” hours from the year before – if a student did not finish the required hours by the last day of school, he/she would just pick up where the work left off and continue until 60 work hours were accomplished. Some students finished well before the end of the quarter; others had extra time because the quarter, with the previous work, added up to longer than 90 days. Many students did not previously make a habit of completing homework, especially in the classes in which they struggled. In the old system, students could finish classes they found less challenging in 40 days of attendance with homework. Many also found that working, taking ROP classes, doing Accelerated Reader or Concurrent Credit Recovery outside of regular school hours, or other time commitments meant homework could be completed sporadically at best. These time commitments such as ROP and family care did not disappear with the implementation of the quarter system, and students who could not find time to complete homework lost credits. The new system did encourage some students, many of whom had refused to do homework without a firm deadline, to finish homework in order to finish their classes. Add to this that the length of the quarters are not uniform, so the number of homework hours required changes. For example, a 38 day quarter would require 22 hours of homework per class, yet a 50 day quarter would ask for only 10 homework hours to be completed. This has understandably led to some confusion and frustration with students as evidenced by the responses to the student surveys (a complete break-down of the survey results with comments is available in the appendix).

Faced with continuing poor results, a meeting was held in which teachers were asked to list the various resources we had and come up with possible solutions. It was suggested that, because homework requirements varied with the length of the quarters (which varied between 38 and 55 days), and the fact that students could no longer move at their own pace or spend more time in classes with which they struggled, Buena Vista implement a new master schedule that included all electives during 6<sup>th</sup> period – the majority of which would now be Study Skills – so students who struggled to master subjects could get help, and students who needed a structured time and space to complete homework would have it. The staff also requested that student call outs be limited to sixth period as much as possible, so academic classes would suffer from fewer interruptions. Study Skills was implemented for Quarter 4, and initially targeted for students who had failed two or more classes. The chart below suggests that the elective Study Skills helped many students to perform better in the last quarter.



*Compiled from Aeries reports. A more detailed breakdown is available in the Appendix*

### *The Take-Away on the Quarter System*

Students have always been able to complete classes at a rapid rate at Buena Vista High School, graduate on time or even early and, if desired, return to their homeschool. The advantage of the quarter system, besides being able to recover credits at a rapid rate, is that the deadlines that apply to all mean that everyone is moving at a faster rate, and data about who might need additional interventions is more readily apparent. We hope that the firmer deadlines will help students as they transition back to their homeschools or move on to higher education. Students are motivated by the possibility of finishing all four years of high school in as little as two years because the time is broken down into manageable segments. This is extremely motivating for many students, and the data of the student surveys clearly shows that students believe they can be successful and graduate at Buena Vista. The data of graduates from 2016-17 is encouraging: seven of the 90 BVHS graduates completed all their graduation requirements in the first Quarter (October 2016). Nine more students graduated at the semester, and 20 more students graduated at the end of the third quarter (March 2017). That is approximately 40% of the total graduates who finished their high school career early.

The negative ripples of this revelation are that some students feel little or no pressure to do well in every class every quarter because they will be able to have another chance (this time with the previous quarter's work filling in the new quarter's homework requirement) at a later quarter.

It can also be argued that students who were able to finish classes by quarters instead of taking more time to finish in up to 90 days were able to recover credits faster than they were by taking classes outside of the regular school day. The data reviewed above clearly shows that the average of credits completed by students increased by about one credit during the 2016-17 school year compared to the previous two years; also the number of students who completed ROP classes was not negatively impacted as the number of students completing ROP classes has increased each year for the past four years. Much of the appeal of ROP comes from the fact that students can complete 5, 10, or 15 credits in a semester, depending upon the course they select.

*The Data*

	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Total credits completed (including summer school, adult school, ROP, Credit Recovery)	14,180	14,030	15,750	14,695
Total enrollment for the year	305	308	313	289
Avg. number of credits completed per student	46 46.4	46 45.6	50 50.3	51 50.8
Total “No Grade” (total credits lost)	111 (555)	158 (790)	178 (890)	1,391 (6,955)
Percentage of classes that ended with “NG”	3.8%	5.3%	5.3%	32%

Based on the numbers and the fact that 2015-16 appears to be the best year ever for Buena Vista, and that the numbers of credits completed have increased each year since the 90 day limit was implemented in 2009 (as noted in the previous report), deadlines clearly work to motivate students; however, many staff members see the huge loss of potential credits as evidence that Buena Vista needs to find a way to have both deadlines and more flexibility to best serve all of our students.

As noted previously, the number of classes students failed to complete (for which they received a “NG” or “No Grade”) increased nearly 700% even though the students are finishing classes approximately twice as fast. This is offset by the fact that the number of graduates and the average number of credits earned increased slightly overall, which the principal has interpreted as having helped students to complete classes. The principal is equally concerned about the “NG” distribution by teacher. For example, in Quarter 1 of 2016-17, 317 “NG” were conferred by 13 teachers (for an average of 24.3% per teacher). Yet 4 of the 13 teachers, according to the principal, were responsible for 186 (58.6%) of



the NG's (which leaves roughly 14.5% NG grades for the remaining teachers). This trend continued for all four quarters.

The principal has also shared the following facts about the BVHS student body enrolled in December 2017:

- 128 BVHS students, prior to arriving, failed Integrated Math I (that's 64% of incoming students arriving having already failed).
- 32 had failed Int Math I three times; and 27 of those students had failed an Int Math I class four times.
- 97 (or over 48% of the student body) had failed English 9 at least once; and 51 of those students had failed two or more times.
- 14 students, prior to enrolling at BVHS, had failed both semesters of English 9 and English 10.

Obviously, these students have gone through the proverbial ringer in their educational lives. Just as obvious to the faculty is that these students have serious gaps in their education. One of the abiding attitudes towards our students, however, is that once they are at Buena Vista High School, those are *our* students. We meet them where they are and take them as far as they can go in their time with us as we fill in educational gaps, build skills, and teach them the standards for their grade level. The rigid deadlines of the quarter system are a "game changer," as the principal reminds us; yet those gaps cannot always be realistically patched in 40 days. The teachers noted lower attendance as students gave up for the quarter. The data seems to support this as Buena Vista's attendance dipped from 89.73% to 88.34% between the 2015-16 and 2016-17 school years.

While the entire staff recognizes room for improvement and the need to be a "Safe Harbor" for all students, the faculty is also adamant about providing a Standards based education and holding the line for expectations to keep our hard-earned status as an A-G school for the Cal State program. Our "A" means exactly the same achievement on a report card as the "A" from any of the other comprehensive high schools precisely because we hold that line. The faculty believes that our increasing test scores, noted previously, support our high expectations for all students. We have a responsibility that requires us to balance these two realities.

