



# **CHINO HIGH SCHOOL SELF-STUDY REPORT**

**5431 Jefferson Avenue  
Chino, CA 91710**

**Chino Valley Unified School District**

**March 12-15, 2023**

**ACS WASC/CDE Focus on Learning Accreditation**



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Jasmine Norman, Assistant Principal  
Sangeeta Morar, Assistant Principal  
Jonathan Cervantes, Assistant Principal  
Ashley Davis, Assistant Principal BST Academy

### **WASC Steering Committee**

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Lindsay Johnson, Co-Chair  
Jennifer Lang  
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Michael Surina  
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Jasmine Norman  
John Miller



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## **Preface**

This year's WASC Steering Committee has ten members consisting of eight teachers and two administrators. This team has fostered collaboration within and across the faculty and staff to move from proving our practices, to improving them. The WASC Steering Committee felt it was prudent to start with the most challenging portion of the Self Study document: Chapter III because it required orchestration of the entire faculty and counselors to write meaningful and well-researched answers, and provide documented evidence that mapped to those responses. It was critically important for the Steering Committee to involve each of the faculty members and counselors in drafting the narrative for this document, and this process began by assigning each person or pairs of people one of the prompts found in Chapter III of this Self Study. The Steering Committee put together several opportunities for faculty and counselors that would best allow them the time needed to work on and complete their prompts. Faculty was given the opportunity to receive paid time to complete their prompts if/when the school day wasn't adequate. Beginning September 2021, faculty and staff were sent a survey regarding their prior knowledge and involvement in the WASC process. In October of 2021, faculty and staff were put into Category groups A-E based on survey responses and area of need. A representative from each department was placed in all groups to ensure the voice of all areas of campus were heard throughout the document. Staff were notified of their group assignment in October 2021 and frequency of whole group meeting dates which were every six weeks beginning December 3.

In the beginning of April 2022, most of the prompt drafts were near completion and the evidence digitally collected which began the month-long cycle of feedback in which all teachers read and provided feedback on prompt responses from their Category Groups. The draft responses and feedback were used by the WASC Steering Committee to craft the final version of Chapter III, which was then shared with the faculty for a last round of feedback from faculty. Classified staff was interviewed for feedback on the category/prompt in which he/she could directly answer to. Members of the School Site Council continued to be part of decision making for how to best support our students and our school, as the budget and the school/student needs remained transparent.

One of the beneficial outcomes of this process when it began in 2017 was that Chapter III became the catalyst behind compiling the Chino High School Data Warehouse which is now easily accessible in Google Drive: a repository that contains evidence of best practices at our site, as well as data which could be used to improve how we are meeting the needs of all learners. Members of the WASC Steering Committee had the ability to collect and add data to the Google drive throughout the years so the evidence collection process was ongoing.

After classified interviews, Chapters I and II began taking form. Members of the WASC Steering Committee, classified, counseling and administrative staff synthesized data collected to begin the work. Concurrently, the Department Chairs and PLC team leads worked with their PLC groups to write and provide evidence for meeting the needs of the district Areas of Emphasis which include creation and implementation of smart goals, common formative assessments and data analysis. Finally the editing process was a shared commitment from both site and district personnel.

The 2017 Self Study transferred Critical Areas to Critical Learner Needs, and aligned the Schoolwide Action Plan goals to the Chino Valley Unified School District's Local Control Accountability Plan goals. This progression allowed stakeholders to address how the Critical Areas are incorporated in the Critical Learner Needs, and further how the Critical Learner Needs are met through the Schoolwide Action Plan. This intentional strategy was used by the WASC Strategic Planning Committee so that not only is there alignment with the District, but also with the School Goals found in the Single Plan for Student Achievement; these goals are monitored regularly by faculty and the School Site Council. Shifting our focus in this manner will not only generate more accountability, but also more meaning as the Schoolwide Action plan should not exist in a vacuum; it should be referred to frequently and used as the focus for continual improvement.

### **Areas of Emphasis:**

In 2015-16 Chino Valley Unified School District created the Teaching and Learning Task Force designed to help bridge communication between site level stakeholders, and our district office leadership. Consisting of mostly teachers from grades K-12 of various subjects, site level leadership, district office Directors of Curriculum, Assistant Superintendent of CIIS, and our Superintendent Dr. Norm Enfield, the



task force develops yearly Areas of Emphasis (AOEs) for sites to focus on in the Schoolwide Action Plan (SPSA); formerly known as the *Single Plan for Student Achievement*. As the Chino High School WASC Action plan is our site SPSA, the AOEs are critical to the development of the site goals and budget allocations.

Chino High School uses a multiple-measure approach for data collection: CAASPP scores, student grades including D and F rates, district-developed Essential Standard Assessments (ESAs), student and teacher surveys, are used to drive the discussion and development of our AOE's. Every year Professional Learning Communities (PLCs) on the Chino High School campus reflect on what is working and what areas need further focus and attention to align towards the School Plan for Student Achievement. Additionally, administration gains feedback from the teachers regarding their comfort level with the AOE's and what (if any) changes, tweaks, or focused actions are needed.

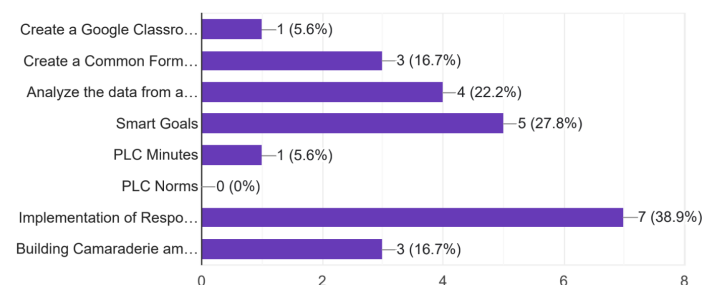
Chino High School's Principal, John Miller, is the high school site leadership representative on the Teaching and Learning Task Force. Throughout the year, Chino High School's staff reviews the information provided to stakeholders from the task force meetings, provides feedback, and does "deep dive" activities to support implementation during PLC, staff meetings, and PLC release days.