The most important take-away on this section of the report is that Buena Vista's administration and faculty continues to be flexible and to look for ways to accommodate the needs of our students, and that the overall completion and graduation rates have not significantly changed in the one year the quarter system has been in play. As alarming as the high numbers of "NG" are, the fact remains that the graduation rate, truancy rate, attendance rate, and class completion rate did not change significantly, and those small changes could be part of the natural fluctuation that happens as populations flow through the school. Until we have more data from subsequent years, the burden of making this system work for students will continue to fall upon the dedicated faculty and staff at Buena Vista.

Buena Vista High School serves as a school that has outstanding teachers, a dedicated counselor, staunch principal, and extraordinary support staff, all of whom strive to meet the needs of our students. Our relatively low class sizes, commitment to a meaningful graduation, and tenacity in taking our students as they are and leading them towards graduation makes us a safe harbor. In all the data, it is important to keep in mind that every single graduate, every completed course, is a victory that students were unlikely to experience without our program.

### III. Ongoing School Improvement

- Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the schoolwide action plan.
- Describe the process used to prepare the progress report.

#### Student Achievement Data:

As noted in the table in Section 1, Buena Vista's test scores are comparable to other continuation schools in our neighboring counties and have improved slightly over the two years that the testing data is available to us. The Mathematics department has increased the percentage of scores that met or nearly met the standards from 9% to 15%. The English Language Arts department increased the percentage of students who met or exceeded the standards from 10% to 15%. We expect that, as students are indoctrinated with this new testing mode and grow up through the California Content Standards, these scores will improve. Additionally, upon reviewing the "School Performance on Each Assessment Target..." (see Appendix for full report) reports for both the departments, it's clear that our students are being exposed to the tested standards consistently. In other words, even recognizing the obvious room for improvement, there is evidence that the students are responding equally well to all the standards being tested with few outliers. This means that the staff is doing a consistent job of covering all the tested standards in the time we have with each student. Site specific data was shared during a district training which all mathematics and ELA faculty attended.

Typically, at each September staff meeting, the principal shares testing and student achievement data. For the past two years, we have examined testing data from the SBAC. Our site scores are shared, as well as the scores of comparable alternative educational sites from neighboring school districts are included to see where we fall in terms of our specialized population. From there, we are encouraged to reflect upon the data and to use PLC time to continue to use the available data to revamp curriculum and teaching strategies within departments.

September is also a time to review other pertinent information such as attendance rates and current population demographics as well celebrate the successes of the previous year. For example, several of our students in a given year are able to graduate during the summer, and we learn about the status of some of the seniors who returned to their home school the previous year. Our test scores have increased slightly this year, though our attendance dipped (this did make an impact on our new SAP goal #2, discussed below).

Much of the information on this report, including population distribution and progress on graduation, course completion, and similar stats are reviewed at each staff meeting to keep the staff apprised of developments such as the number of applicants at intakes, important dates, and items such as trends in campus wide behavior or social issues. One of the advantages of a small site is that all stakeholders are present and engaged; we can all contribute to a conversation at any of these meetings.

#### Schoolwide Action Plan

In preparation of the visit this year, all stake holders were emailed a copy of the 2014-15 SAP goals. During the September 2017 staff meeting, we discussed the need to replace Goal#2 as it revolved around the now defunct California High School Exit Exam. Some ideas were floated

including the need to expand course offerings, the possibility of creating a goal tied to SBAC performance (although we feel we are still in the process of establishing a baseline of scores and it will take two additional years before we can analyze student score growth over time), and the need to create a “Safe Harbor” for our students, which is a priority for the district as a whole.

Time was also allocated to reviewing the current goals, discussing progress, and suggesting revisions. This should have been discussed the previous year, but in September of 2016, as explained in Section II, we were informed of the decision to move to the quarter system, and the need to surmount this hurdle overrode the need to rewrite a defunct SAP goal. That said, the staff did spend several staff meetings and PLC periods reviewing the resources available to us, the expectations that students needed to and could be reasonably expected to meet, the issue of the exponentially increasing “NG’s” being earned, and brainstorming ways to support students in meeting the goals and rewarding those students who succeeded despite the radical changes.

While it’s true that no changes were made to the Schoolwide Action Plan between the close of the 2014-15 school year and the opening of the 2017-18, this is not to say that we made no progress on the other goals we had set, even for Goal #2 in the interest of better preparing our students for 21<sup>st</sup> century learning and working. The following are steps Buena Vista took that addressed the goals:

- Adoption of the Integrated Math curriculum that requires a more cohesive approach to mathematics concepts and focuses on the ability of students to articulate their problem solving both on paper and on computer-based programs such as IXL, which is a subscription service provided by the district to all students/teachers of English and Mathematics. The math department makes IXL part of every student’s regular curriculum by incorporating independent practice on IXL as part of their homework requirement.
- Science, social studies, physical education, and of course English have continued to require students to submit written work that analyzes, interprets, and evaluates information; to do research independently; and to use a variety of media to present their work. The use of technology is confirmed in the perception data of students and staff.
- Buena Vista purchased two mobile computer labs and the CVUSD purchased subscriptions through Microsoft for all students and teachers to have Office 365.
- Teachers continue to make use of SDAIE strategies when teaching including the use of visuals, graphs, accessing prior knowledge, using graphic organizers, and making time for cooperative learning activities. This information is confirmed via perception survey data.

After recording ideas, the WASC coordinator drew up some SAP proposals for the staff’s consideration and, during the November 2017 staff meeting, the whole staff reviewed and voted on the goal “Increase attendance 5% and positive & appropriate behavior” as outlined in the (attached) updated Schoolwide Action Plan.

Time was allotted for teachers to raise concerns and make suggestions to the goal, and staff was encouraged to bring any ideas, comments, or concerns to the attention of the coordinator or principal at any time, with the understanding that the end of the semester would mark the last day to make amendments for the purpose of this report. The coordinator included these suggested

amendments in the draft presented to the staff during the December regular faculty meeting. One staff member was absent on the day of the meeting, but the rest of the current staff was present and many made contributions to the final product. All who were present voted unanimously for the goal in its present form.

After analyzing the results of the perception data and discussion among the staff, a few minor changes were made to address resulting concerns. A revised copy of the entire Schoolwide Action plan was sent via email on December 16, 2017 before being finalized for the purpose of this report.

A color-coded copy of the drafts and revisions made to the entire document can be found in the index.

#### **IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan**

- **Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.**
- **If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement.**

★ **Note:** *The school's schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.*

A note on how this section is organized: There were three goals for the 2015 Schoolwide Action Plan. Because there has been so much change and progress made on individual goals, the following is organized by goal. The first goal is followed by data that touch on the various points in the goal, notes on the actions that were taken to accomplish those goals following the enumeration in the goal, followed by a summary of the effects to student achievement. Then the second goal, progress notes, student impact, followed by the third goal, etc.

### Schoolwide Action Plan

<p>SCHOOL GOAL # _1_ Increase graduation rate by increasing number of credits completed each year.</p> <p>Rationale: Being that Buena Vista High School is the sole continuation high school and credit recovery school in CVUSD, the goal is for all BVHS students complete the minimum course graduation requirements for a diploma.</p> <p>SLO: Students will be able to think critically and communicate effectively as outlined in SLO #1 &amp; 2.</p>	
<p>Student groups and grade levels to participate in this goal: All students should be progressing toward graduation. Extra attention will be given to the needs of students who have received NG (No Grade) by not completing a class in 90 days.</p>	<p>Anticipated annual performance growth for each group: Increase credit completion to 14,000 per year. Lower number of NG received by 10%.</p>
<p>Means of evaluating progress toward this goal:  Number of credits completed annually Number of NG received annually Graduation rate</p>	<p>Group data to be collected to measure academic gains:</p> <ol style="list-style-type: none"> <li>1. Number of credits completed annually.</li> <li>2. Number of NG received annually.</li> <li>3. Graduation rate</li> </ol>

Actions to be Taken to Reach This Goal	Start Date Completion Date	Responsibility and Involvement	Proposed Expenditures	Estimated Cost	Funding Source
Purchase more books for Accelerated Reader to expand this elective program	Fall 2015-June 2016	Administration Counseling/ Library Technician	Counseling/ Library Technician Books on AR list	----- \$3,000	Salary EIA Grant
Examine master schedule to see if BV can accommodate morning ROP classes at other schools.	Spring 2015- Fall 2015	Administration	Administration	-----	Salary
Continue to look for ways to accommodate electives within the master schedule	Ongoing	Administration	Administration &	-----	Salary

<p>Students will use a variety of graphic organizer and SDAIE strategies to increase academic success and course completion.</p>	<p>Fall 2015-Ongoing</p>	<p>Faculty</p>	<p>faculty Faculty</p>	<p>-----</p>	<p>Salary</p>
<p>Use staff meetings to update and reassess student needs based on available data.</p>	<p>Fall 2015-ongoing</p>	<p>Principal</p>	<p>Staff</p>	<p>-----</p>	<p>Salary</p>
<p>Teach students how to be successful in the BVHS credit recovery system.</p> <ul style="list-style-type: none"> <li>- Include credits pyramid in student folders to track progress</li> <li>- Peer presentations during orientation by leadership students</li> <li>- Review requirements for students on an individual basis in CSS meetings</li> <li>- Counselor meets with students individually and in small groups</li> <li>- Distribute and post in classrooms lists of students “On Track” and “Almost On Track” to graduation</li> <li>- Teachers periodically reviewing student progress with students in classes</li> <li>- Celebrate students completing classes in daily announcements and on silent radio</li> </ul>	<p>Spring 2015-ongoing</p>	<p>Administration Staff Leadership Class</p>	<p>ASB Administration Staff</p>	<p>\$800 -----</p>	<p>ASB Salary</p>



**Data collected to analyze this goal:**

	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Total credits completed (including summer school, adult school, ROP, Credit Recovery)	14,180	14,030	15,750	14,695
Total enrollment for the year	305	308	313	289
Avg. number of credits completed per student	46	46	50	51
Total “No Grade” (total credits lost)	111 (555)	158 (790)	178 (890)	1,391 (6,955)
Total Graduates	73	79	85	86
Total Senior Enrollment	178	182	167	173
Graduation Rate	41.0%	43.4%	50.9%	49.7%

*Compiled from Aeries Reports*

**On the goal itself:**

Our graduation rate total number of graduates did increase significantly compared three years ago. With the advent of the quarter system, we see a slight decrease (50.9% to 49.7%). While small deviations are par for the course, this is a concern that the staff has discussed in multiple meetings. Some of the solutions offered have included the creation of several study skills classes (4<sup>th</sup> quarter of 2016-17) during 6<sup>th</sup> period to give students the support and time to get help finishing homework and being organized enough to be successful in this new system. This fits in with our SLO 3c and 4a in that students are taught to be more organized and productive with their time and studying. This also supports the SAP Goal 1 by teaching students to be successful in the system they find themselves. In addition to study skills, administration decided to try preparing students for test preparation. The classes are now also being utilized to prepare students for the SAT (seniors only for the first quarter of the 2017-18 school year) and the PSAT (junior-only classes for the 2<sup>nd</sup> quarter of the 2017-18 school year).

We did not meet our NG reduction goal. The drastic increase is attributable entirely to the quarter system, which is discussed in more detail in Section II. Steps we have already put in place to address this

include expanding the study skills class offering, discussed above, and re-evaluating what can reasonably be asked of students in all of the classes.

We increased credits completed to over 14,000 each year since the last visit, as the table above shows. The dramatic increase in 2015-16 suggests that instituting deadlines for finishing classes is effective; but our greatest achievement allowed substantial flexibility for students working at their own pace. The dramatic drop with the institution of the quarter system in 2016-17 is still a topic of debate and interpretation amongst the staff. Although it is worth noting that even with the drop between 2015-16 and 2016-17, the total number of classes completed in 2016-17 is still higher than the two years prior, and still meets our goal of 14,000 credits completed as set in our SAP goal.

**On Actions to be taken:**

- Purchase more books for Accelerated Reader to expand this elective program

We failed to expand the Accelerated Reader program, the subscription to the program has lapsed, and it is not currently offered. The most significant obstacle we faced with this program was that we were required to attach it to class attendance instead of treating it as an independent study program that students could complete at their own pace. An AR class was offered as a Zero-Period class, but very few students chose to attend the class. Having it as a regular class also meant that students could not work at their own pace to complete the credits, and few saw value in the new structure. Fewer still were willing or able to attend classes before the regular school day.

We lost an elective (which negatively impacts our SAP goals). This program changed the culture on campus as teachers noticed that more students used extra class time to accomplish reading, thereby reducing the number of behavioral distractions in the classroom for students who finished work quickly; many of us also noted that an increase in independent reading raised the level of acceptance for curriculum reading and writing. Because the entire staff agrees that this was a valuable program, administration is looking into ways to re-introduce this very valuable program to our campus under a less regimented structure as it is unquestionably of value to our students and our campus culture.