The school closures in March 2020 put a huge roadblock on the PLC process as teachers struggled to take teaching as they knew it and transform their curriculum to 100% online. Staff struggled to support students and each other with the rapid change. The 2020-21 school year was not much different. Students didn't return to campus until March 2021 and only a few weeks remained of the school year. You will not see much PLC evidence during this time for this reason. The 2021-22 school year was better. Most teachers and students were back on campus full time. Those that wanted to remain virtual did so through our alternative education program. Staff that were meeting regularly on campus began the PLC process once again. After being away from it for 1 ½ years, many PLCs found themselves having to start from scratch. District PLC training had not yet resumed to full swing so staff was supported by the school's Instructional Leadership Team (ILT) and the WASC Steering Committee with the creation of SMART goals, PLC norms and the PLC process.

At the beginning of the 2022-23 school year, a survey was sent out by the ILT to department chairs asking where each PLC was needing assistance in the PLC process. Here are the results of that survey:

During our next staff meeting, the Instructional Leadership Team (ILT) will be providing support to PLC. Where does your PLC need support?

18 responses



The ILT team is currently attending regular district PLC trainings and taking the information back to staff. At the beginning of the year the principal examines data with the Director of Assessment along with his administrative team. Goals and a plan of action are determined by the team. Throughout the year, the principal meets with his feeder colleagues to examine site level data and "tweak" the action plan based on observations he's bringing to that Principal PLC. Twice a year, the principal presents data and artifacts attached to the data at a district meeting along with his Principal PLC. Monthly, the principal meets with ILT to examine pertinent data as well as evidence of student learning. The ILT supports struggling PLCs in many ways. The ILT offers PLC training at staff meetings, attends PLC meetings, helps to create CFAs and helps PLCs to analyze data.

A majority of PLCs are needing support in analyzing data from CFAs and enrichment/intervention supports. Presently our Math and English departments are leading the PLC process which is ongoing.

Members of both departments also work to train staff. The next ILT district training will be after the holidays.

### 2021-23 Areas of Emphasis

- Student Engagement through Collaborative Communication
- Professional Learning Communities

Professional Learning Communities:

1. What do we want all students to learn?  
Students are aware of the essential standards/learning targets/success criteria.
2. How do we know if the students are learning it?  
Students use rubrics, reflection sheets, and success criteria to self-assess their learning.  
Students are provided the opportunity to demonstrate the mastery of their learning through multiple opportunities.
3. What will we do if the students aren't learning it?  
Students participate in differentiated instruction based on not meeting the learning targets.
4. What will we do when students have learned it?  
Students participate in extension activities based on the mastery of learning targets.

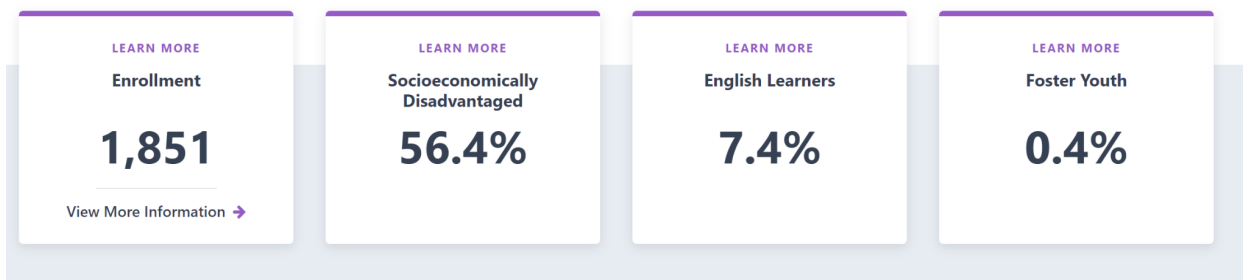
### California School Dashboard Performance Overview and other local measures

2022:

CHINO HIGH

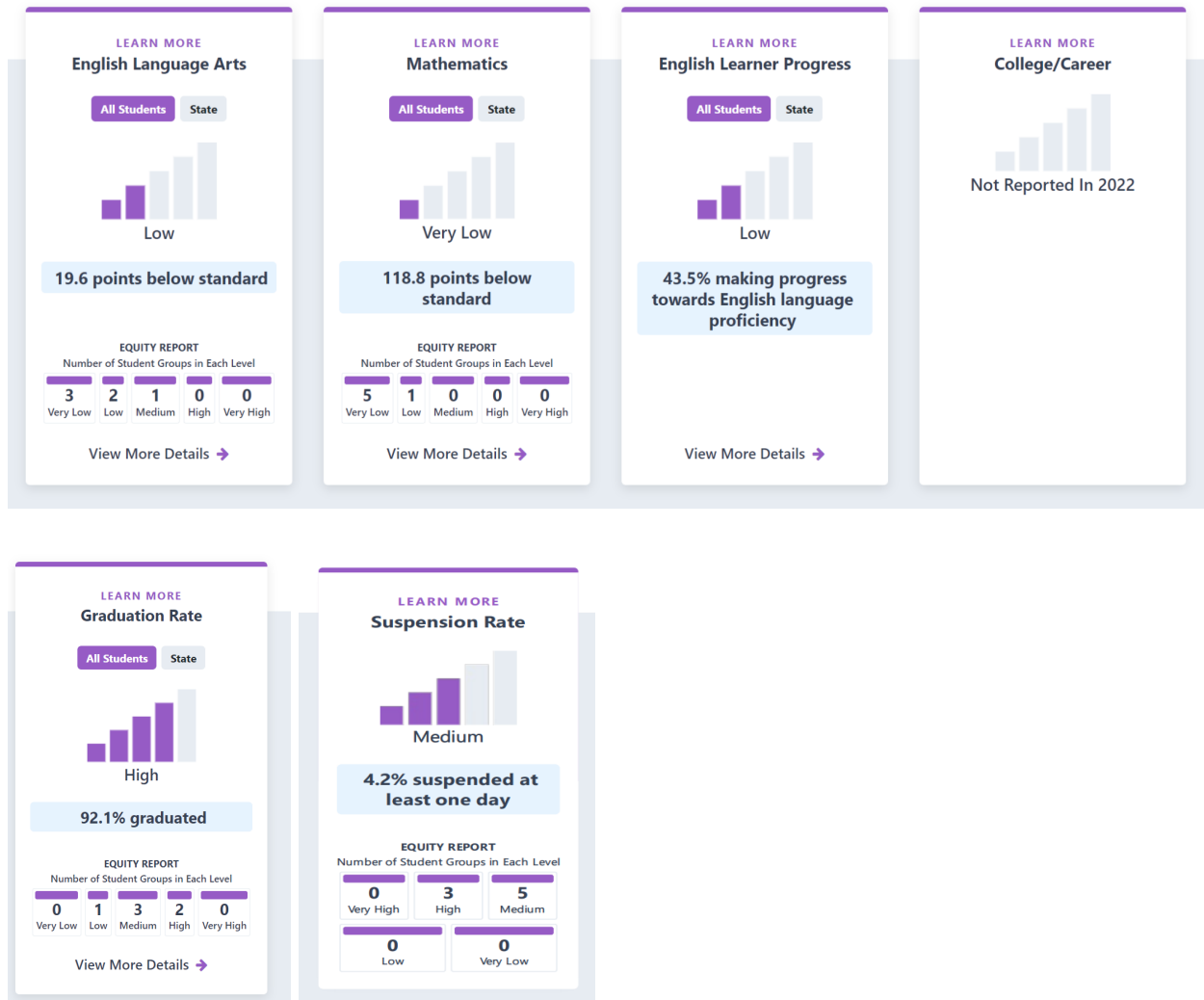
## Student Population

Explore information about this school's student population.



## Academic Performance

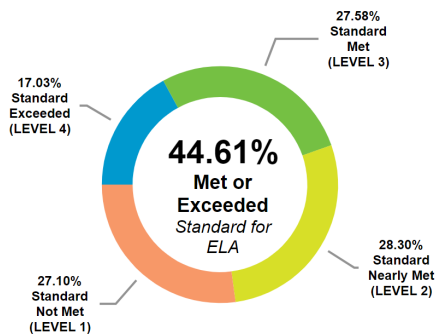
View Student Assessment Results and other aspects of school performance.



The California School Dashboard Performance Overview shows a decrease in performance for students in 2022 from our 2019 Mid Cycle visit. English performance decreased by approximately 11 points below standard and math decreased approximately 36 points below standard. The English learner population has slightly increased from the previous year. Suspension rates remain moderately low. The graduation rate, however, shows 92% of students graduating that year.

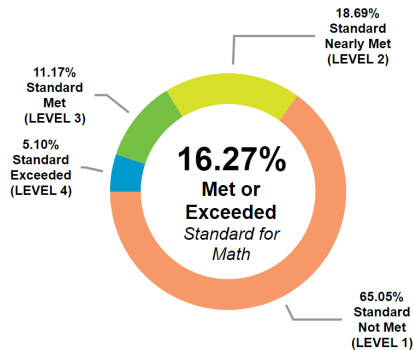
## ELA

Percent of students within each achievement level



## Mathematics

Percent of students within each achievement level



2021-22 CAASPP results also show the student performance decrease. Therefore, our goal for PLCs is to use this data and that from PLC CFAs and ESAs to enrich or intervene with students. As we continue to recover from the school closures, last year's ELA and Mathematics benchmark exams show promising results for growth on the 2023 CAASPP.

Math			ELA		
Chino			Chino		
ESA 1	ESA 2	ESA 3	ESA 1	ESA 2	ESA 3
8.9%	15.3%	31.1%	39.4%	46.8%	39.9%
24.6%	22.0%	40.5%	42.0%	30.1%	41.4%
25.3%	22.7%	26.4%	48.8%	46.3%	47.7%
			48.2%	50.0%	50.8%

## Assessment of School Program and its Impact on Learning:

At the beginning of the school year Chino High School's principal meets with the Director of Assessment along with his administrative team. Throughout the year, the principal meets with his feeder colleagues to examine site level data and "tweaks" the action plan based on observations he's bringing to that Principal PLC. Twice a year, the principal presents data and artifacts attached to the data at a district meeting along with his Principal PLC. Monthly, the principal is meeting with the ILT to examine pertinent data as well as evidence of student learning etc... Based on the information gathered Chino High School administration has created SMART goals related to that progression or lack thereof which is routinely shared with faculty, staff, and members of the School Site Council. Faculty, staff, and the School Site Council then have conversations about what additional supports are needed to promote academic growth and changes are made accordingly.

Chino High School recognizes that there was a loss of learning during the school closures and that the social-emotional needs of students have increased. To support the loss of learning, Chino High School is working to be "PLC right" which means we have gone back to the basics and are holding each other accountable for student learning. Chino High School is using the results of the ILT PLC survey to meet each PLC where they are. Time is being set aside at each staff meeting to assist PLCs with their

area of need. Additionally, members of ILT have attended PLC meetings to work with teachers and will continue to do so. Our second of three ESAs was recently administered and the results are below for both tests. The ILT, administration and the WASC Steering Committee will continue to work with PLCs on creating common formative assessments, evaluating data, and intervention/enrichment support for students.