- Examine master schedule to see if BV can accommodate morning ROP classes at other nearby schools.

As of Aug 2017, Buena Vista is hosting an ROP class, “Introduction to Construction,” which is embedded in the regular school day. This class is two class periods long to accommodate fitting 5 credits into our quarter system. 19 students finished and earned 5 credits in the first quarter of 2017-18; 20 students are currently enrolled in the class for second quarter at the time of this report.

BV currently hosts the following programs after school: Introduction to Animation, Game Design & Development, Retail Marketing, and Warehouse (the latter two are recent additions). Students are also encouraged, based on interest, to sign up for ROP courses located off campus.

Over the past four years, we have increased ROP course completion over 60%:

ROP	2013-14	2014-15	2015-16	2016-17
Classes Completed	90	97	133	146

*Compiled from Aeries report*

This has inarguably benefitted students and increased the total number of credits completed each year.

- Continue to look for ways to accommodate electives within the master schedule.

The Master Schedule has been changed numerous times to accommodate several electives. The electives offered have changed based on enrollment and current need. Some of the courses offered in the last three years include (in no particular order): Art Fundamentals, Drawing & Painting, Parenting/Child Development, Creative Writing, Spanish I, Spanish II, Television/Theater, Life Skills, Study Skills\*, College Skills, Life Choices, Leadership, World Geography, A+ Software options like Art History and psychology, and Accelerated Reading (see current master schedule for the electives currently offered. Master schedules are found in the appendix). Students with low GPA can retake core academic classes with a “D” for general elective credit. For students arriving with partial credits in any class, those credits are counted as general electives credit. Again, Buena Vista has dramatically expanded the Study Skills offering to help students be successful. We have negotiated so that students with a need for electives or an interest in construction can take the ROP course, Introduction to Construction, on the Buena Vista campus during the regular school day. To accommodate the quarter system and ROP’s standards, the is set up to be two periods long for the duration of one quarter.

- Students will use a variety of graphic organizer and SDAIE strategies to increase academic success and course completion.

Buena Vista faculty members attend conferences and trainings offered by the district that emphasize best practices. Teachers continue to make use of a variety of instructional strategies, including graphic organizers, to increase academic success. The principal visits classrooms, often several times per week, to observe the practices of teachers and the behavior of students. 9 of the 12 teachers are being formally evaluated for the 2017-18 school year.

- Use staff meetings to update and reassess student needs based on available data.

We do review data at the beginning of the year and we have continued to use data available to anchor discussions around policy and decisions that affect student academic needs. At the October 2016 staff meeting, the staff was given a breakdown of the number of “NG” given in each of their classes. The staff was asked to discuss the reasons behind the inordinate number of “NG’s” and asked what could be done about it. Responses varied. This led the administration to lead a meeting in which teachers reviewed the resources available to help students and eventually led to the implementation of the study skills classes. The final quarter did have a better class completion rate than the previous three; that success can be partially attributed to the additional student support that grew out of these meetings.

- Teach students how to be successful in the BVHS credit recovery system.
  - Include credits pyramid in student folders to track progress
  - Peer presentations during orientation by leadership students
  - Review requirements for students on an individual basis in CSS meetings
  - Counselor meets with students individually and in small groups
  - Distribute and post in classrooms lists of students “On Track” and “Almost On Track” to graduation
  - Teachers periodically reviewing student progress with students in classes
  - Celebrate students completing classes in daily announcements and on silent radio

Buena Vista did reorganize how students’ handbooks were assembled and distributed to students so that their folders included credits pyramids, credit trackers, and detailed information about graduation requirements.

Leadership students led reviews and assisted students in filling out their credit trackers during orientations during the 2016-17 school years. We continue to review graduation requirements and make optimistic projections for students during CSS's. As a result of the shift to the quarter system, several of these actions to be taken became moot. For example, all students finish classes at the same time, so there is no daily announcement of class completion. All stakeholders agree that getting the teachers, parents, administration, and counselor at a meeting, as the CSS does, is powerful.

The expansion of the Study Skills courses in our master schedule is a direct response to this goal and the need to address the exponential rise in "NG" with the directive to move to a quarter based program. Most of our students come to us with little or no success for a variety of reasons. The expansion was introduced to the master schedule for the 4<sup>th</sup> quarter of the 2016-2017 school year to help students who were struggling to complete classes to be able to have time and support from a faculty member to complete classwork, complete homework, review concepts, and learn to manage their time. During the class, teachers spent time reviewing class requirements, graduation requirements, helping students to read and understand their transcripts, and monitored student progress toward completing courses. For the 1<sup>st</sup> quarter of the 2017-18 school year, the program was modified to include only seniors in an effort to also prepare them for the SAT (offered free to all seniors in the CVUSD). This year, several of the Study Skills teachers invited our counselor, Mrs. Rios, to class to answer student questions regarding their transcripts and progress.

This expansion and modification of various electives shows that, while the individual bullet points may not have been accomplished, Buena Vista tries to be flexible to best serve the needs of the students.

As noted, the CSS is designed to be an intervention for students identified as struggling needing guidance regarding paths to graduation. It has been noted on many occasions by parents as the first time such a meeting has been held on behalf of their student that included all the stakeholders – teachers, parents, the student, administrator, and counselor. Students meet individually with the counselor before (preferably during the study skills period) so that they understand well enough that, with coaching, they can explain to the staff and parent(s) where they are and what they can accomplish during their time at Buena Vista. Additionally, staff members were required to create a syllabus to give to parents at these meetings so that individuals can explain the policies and expectations for his/her class. These were translated into Spanish by our bilingual clerk. Copies in English and Spanish are available at each CSS. This is especially useful for those meetings held early in the quarter as they allow parents to see and hear the policies of the classes their student attends.

Since students can only complete classes at the quarters, there is no longer a need to celebrate individual achievements. However, after 3<sup>rd</sup> quarter during the 2016-17 school year, Leadership did host a luncheon for the students who had passed all 6 of their classes. As the Leadership position was passed on for the 2017-18 school year, the current Leadership teacher and principal are recognizing students for academic improvement, perfect attendance, earning straight A's, and good citizenship. Letters were sent home to parents and guardians to inform them of their student's accomplishments. Additionally, the principal donated donuts and pizza to reward the honorees.