The social-emotional needs of students have increased significantly since the pandemic, so much so, that the district has allowed us to hire an additional intervention counselor (MTSS Counselor) that works directly with these students. Students and/or parents can fill out a request form for a student to be seen and teachers have the ability to refer students as well. Our MTSS counselor has created a “virtual relaxation room” where students can watch and listen to relaxing music and visuals. Our counseling webpage has been updated to include videos for the relaxation room, as well as literature for students and families dealing with stress and anxiety. For more information on the social-emotional supports provided to students and families, please visit Category E, Indicator 3.2.

At Chino High School we believe that all students matter. We are a work in progress and will continue to update our school goals and programs available to students as the need arises. This is the first “normal” year coming out of the pandemic so we anticipate student needs will continue to grow. With continued support from the district, community, and staff we will continue to be Chino strong.

### Site SMART goals 2022-23:

1. Participation rates and achievement in each administration of the Essential Standards Assessments in 2022-23 will increase as indicated in the table below:

#### ELA:

##### ESA 1

ELA	Total Students Enrolled	Total Students Tested	% Tested	Exceeded	%	Met	%	E/M	Nearly Met	%	Not Met	%
Grade 9 ESA 1	427	391	91.6%	31	7.9%	123	31.5%	39.4%	129	33.0%	108	27.6%
Grade 10 ESA 1	498	436	87.6%	59	13.5%	124	28.4%	42.0%	134	30.7%	119	27.3%
Grade 11 ESA 1	436	367	84.2%	80	21.8%	99	27.0%	48.8%	106	28.9%	82	22.3%
Grade 12 ESA 1	397	336	84.6%	59	17.6%	103	30.7%	48.2%	94	28.0%	80	23.8%

##### ESA 2

ELA	Total Students Enrolled	Total Students Tested	% Tested	Exceeded	%	Met	%	E/M	Nearly Met	%	Not Met	%
Grade 9 ESA 2	506	414	81.8%	87	21.0%	100	24.2%	45.2%	61	14.7%	166	40.1%
Grade 10 ESA 2	435	339	77.9%	49	14.5%	102	30.1%	44.5%	88	26.0%	100	29.5%
Grade 11 ESA 2	500	396	79.2%	67	16.9%	95	24.0%	40.9%	111	28.0%	123	31.1%
Grade 12 ESA 2	453	319	70.4%	72	22.6%	49	15.4%	37.9%	78	24.5%	120	37.6%

#### Math:

##### ESA 1

Math	Total Students Enrolled	Total Students Tested	% Tested	Exceeded	%	Met	%	E/M	Nearly Met	%	Not Met	%
IM1 ESA 1	441	383	86.8%	13	3.4%	21	5.5%	8.9%	114	29.8%	235	61.4%
IM2 ESA 1	493	402	81.5%	21	5.2%	78	19.4%	24.6%	113	28.1%	190	47.3%
IM3 ESA 1	436	411	94.3%	29	7.1%	75	18.2%	25.3%	106	25.8%	201	48.9%

##### ESA 2

Math	Total Students Enrolled	Total Students Tested	% Tested	Exceeded	%	Met	%	E/M	Nearly Met	%	Not Met	%
IM1 ESA 2	401	355	88.5%	2	0.6%	51	14.4%	14.9%	71	20.0%	231	65.1%
IM2 ESA 2	487	430	88.3%	61	14.2%	80	18.6%	32.8%	95	22.1%	194	45.1%
IM3 ESA 2	478	386	80.8%	13	3.4%	51	13.2%	16.6%	120	31.1%	202	52.3%

- In the 2023 CAASPP results, the combined percent of students scoring “Met” and “Exceeded” in ELA will increase from 45% to 60% and in Math will increase from 16% to 40%.
- The percentage of D/F Rates in mark 3 and mark 6 in each of the A-G subject areas will decrease as indicated in the table below.

### 2022-23, Semester 1:

	6 week		12 week		18 week	
	D	F	D	F	D	F
Eng 9CP	8.9	14.8	9.9	17.5	11.7	9.4
Eng 9 Intensive	0	8.3	0	0	0	0
Eng 10CP	11.5	6.3	8	5.2	6.6	6.2
Eng 11CP	12.5	18.9	10.8	20.5	10.5	19.9
ERWC 11	5.5	2.7	1.4	13.9	1.4	1.4
Eng 12CP	6.7	15.3	12.3	18.4	13.7	14.1
ERWC 12	11.8	35.3	15.2	24.2	9.4	18.8
Eng H/AP	8.3	12.1	8.3	7.8	5.6	6.4
IM 1	12.1	13.5	12.3	15.3	12.4	12.9
IM 2	16.1	32	15.8	25.3	16.5	18.1
IM 3	9.6	26.2	13.5	25	18.8	15.5
IM 1-3H	9.4	8.3	8.2	8.3	6.5	5.9
Biology	22.5	23.6	23.1	39.5	25.2	25.5
Chem	8.6	18.6	10.8	23.6	16.2	17.7
Physics	6.3	18.8	14.3	21.4	7.1	7.1
World History	17.9	23.4	16	19.2	12.3	16.9
US History	10.9	13.3	9.2	11.3	8.5	9.2
Gov/Econ	18.7	18.4	15.7	13	18.7	8.3
World Lang 1-2	10.4	12.7	12.9	12.6	12.5	14.4

The table shows that D and F rates decreased in most ELA courses, but have increased in math from the 6 week grading period to the end of first semester. D and F rates also increased in science classes, but decreased in Social Science. As we continue to strengthen the PLC process and how to provide data driven instruction, we should see D and F rates decline in more courses.

# D and F rates:

End of Semester 1, 2022-23 School Year

# of students with d or F	# of students in subject courses	% for subject
English	358	1929 18.50%
Math	411	1648 25%
Science	237	1244 28%
History	270	1492 18.10%

## Alignment of SPSA/LCAP and Site Areas of Need:

Our 2022-23 Critical Learner Needs have changed from a total of five in 2017 to three.

The chart below shows how the district LCAP, Self Study Critical Learner Needs and SPSA School Goals relate to one another.

District: LCAP Goals (2022-23)	Self Study: Critical Learner Needs (2023)	SPSA: School Goals (2022-23)
<b>LCAP Goal 1:</b> All students are provided a high-quality teaching and learning environment.	<b>Critical Learner Need 1:</b> Use of academic indicators such as our D/F rates, graduation rates, IAB's, progress reports, A-G completion and an increase in the amount of students that stay on track toward graduation. Additionally Teacher and Administrative observations of student engagement.	<b>School Goal 1:</b> Chino High School Teachers in all subjects will ensure that daily lesson goals and objectives match standard-based learning targets ("I Can Statements"). Chino High School Teachers in all subject areas will collectively respond with intervention and extension for the learning target(s) with Tier I and Tier 2 instruction strategies for at least three learning targets. This goal is measured by visible "I Can" Statements in classrooms, common and formative assessment data and D/F rates.
<b>LCAP Goal 2:</b> Students, parents, families, and staff are connected and engaged at their school to ensure student success.	<b>Critical Learner Need 2:</b> Achieve our desired PBIS Gold status. increase our tier 2 and 3 interventions, continue to address chronic absenteeism and move forward with PBIS and school-wide professional development. Increase Parent Communication. Updating the website, informing parents in other ways besides phone blasts, emails and text and increasing parent attendance at school events are the top priority. An increased focus and school climate and parent connectedness are necessary and recommended for increased student achievement.	<b>School Goal 2:</b> By (April 18, 2022) we will score a 2 out of 2 on Tier 1 TFI for increased Student, Family, Community Involvement (1.11) and the related Data Evaluation (1.13). Our goal is to engage and connect all stakeholders with Chino High School and ensure student success, our goal is to increase parent involvement in school events/workshops (PIQE, counselor parent meetings, ETS parent meetings, etc.) by 10%, 95% or better attendance rate, decrease the number of referrals by 10% and

		<p>decrease our suspension rate by 5%. Additionally, to decrease our dropout rate, our goal is to have 100% of students coded appropriately within 30 days of student exit.</p>
<p><b>LCAP Goal 3:</b> All students are prepared for college and career beyond graduation.</p>	<p><b>Critical Learner Need 3:</b> Increase A-G completion. We grew a percentage point, but it wasn't enough growth to achieve last year's goal of an A-G completion rate above 40%. Increase AVID participation rate.</p>	<p><b>School Goal 3:</b> On the 2023 CAASPP, the combined percent of students scoring "Met" and "Exceeded" in ELA will increase from 45% to 60 % and in Math will increase from 16 % to 40%, and CHS will increase AVID participation by 5%. Participation rates for the Essential Standards Assessments in 2022-2023 will increase to 95% or better for all 3 ESA administrations. All CHS Teachers in core subject areas will be trained in Integrated ELD strategies and SWD Teachers will continue UDL and Co-Teach professional development. AP Course enrollment will grow by 5%. CHS A-G completion rate will increase by 5%. By end of year, all students identified as at risk in ELA will be enrolled in an ELA Intervention Course that addresses specific ELA skills needed to successfully complete all grade level ELA assessments. All students will have access to two fully sequenced CTE Pathways that lead to graduation of student participants. 50% of all 12th grade students will meet a-g requirements by decreasing D and F rates by 5% in all grades and all subject areas with an emphasis on our A-G approved classes. SMART Goal Checkpoint 1: August 2020: 40% Seniors with no D/F grades in a-g courses SMART Goal Checkpoint 2: Semester 1 week 6 and week 12: 46% Seniors with no D/F grades in a-g courses SMART Goal Checkpoint 3: Semester 2 week 6 and week 12: 48% Seniors with no D/F grades in a-g courses AP Course Completion with a 3 or higher: AP access: Increase the AP course offerings and access to those courses by students in all subgroups. AP Success: Increase the percentage of students scoring 3 or higher on AP exams. Graduation Rate: All underperforming students will be provided cycles of intervention that lead to successful</p>



		<p>completion of graduation course requirements.</p> <p>All students at risk of not meeting graduation requirements will receive appropriate supports to ensure successful completion of graduation requirements.</p>
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Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

1. The involvement and collaboration of all staff and other stakeholders to equitably support high-quality student achievement
2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes/graduate profile and academic standards
3. The analysis of the California Dashboard indicators and additional data about students and student achievement
4. The assessment of the entire school program and its impact on the learning for all students in relation to the schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria
5. The alignment of a schoolwide action plan/SPSA to the LCAP and the school's areas of need; the capacity to implement and monitor the accomplishment of the schoolwide action plan/SPSA goals.

## Chapter I: Progress Report

### Significant Developments since last WASC Visit:

On March 13, 2020, we received notification from the Superintendent's office that schools would be closed until further notice. That message would change education as we knew it for the faculty, staff, and students of CVUSD. Although the following week, March 16-20, was Spring break, it left us unprepared for what we were about to endure. The next year and a half of education looked quite different for Chino High School, but left us with a stronger sense of community and commitment to each other than ever before.