The principal introduced the idea of "Quarter Fest" to the teachers at the first staff meeting of the 2017-18 school year to reward students who show positive behavior throughout the quarter. Students may attend any of the extra-curricular classes offered on Quarter Fest day at the end of the respective quarters. The first Quarter Fest was received positively and teachers volunteered to host movies, board games, face painting, screen printing, a spa day, a cooking class, and sports to reward students. The second Quarter Fest in December had similar activities such as games, sports, movies, Christmas-inspired crafts, and snow cones. Students did seem to appreciate the opportunity for fun activities in recognition of the end of the quarter.

Buena Vista used part of our budget to hire a part time counselor during the second half of the school year for the past two years to assist /counsel and provide intervention for students – as noted previously, these part time counselors helped to provide intervention to at-risk students, supplemental instruction during programs for academics and college goals, and assisted with traditional counseling activities. The most recent part-time counselor also hosted a “homework club” as part of his regular work day, wherein students were given time and access to computers to get homework hours completed.

### **Summation**

Buena Vista did strengthen the Schoolwide Action Plan by modifying the actions taken to support students in gaining credits. The number of credits earned over the past three years suggests that we stand by our primary goal of providing opportunities for students to complete classes and graduate.

<p>SCHOOL GOAL # <u>  2  </u> Increase graduation rate by increasing CAHSEE passing rate to 100%.</p> <p>Rationale: Being that Buena Vista High School is the sole continuation high school and credit recovery school in CVUSD, the goal is for all BVHS students pass the CAHSEE exam to graduate high school</p> <p>SLO: Students will be able to think critically and communicate effectively as outlined in SLO #1 &amp; 2.</p>	
<p>Student groups and grade levels to participate in this goal:</p> <p>All students should be progressing toward graduation. Extra attention will be given to the needs of students who have not yet passed the CAHSEE.</p>	<p>Anticipated annual performance growth for each group:</p> <p>Increased graduation rate. CAHSEE passing rate of 100%.</p>
<p>Means of evaluating progress toward this goal:</p> <p>Graduation rate CAHSEE results</p>	<p>Group data to be collected to measure academic gains:</p> <ol style="list-style-type: none"> <li>1. Number of credits completed annually.</li> <li>2. CAHSEE results will be disaggregated to determine gains and weaknesses in each strand of testing.</li> <li>3. Smarter Balance Assessment scores will be analyzed for gains during high school years, as they become available.</li> </ol>

Actions to be Taken to Reach This Goal	Start Date Completion Date	Responsibility and Involvement	Proposed Expenditures	Estimated Cost	Funding Source
Purchase mobile computer lab to support student learning and skills practice for CAHSEE preparation.	Fall 2015-June 2016	District Technology Dept School Site Council Principal	Mobile computer lab	\$12,000	EIA Grant
Students will use a variety of graphic organizer and SDAIE strategies to increase CAHSEE achievement and course completion.	Fall 2015-Ongoing	Faculty	Faculty	-----	Salary
Use staff meetings to update and reassess student needs based on available data.	Fall 2015-ongoing	Principal	Staff	-----	Salary

### **On the goal itself:**

Obviously, we cannot use CAHSEE scores for any data as it is now defunct. Even though this goal is no longer viable, Buena Vista had made progress on many of the steps outlined above in order to better prepare our students for 21<sup>st</sup> Century Learning and working. This relates to our SLO 1 and 2 in that the effective use of technology as a communication tool and a way to access data is critical in the workforce today and will likely increase in the future. Using technology across the curriculum allows students to collect and evaluate information, use a variety of methods for analyzing data, and present their individual learning in a variety of ways.

### **On the Actions to be Taken:**

Buena Vista purchased two mobile labs and the CVUSD purchased subscriptions through Microsoft for all students and teachers to have Office 365 as well as IXL. The Math department makes especially efficient use of IXL by using the program to help students fulfill their homework hour requirement.

Faculty members have been encouraged to attend professional development trainings and seminars, and teachers have or will attend a variety of workshops including:

1. 57th Annual CCSS Conference (Social Science)
2. Blueprint for Success Conference, Helping Foster Youth Graduate College (Counseling)
3. Counselor Symposium, Preparing Students for College, Career and Life Success (Counseling)
4. Leadership Development Days, (Leadership)
5. California Mathematics Council, (Math)
6. California Association of Teachers of Teacher of English, (English)
7. NAEA Conference on Alternative Education

At least annually, Administration has made available the test scores available from standardized tests, focusing most recently on Smarter Balance tests results. The information provided is also compared to nine other continuation high schools within a twenty-mile radius of BVHS to compare our progress with other comparable schools. Time is allotted during PLCs to develop strategies about how to adapt instruction to improve test results. We did look at an improve the test scores for the Smarter Balance assessments.

### **Summation:**

The purchase of the mobile labs, the subscriptions, and the commitment of staff members to use the computer labs on a regular basis and make use of technology has had a positive impact on student performance over the past three years. Students are more familiar with computer operations and more comfortable using online software; they feel more prepared for life beyond schooling as indicated by the mostly positive response to the survey question regarding preparation for the future than in previous years. Students are required to access programs online to complete homework and classwork. Having access to technology allows students to have more choice and more access to information that can be evaluated. The graduation rate, though no longer tied to the CAHSEE, is higher now than three years ago by a factor of nearly 10 points.

This Schoolwide Action Plan goal has been replaced with the goal to increase attendance (5%) and positive & appropriate behavior (decrease suspensions, increase perception data scores). The rationale is that Buena

Vista High School is the sole continuation high school and credit recovery school in CVUSD, therefore the goal is for all BVHS students to graduate from high school. They cannot graduate if they do not attend and complete credits, so working to ensure that students are here, have activities and successes they can look forward to, and feel connected and valued at the school will translate into higher attendance and course completion rates, and therefore a higher graduation rate. In other words, students will demonstrate responsibility in attendance, academic progress, and appropriate and positive behavior as outlined in SLO #3. The complete SAP is included in Section V.

Many of the previous actions and subgoals are subsumed under the other goals in the revised Schoolwide Action Plan.