The week following Spring break, faculty and staff banded together for a 100% virtual curriculum. The administration and counseling personnel worked tirelessly to put together several block schedules for students, to answer to and support an affright community and create a game plan for all for the unknown journey ahead. Teachers and instructional aides worked tirelessly to transform paper based curriculum to virtual, create distanced learning platforms such as Google Classroom and Microsoft teams, update class webpages, etc. At the same time the district was also scrambling. Faculty and staff continued to support each other and around the third week of distance learning, we were at ease with the new "normal."

As the days and weeks progressed it was clear that students were struggling also. Office hours had been put in place for students, but it wasn't enough. Students were estranged, and with no real way to monitor academic progress they were losing interest. Students rarely had their cameras on or participated during instruction. That continued to be the new norm for the duration of the 2019-2020 school year and didn't cease for some until March 2021 when students returned to in-person instruction. We only had a few short weeks with students upon the return. It was a climate of gratitude as students, faculty and staff were grateful for fellowship that seemed like an eternity we'd been without.

2021-22 seemed a bit more promising, as a majority of students remained on site. Students wishing to stay on distance learning were able to do so via our alternative education center. Staff too had the ability to continue distance learning via alternative education, so there was a slight change in staff to accommodate those changes. Staff and faculty went back to the basics with PLC 101 with guidance and support from administration, ILT and the WASC Steering Committee. We focused on the big ideas of PLC and the four essential questions. Data collection resumed for PLC minutes, smart goals, and norms.

### Three Big Ideas

1. A focus on learning
2. A collaborative culture
3. A results orientation

### 4 PLC Questions

1. What do we want all students to learn?
2. How do we know students are learning it?
3. What do we do if the students are not learning it?
4. What do we do if the students have learned it?

2022-23 brought forth the comfort of new beginnings and family traditions. We started the new school year in our brand new school and brought with it the resilience and enthusiasm for community that held us together during the pandemic. Faculty, staff, students, and members of the community were excited for the first time in a very long time as we pondered all the wonders the school year would bring.

The process used to implement and monitor the SPSAs alignment with LCAP goals in large part has to

do with the School Site Council which is composed of teachers, administrators, parents, and members of the Chino community. The School Site Council meets approximately four times a year to review LCAP goals and how the site is making progress toward those goals. At each meeting the principal will review LCAP goals and site SMART goals with the council and will address any areas of need. The school-wide goals in our SPSA are served by action items that are approved by our SSC. Using staff input from feedback gained through district-wide surveys, PLC Leaders and the Chino High School Instructional Leadership Team, the formation, review, and implementation of our action items is a collective process. Additional data metrics that include (but are not limited to) ESA I, II, and III results, CAASPP scores, D/F rates, TFI data, graduation rates, and A-G completion are used to ensure our action items are focused on student needs and success. Our school-wide goals and action items are under constant review, monitoring and revision if necessary. If additional funds are needed to support student learning, the School Site Council votes on those needs and funds are spent accordingly. All funds spent go directly to the classroom whether it be teacher training, electronic devices for students, professional development, and teacher paid tutoring after school, etc. The school budget remains very transparent.

In addition to the School Site Council, teachers (including those participating in collaborative learning models) participate in professional development training that supports effective instructional strategies in ELA/ELD, Math, Science, and Technology to ensure all students experience academic growth is measured by the CVUSD essential standard benchmarks and CAASPP results at the end of the year. Teachers are expected to write daily lesson goals and objectives that match standard-based learning targets. Learning targets are written as "I Can Statements" and are posted where students can easily see them.

To support student, family, community involvement, and data-based decision making, parents are provided multiple opportunities to be involved in school decisions and individual and family learning opportunities to assist them and their students. Opportunities include PIQUE, CABE, ELAC, parent counseling night, community liaison parent workshops, partnerships for learning network meetings, support from the Educational Talent Search program, principal conferences/coffee with the principal. Sign in sheets are provided at most functions. Climate surveys are given each year to parents, students and staff to get input on the overall climate of the school, strength of instruction in all programs, school safety, and effectiveness of communication.

Chino High School's PBIS program recently received Silver Level status for the second year in a row. Referrals for classroom disruptions are down and suspension rates reduced due to the support of teachers in implementing the program. We have discontinued our Love and Logic program to give more focus to PBIS.

Students are provided intervention opportunities in order to increase student achievement, especially for English Learners. In addition to our Educational Talent Search program, site funds are used to pay teachers to tutor students before or after school. Funding has been provided for the science department to purchase materials for labs and hands-on activities. Bi-lingual aides are on staff to support our English Language learners. Chrome books and other technological support are available to students. We are currently 1:1 for student chrome books. Credit recovery is available to students needing to make up credits and is offered both semesters.

All students have access to A-G courses that lead to graduation. AP and honors courses are also offered to students and are A-G approved. Students receiving D's and F's are closely monitored throughout the semester at the 6, 12, and 18 week grading periods. Additional supports are put in place for those students such as intervention services, counseling services, tutoring support, emotional services, and parent conferences to name a few.

Chino High School promotes high school graduation early on by participating in a site funded "Grad Walk" where graduating seniors visit the elementary and junior high feeder schools in their cap and gown. Site funds pay for AVID students and other college informational and educational awareness field trips. All students, including AVID students, receive information on college and career readiness through our counseling center and can also receive help with entrance requirements and financial aid applications. The chart below

shows the progress of the site SMART goals since the 2017 visit:

- Graduation rate remained stable 93-94% **Achieved 94%**
- CAASPP scores increased in Math and ELA **Decreased from 2019**
- Decrease in referrals for student infractions and decrease in suspension rate **Increase in suspensions and decrease in referrals**

CHS 2017-2018	CHS 2018-2019	CHS 2019-2020	CHS 2020-2021	CHS 2021-2022
17-18: ELA 41% at or above standard and 59% nearly met or below standard. 17-18: Math 18% at or above standard and 82% nearly met or below standard.	18-19: ELA 50% at or above standard and 50% nearly or below standard. 18-19: Math 24% at or above standard and 76% nearly met or below standard.	Not tested	10 or fewer students tested, so data is suppressed.	21-22 ELA 44.61% at or above standard and 55.39% nearly or below standard. 21-22 Math: 16.27% at or above standard and 83.73% nearly met or below standard.

This year's SMART goals are focused on three main areas of emphasis and PBIS:

1. **Current Reality:** Participation in ELA ESA is at 83% participation and 42.4% for achievement for ESA #1 and Math ranging from 83-95% participation and for ESA #1.

**School level SMART Goal:** Participation rates and achievement in each administration of the Essential Standards Assessments in 2022-2023 will increase to 95% for participation. Achievement for ELA ESA will increase to 60% by ESA #3. Achievement for Math ESA will increase to 40% by ESA #3.

2. **Current Reality:** 44.61% met or exceeded in ELA and 16.27% met or exceeded for Math for the 2021-22 CAASPP.

**School level SMART Goal:** 2023 CAASPP, the combined percentage of students scoring "Met" and "Exceeded" in ELA will increase from 45% to 60% and in Math will increase from 16% to 40%.

3. **Current Reality:** A high percentage of D/F rates are in math and ELA. The ELA D/F rate fluctuates between 12-18% percent while math is a higher percentage between 21-32%.

**School Level SMART Goal:** The percentage of D/F rates in mark 3 and mark 6 in each of the A-G subject areas will decrease.

4. **Current Reality:** We achieved a score of Silver for Tier 1. Our next TFI is scheduled for Spring 2023.

**School Level SMART Goal:** By (April 18, 2022) we will score a 2 out of 2 on Tier 1 TFI for increased Student, Family, Community Involvement (1.11) and the related Data Evaluation (1.13).

### Critical Areas for Follow Up 2017 Self Study:

The Critical Areas were used as a goal-setting guide in the Schoolwide Action Plan found in the 2011 Self Study. That is no longer the case: in 2017 we transitioned to the use of Critical Learner Needs. The two-fold reason for this is that the most recent ACS WASC requirements call for Critical Learner Needs not

Critical Areas, and the WASC Steering Committee felt it was important to ensure the Critical Learner Needs were aligned to the District LCAP Goals and School Goals implemented through the Schoolwide Action Plan (SPSA).

As the Local Control Funding Formula (LCFF) was only recently implemented state-wide, Chino High School is responding proactively by aligning our Critical Learner Needs with the district's Local Control Accountability Plan (LCAP) Goals; the driving force behind district funding and accountability. Also, new since the 2011 Self Study is the method by which student performance is and will be measured; namely, the Common Core State Standards, NGSS, and the C3 Standards. The Critical Learner Needs were developed using Chino High School's site-specific data. The 2017 Critical Learner Needs are far more thorough than the 2011 Critical Areas, and more importantly, **all five of the 2011 Critical Areas can be found in each one of the 2017 Critical Learner Needs.**

In 2017, our critical learner needs were as follows:

<b>Critical Learner Need 1:</b> All Chino High School students need access to subject-specific technology and software to encourage a robust and rigorous learning environment that exemplifies state standards, and district expectations.
<b>Critical Learner Need 2:</b> All students need scaffolded learning opportunities within the organizational structure of Chino High School to prepare them for college and the workforce.
<b>Critical Learner Need 3:</b> All underrepresented students and low academic achievers at Chino High School need additional support to meet academic standards.
<b>Critical Learner Need 4:</b> All students need their parents/guardians to have opportunities to engage and collaborate with the Chino High School community to support the growth of their children, and increase the effectiveness of programs at the site.
<b>Critical Learner Need 5:</b> All students need effective behavioral and academic interventions and for Chino High School to be a safe, nurturing place to learn.

In the 2017 Self Study document, the School Plan for Student Achievement contained the school's vision and mission statement and a detailed school profile using California Assessment of Student Performance and Progress assessment results. The plan includes five goals, the first dealing with accessibility of technology to all students that allow for a high quality teaching and learning environment. The second goal deals with building connections and engagement at school to increase student success. A main focus was increasing parent opportunities to be involved in school decisions as well as individual and family learning opportunities. Goal number three focused on preparation for college and career beyond graduation. The multiple strategies used to achieve this goal include, properly identifying and monitoring at-risk students, increasing access to English Language Arts and Math supports, increasing College and Career Readiness access, and increasing A-G course completion. The fourth goal addressed family and community engagement. This goal increased parent involvement in school events and workshops such as Parent Institute for Quality Education, counselor parent meetings, and Educational Talent Search parent meetings by 15%. Goal number five deals with promoting a positive learning environment. The focus was decreasing the number of referrals by five%.

In the 2019-20 SPSA we again focused on three specific goals which are in support of the district LCAP goals which are in line with the district's Areas of Emphasis (AOEs). Goal 1 speaks to the identified critical areas for follow-up 1 and 4. The goal supports delivery of a high-quality teaching and learning environment. Specifically, Chino High School is continuing with the previous school year's goal to decrease our D/F rate by 5% in all subjects. The 2018-2019 school year ended with a D/F rate of 31% in Math and 25% in English Language Arts. While Chino High School maintained it's A-G course completion at 39.1%, Chino High School is moving forward with the goal to finish the school year with over 43% of all twelfth-grade students meeting the University of California or California State University A - G requirements. To support the goal, all collaborative teachers will be trained in Universally Designed Lessons (UDL) and will receive training in the use and implementation of technology for classroom instruction, assessments, data analysis, and school to home communication.