<p>SCHOOL GOAL # <u>3</u> Increase graduation rate by increasing parental and community involvement.</p> <p>Rationale: Parent and community involvement increases student achievement, also supporting Goal #1. This involvement provides more support for student success and better student buy-in.</p> <p>SLO: (3) Students will demonstrate responsibility.                  (4) Students will be able to apply career readiness skills.</p>	
<p>Student groups and grade levels to participate in this goal:                  All students at all grade levels.                  Special emphasis on non-English speaking families.</p>	<p>Anticipated annual performance growth for each group:                  Increase graduation rate.                  Increase number of CSS or other parent-student meetings.                  Increase attendance by parents/guardians to Back To School and Parent Conference Nights by 10%.</p>
<p>Means of evaluating progress toward this goal:                  Graduation Rate                  Number of CSS and other parent-student meetings                  Attendance numbers to Back To School and Parent Conference Nights.</p>	<p>Group data to be collected to measure academic gains:                  Graduation Rate                  Number of CSS and other parent-student meetings                  Attendance numbers Back To School and Parent Conference Nights</p>

Actions to be Taken to Reach This Goal	Start Date Completion Date	Responsibility/ Involvement	Proposed Expenditures	Estimated Cost	Funding Source
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Buena Vista Continuation High School ACS WASC Mid-cycle Progress Report

Better utilize new school website for advertising upcoming functions	Fall 2015 – ongoing	School Secretary Principal	School Secretary	-----	Salary
Create an RSS feed to keep parents informed	Fall 2015	Administration	None	-----	N/A
Open invitations to School Site Council meetings on school website	Ongoing	Administration	None	-----	N/A
After school workshops to educate parents concerning the credit recovery system at BVHS	Fall 2015 – ongoing	Administration Leadership class	None	-----	N/A
Increase student recognition/awards events throughout the year, inviting family	Fall 2015 - ongoing	Administration Leadership class Staff	Awards	\$100	ASB

**Data Collected:**

	2014-15	2015-16	2016-17	2017-18
Number of CSS's	87	93	102	pending
Families at Back to School Night (Fall)	No data	38	58	70 (40%)
Families at Parent Conference Night (Spring)	No data	No data	64	pending

Until the Fall 2017 Parent Night, parents would sign a main check-in roster in the office on their way to meet with teachers. The most recent Parent Night was changed so that a check in station was opened near the north gate. The station was manned by a volunteer parent, the principal, and a Leadership class student. Parents/guardians checked in and identified their student(s). If needed, a class schedule and a map of the school were available.

**On the goal itself:**

Buena Vista recognizes that this goal is the most difficult to overcome given our comparably transient clientele. We take students in at least eight times per year, with the occasional special circumstance for new students. Students are regularly graduating or transferring back to their homeschools as well. It is not unusual to see over 100% turnover in a given year with the students who attend briefly to catch up and return to their homeschools. The fluctuations are evidence in the chart in Section I, but a more detailed analysis is available in the Appendix. The challenge is to try to establish relationships with parents as soon as possible because the turnover happens so quickly.

Our best strategies are orientations, Parent Nights, School Site Council meetings, and the CSS's: The mandatory orientations are a chance for new students and their parents to attend a meeting at which the principal introduces the entire staff and clearly explains how the school works and how credits are earned. The Parent Nights (called Back to School in the Fall and Parent Conference Night in the Spring) are a chance for teachers and parents to meet and personally discuss student progress and the class and usually to show parents a little about the schools. The Parent Meetings are usually held on the same nights as the Parent Nights in an attempt to make the most of the time that parents can be on campus. The hours for Parent Nights are 6:00 to 7:30 pm, and parents are encouraged to come whenever they can in that time frame.

*A note on CSS's:* Our best tool for parents to attend and have an impact with their student's schooling is the Collaboration for Student Success, or CSS's. These meetings take place in the afternoon with the student, parent(s)/ guardian(s), the principal, the counselor, and all of the student's teachers. Students who are progressing slowly (as indicated by progress reports or concerns communicated from teachers) are usually the first targeted to have a CSS, but Buena Vista's staff tries to include as many seniors as possible in the beginning of the year, and juniors

tend to have meetings scheduled for the middle to end of the year. Parents are welcome to request CSS's when they have concerns that cannot be addressed through regular communication channels, and faculty frequently suggest students they believe would benefit from the individualized attention. These meetings are a personal update on student progress, but they are also used to educate parents about the credit requirements for their own child, and specific needs are addressed on the spot ranging from the student reviewing his/her credits and game plan to graduation, signing up for ROP, checking out text books if needed, updating contact information, and/or obtaining copies of homework.

Attendance at Parent Nights and CSS's has increased over the past three years as evidenced by the above table.

The parent survey indicates that most parents feel comfortable contacting the school to obtain information. Many parents relate during the meetings that they are impressed or feel positive about the meetings involving everyone. One of the requirements for applying to Buena Vista is that the home school documents evidence of attempted intervention, including a "Student Study Team," and, according to our parents, few teachers attend these meetings. At Buena Vista, the meetings take place during our regular work day, and all of the faculty are aware that they make a significant impact on student behavior and success.

### **On the Actions to be Taken:**

- Better utilize new school website for advertising upcoming functions.

As of August 2016, we discontinued the subscription to Teachers2Parents. The staff did an amazing job of finding alternate ways to keep in contact with parents including services like Remind.com, email, etc. For the last weeks of the 2016-17 school year, Buena Vista was a pilot site for the new Aeries Communication tool, and this has replaced teachers2parents and the disparate modes of communication that the staff investigated and used in the interim. We did move forward in utilizing the school's website and Aeries Communications to keep parents informed about important dates and events at the school. Some notable events include two blood drives held in the 2016-17 school year in which community members were invited and donated blood. The Leadership class utilized the school's homepage to run a pledge drive asking parents to talk to their students about safe driving habits and expectations. Important dates are advertised on the website as well as the marquee in front of the school.

- Create an RSS feed to keep parents informed.

The option to subscribe to an RSS is an available, but rarely used, feature on the school's website. Parents have the option of registering with Aeries and choosing the level of contact they are comfortable with, as well as the type (texting, email, phone calls) of communication they prefer from the school. The website is periodically updated with important dates and announcements from the school; these are also messaged on the Aeries Communications system to better effect.

We do include the upcoming events and the new Aeries Communications option means that we can communicate important information to parents through their preferred medium in their preferred language easily. As of August 2016, we discontinued the subscription to

Teachers2Parents. The staff did an amazing job of finding alternate ways to keep in contact with parents including services like Remind.com, email, etc. For the last weeks of the 2016-17 school year, Buena Vista was a pilot site for the new Aeries Communication tool, and this has replaced teachers2parents and the disparate modes of communication that the staff investigate and used in the interim. Buena Vista staff and faculty work tirelessly to keep parents informed of student progress. Remind.com is an outside resource, and no metrics are available, but the parent survey indicates nearly universally that parents feel informed and important as a part of their child's education.

- Post open invitations to School Site Council meetings on school website.

The principal invites many parents – usually personally by greeting parents as they drop off their students in the morning – and by phone blasts, letters, and more personalized phone calls. The return is less impressive than the efforts as the meetings are voluntary and many of our parents work varying shifts and multiple jobs.

- Implement after school workshops to educate parents concerning the credit recovery system at BVHS.

As noted previously, the intake orientations are mandatory. Teachers send invites to the Parent Nights through remind.com, emails, and Aeries Communications. FAFSA workshops were held in the evening on December 7, 2017, as well as an ELAC meeting.

- Increase student recognition/awards events throughout the year, inviting family.

We did not organize any kind of event in which families were invited to recognize students. We did have 2 blood drives in which community members were invited to participate and a pledge drive for safe driving that encouraged safe driving conversations between parents and students. The current Leadership teacher has resumed the student of the month recognition, but no event has been organized that includes inviting parents to the school specifically to recognize student achievement yet.

Clearly we have good turn outs for the Parent Nights, and Buena Vista does take advantage of that. In the past four years we have passed out certificates recognizing students who did well on the state tests during the Parent Night, mostly by greeting students and their families when they arrive during the open hours of Parent Nights. Leadership has run TUPE and HALT (anti-tobacco and substance abuse prevention) programs during Parent Night. The art teacher has displays of student work set up during the spring Parent Night, which follows the district art show. Students from Buena Vista participate in the science fair and art showcase, which are not at Buena Vista's site, but do encourage parents to attend and recognize student efforts. The special events both on campus and off campus are celebrated: we put pictures of graduation on the website, the events are usually shared with the district and advertised on the district website and *Chino Champion* (the local newspaper), and we have students regularly represent Buena Vista at the CVUSD student representative council meetings.

The Quarter Fest celebrations at the end of each quarter, implemented during the 2017-18 school year, are another way that student's positive behavior is recognized and celebrated as students with referrals are denied participation.

Buena Vista works also with community resources to help our students. The following list contains some of the institutions that recognize, reward, or otherwise serve our students:

- Chaffey Informational Presentations – presentation consisted of the college admission/registration process and will take place in the Library for students who were interested and sign up for the presentation which usually take place during 6<sup>th</sup> period.
- Chaffey College Ambassador – college students meet one-on-one with students to answer questions regarding college, assist with college application, and financial aid application.
- Colleges and Armed Services personnel are invited to speak to students during lunch time meetings. These are announced and attended by interested students.
- Soroptomist Girl empowerment group took place in the fall over four consecutive Wednesdays alternating between 5<sup>th</sup> and 6<sup>th</sup> period call outs for participants. Participants are eligible for scholarships.
- Many community programs recognize our students at graduation by awarding outstanding students with scholarships.
  - Adams Photography hosts the annual CVUSD Golf Tournament for High School Seniors, which annually awards at least four BVHS college-bound students scholarships.
  - The Soroptomist Club annually awards two scholarships to female BVHS students who have participated in their program.

Additional scholarships are regularly awarded by:

- Kiwanis Club of Chino
- Schools First Credit Union
- Veterans of Foreign Wars
- Chino Champion
- Buena Vista's Retiree's Scholarship

## Summation

The staff feels that we are doing a good job of communicating with parents on a regular basis, and the parent survey supports this. The CSS's are our best resource of making sure that parents and students are informed and understand student progress, and the increasing number of CSS's held every year indicate Buena Vista's commitment to making sure parents know about student progress; and giving them the information and tools to help their students do even better. As noted many times before, the credit completion and graduation rates are higher than they were before our last WASC visit; the staff believes that these efforts to involve parents – especially for the students who might best benefit from that – are critical to continuing to improve the graduation rates.

Buena Vista has included, on the revised Schoolwide Action Plan, space to use staff meeting time to plan more student recognition and ways to involve students in the community and/or the community with our students.

## V: Schoolwide Action Plan Refinements

- Comment on the refinements made to the single schoolwide action plan since the last self-study visit to reflect schoolwide progress and/or newly identified issues.
- Include a copy of the school's latest updated schoolwide action plan.

\*\*a color-coded copy of the changes made to the 2015-18 schoolwide action plan located in the appendix\*\*

### Goal 1:

The changes in this goal mainly reflect the loss or revision of programs. As noted previously, Buena Vista has changed to a quarter-system. The highly successful Accelerated Reader (AR) Program, which the Principal introduced as a self-paced elective option, could not be implemented. These changes also encompass Work Experience and various elective classes. It should be noted, however, that the Master Schedule was adjusted to reflect the request of the teachers to include six study skills classes to support students academically, and the inclusion of a new ROP class embedded in the regular school day as well as three ROP classes on campus after the regular school day.

Many of the staff members agree that, in addition to these positive additions for the benefit of students, more needs to be done to offset the loss of flexibility, electives, and alternate routes towards earning credits.

### Goal 2:

The entirety of goal 2 was replaced with a new goal: to increase attendance and positive & appropriate behavior. The old goal related to the data available from the CAHSEE, which is no longer available. The results of staff and student surveys, along with changes in the district's 2017-18 Areas of Emphasis led the staff to create this new goal to foster a more collaborative environment for our students.

### Goal 3:

Refinements to this goal focus on the knowledge that the most impact can be made with small groups by keeping everyone reasonably well informed. Teachers continue to contact parents on a regular basis; and the survey results support that parents feel well-informed. Getting parents to our campus through Parent Nights and single family CSS's have been our best strategy for improving a students' chance of success at school. We recognize that we need to spend more effort on this goal over the next three years.

### Final Note:

While there are relatively few changes, replacing Goal 2 being the exception, please note that the majority of the goals and plans are about continuing to improve systems that are already in place and already exhibiting positive impacts. The plan has been and continues to be about improving what works, and being flexible when something does not work out for the best interests of our students. As we are adjusting to the implementation of the quarter system, the staff recognizes that there are areas of success and areas to improve upon. While we continue to monitor and

look for ways to improve in areas like attendance, credits, grades, and stake-holder engagement during the WASC process, we are always concerned with meeting the needs of our students.



### 2017 Schoolwide Action Plan

This copy of the action plan merges the 2014-15 action plan and the newest 2017-18 action plan. Changes are indicated either by strikethrough text for items and language removed; and red colored text for items and/or language that have been added.

<p>SCHOOL GOAL # <u>1</u> Increase graduation rate by increasing number of credits completed each year by 10%.</p> <p>Rationale: Being that Buena Vista High School is the sole continuation high school and credit recovery school in CVUSD, the goal is for all BVHS students complete the minimum course graduation requirements for a diploma.</p> <p>SLO: Students will be able to think critically and communicate effectively as outlined in SLO #1 &amp; 2.</p>	
<p>Student groups and grade levels to participate in this goal: All students should be progressing toward graduation. Extra attention will be given to the needs of students who have received NG (No Grade) by not completing a class within a quarter.</p>	<p>Anticipated annual performance growth for each group: Increase credit completion to 14,000 per year. Lower number of NG received by 10%.</p>
<p>Means of evaluating progress toward this goal:  Number of credits completed annually Number of NG received annually Graduation rate</p>	<p>Group data to be collected to measure academic gains:</p> <ol style="list-style-type: none"> <li>4. Number of credits completed annually.</li> <li>5. Number of NG received annually.</li> <li>6. Graduation rate</li> </ol>

Actions to be Taken to Reach This Goal	Start Date Completion Date	Responsibility and Involvement	Proposed Expenditures	Estimated Cost	Funding Source
<p>Purchase more books for Accelerated Reader to expand this elective program ON HOLD – see notes below</p>	Fall 2015-June 2016	Administration Counseling/ Library Technician	Counseling/ Library Technician Books on AR list	\$3,000	Salary, EIA Grant
<p>Examine master schedule to see if BV can accommodate morning ROP classes at other schools.</p>	Spring 2015-Ongoing	Administration	Administration	-----	Salary
<p>Continue the Upward participation of our students in</p>	Fall 2016 –	Administration	Administration	-----	Salary

ROP classes within the Baldy View corridor	Ongoing				
Maintain the amount of ROP classes offered (3) and continue requesting Baldy View ROP to host more classes at our school after school and within the school day	Fall 2017 – Ongoing	Administration, Counseling	Administration	N/A	ROP is independently financed
Continue to look for ways to accommodate electives within the master schedule	Ongoing	Administration	Administration & faculty	-----	Salary
Students will use a variety of graphic organizer and SDAIE strategies to increase academic success and course completion.	Fall 2015-Ongoing	Faculty	Faculty	-----	Salary
Use staff meetings to update and reassess student needs based on available data.	Fall 2015-ongoing	Principal	Staff	-----	Salary
Teach students how to be successful in the BVHS credit recovery system.	Spring 2015-ongoing	Administration Staff Leadership Class counselor	Prizes/awards, activities, incentives for student participation	\$800	ASB Salary (Title I/LCAP monies)
<ul style="list-style-type: none"> <li>- Review requirements for students on an individual basis in CSS meetings and have students present their status and projected progress in the CSS</li> <li>- Counselor meets with students individually and in small groups</li> <li>- Teachers periodically reviewing student progress with students in study skills classes</li> <li>- Quarter Fest and monthly nominations to recognize students' efforts</li> <li>- Dedicate Study skills classes to assist with teaching students skills to be successful</li> <li>- Hire temporary, part-time counselors to assist, counsel, and provide intervention for students (possibly in the future)</li> </ul>					



as all “A’s” and perfect attendance; and activities that advocate for positive life choices		Teacher	supplies for Leadership		County Dept. of Health
Continue/resume school community building exercises such lunch time activities and Quarter Fest, with student participation dependent upon positive and appropriate behavior as measured by no office referrals from classes or suspensions	Fall 2016 -ongoing	Principal, Faculty	Incentives, supplies	\$500 annually	ASB, General Budget Funds,
Dedicate staff meeting time to create additional strategies to increase positive perception of students to their peers	Spring 2018 – ongoing as needed	All staff	N/A for planning; TBD for activities	N/A for planning; TBD for activities	Salary; TBD as needed
Look for ways to include more electives that promote positive life choices and coping strategies, better peer relations, and more life skills	Ongoing	Principal	N/A	N/A	N/A

Based on the student survey administered in November of 2017, students have a negative impression of this school and other students. Despite the high praises and public representation of both the counselor and principal at district meetings and orientations, and a generally positive perception of the school by parents, this negative image between students is one of the few instances we see a need to improve upon in our survey. The most negative responses on the student survey (which is mostly positive) covered areas of student perception of other students: 23.3% of students disagreed or strongly disagreed that most students try to do a good job on school work at Buena Vista, and 16.3% disagreed or strongly disagreed that students at Buena Vista treated each other well – this also had the largest neutral response of over 40%. Negative perceptions of students towards other students probably affects the feeling that Buena Vista is a caring and welcoming place, regardless of staff or faculty (another less positive trend in responses). We know that our students are good people and potentially the future backbone of this community. To that end, we are including in the SAP goal #2 a space to plan ways to counteract that perception beginning in Spring 2018: Foster more positive interpersonal relationships between students; and recognize and celebrate positive behavior and achievements of students.

<p>SCHOOL GOAL # <u>3</u> Increase graduation rate by increasing parental and community involvement by 10%.</p> <p>Rationale: Parent and community involvement increases student achievement, also supporting Goal #1. This involvement provides more support for student success and better student buy-in.</p> <p>SLO: (3) Students will demonstrate responsibility. (4) Students will be able to apply career readiness skills.</p>	
<p>Student groups and grade levels to participate in this goal: All students at all grade levels. Special emphasis on non-English speaking families.</p>	<p>Anticipated annual performance growth for each group: Increase graduation rate. Increase number of CSS or other parent-student meetings. Increase attendance by parents/guardians to Back To School and Parent Conference Nights by 10%.</p>
<p>Means of evaluating progress toward this goal: Graduation Rate Number of CSS and other parent-student meetings Attendance numbers to Back To School and Parent Conference Nights.</p>	<p>Group data to be collected to measure academic gains:  Graduation Rate Number of CSS and other parent-student meetings Attendance numbers Back To School and Parent Conference Nights</p>

Actions to be Taken to Reach This Goal	Start Date Completion Date	Responsibility/ Involvement	Proposed Expenditures	Estimated Cost	Funding Source
Better utilize new school website for advertising upcoming functions; update online calendar monthly	Fall 2015 – ongoing	School Secretary Principal	School Secretary	-----	Salary
Open invitations to School Site Council meetings on school website	Fall 2017	Administration	None	-----	N/A
Continue Orientations for incoming students; require attendance in order to enroll	Fall 2016-ongoing	Administration	N/A	-----	N/A
Increase student recognition/awards events throughout the year, inviting family amended to recognize student achievement with Student of the Month awards and Quarter Fest	Fall 2015 – ongoing	Administration Leadership class	Awards	\$1,000 annually	ASB

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Continue to look for ways to reach out to organizations that will recognize or further serve the needs of our students		Staff			
Continue to report achievements and activities for publication through the district and district liaisons	Ongoing	Administration, counselor	N/A	N/A	N/A
Utilize staff meeting time to create new ways to reward and recognize student success and increase parental presence.	Ongoing	Administration, counselor, Leadership Teacher	N/A	N/A	N/A
	Spring 2018 - ongoing	All staff	N/A	N/A (although the actual strategies may incur costs TBD)	Salary