Goal 2 addressed connections to and engagement at school to ensure student success. Specifically, our goal is to increase parent involvement in school events/workshops (PIQUE, counselor/parent meetings, ETS parent meetings, etc.) by 10%, increase all student attendance rates by 2%, decrease the number of referrals by 10%, and decrease our suspension rate by 5%. Additionally, our goal is to decrease the dropout rate, ensure that 100% of students are coded appropriately within 30 days of student exit within Aeries (student information system).

Goal 3 addressed student preparation for college and career beyond graduation. Specifically, our focus under this goal is to increase student English Language Arts and Math CAASPP scores by 5% and A-G completion rate by 4%. Additionally, Chino High School will increase AVID participation and increase the resources and support for students with Tier 2 and Tier 3 identified needs, such as before or after school tutoring, Math 180, Read 180, etc. The motivation for the school goals perhaps comes from the fact that our school site has seen success with our test scores in the areas of ELA and Math. CAASPP scores increased by 9% in English Language Arts and 6% in Mathematics. Each year multiple sources of data reveal areas of need and address those areas in specific ways using multiple resources and interventions.

The 2022-23 SPSA remains focused on the alignment of the district LCAP goals and district Areas of Emphasis. Additionally Chino High School continues to work on the Self-Study and Mid-Cycle visiting committee recommendations.

In 2017, the Self-Study Visiting Committee recommended the following:

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**School Goal 1 Emphases:**

- Implement subject-specific software and hardware in each of the four core subjects.
- A training calendar should be created for teachers to receive training on Office 365, Aeries gradebook, and creating a class webpage.
- Students should learn about acceptable use of technology in Freshman Trans, and vetting primary and secondary sources in 9th grade English classes.

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**School Goal 2 Emphases:**

- The number of students eligible for UC/CSUs should increase by 5% each year.
- A target goal of 90% of students should be completing both CCGI milestones per grade level each year.

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**School Goal 3 Emphases:**

- The site's repertoire of tutoring options, such as study skills courses, needs to expand.
- Implement MTSS at a high school level and track student progress to obtain baseline data.

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**School Goal 4 Emphases:**

- Increase parent participation at Back to School Night, Open House, Spring parent conferences to track baseline data.
- Host quarterly awards ceremonies to reach all students; from improved behavior, to random acts of kindness, strong attendance, and improved grades.

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In 2019, the Mid-Cycle Committee recommended the following:

Growth Areas for Continuous Improvement: The visiting committee concurs with the school's identified areas for growth:

1. Continue to provide a high-quality teaching and learning environment, including the implementation and monitoring of effectiveness of the Tier I Positive Behavioral Intervention Supports.
2. Continue to implement a variety of engagement strategies to support student success for all student groups.
3. Continue to implement and monitor effectiveness of strategies and actions to help prepare students for college and career beyond graduation, including strategies to increase student voice, choice and agency (ASB, Clubs, AVID, awards, etc.).
4. Continue parent outreach and communication strategies to increase participation and support.

5. Continue implementing professional learning priorities to increase teacher expertise and use of effective strategies to best meet students' academic and social emotional needs.

Additional Growth Areas for Continuous Improvement:

1. Adapt action plan priorities as needed to best meet student needs and school and district goals.
2. Continue to monitor the impact of actions and goals on student success and well-being.

The 2022-23 SPSA remains focused on the alignment of the district LCAP goals and district Areas of Emphasis. Additionally Chino High School continues to work on the Self-Study and Mid-Cycle visiting committee recommendations. The following table shows an updated summary of implications data and identified Critical Learner Needs from the 2017 Self Study recommendations.

**Critical Learner Need 1:** All Chino High School students need access to subject-specific technology and software to encourage a robust and rigorous learning environment that exemplifies state standards, and district expectations.

**Implications of Data:** The use of technology has increased significantly over the past three years. Chromebooks have been provided for student use. Chino High School is now 1:1 with chrome books. Staff have had several opportunities to be trained to use Office 365, Aeries, class webpages in the Chino High School website, Google Classroom, and OneDrive. A representative from our technology department at the district office comes frequently and upon request to work with teachers and their individual technology needs. As a result, many teachers have increased their knowledge and use of such instructional technology applications like Kahoot, Quizzlet, Quill, FlipGrid, Desmos and Nearpod. CAASPP participation rates and results show that student participation rates for testing are increasing as most students at Chino High School take the CAASPP test and three district ESA (Essential Standards Assessments) in English and Math. The data shows that most students are not proficient in either English, Math, or CAASPP tests, and district and site stakeholders believe that taking ESAs regularly and using the data to enrich/intervene with students will help to close this achievement gap. Teacher use of mobile computer carts, chrome books, and labs has decreased due to the 1:1 ratio of chrome books. However, chrome books are being used significantly more in classrooms as a result of being 1:1. As we have become more exposed to and trained on technology use, teachers are making progress toward creating a more rigorous learning environment.

**Critical Learner Need 2:** All students need scaffolded learning opportunities within the organizational structure of Chino High School to prepare them for college and the workforce.

**Implications of Data:** Student enrollment in AP and AVID classes continued to increase over the past few years, but the number of students taking AP tests has slightly decreased post pandemic. Our linked learning academies have transitioned from traditional academies to CTE Pathways. The new pathway format has proven to offer our students very rigorous career technical educational opportunities, while allowing the students to have more flexibility in their schedules to experience different courses. The implementation of a groundbreaking BioMedical Science and Technology Academy has increased the number of students taking AP and Honors courses. To prepare students for the transition from high school to college, the counseling department continues to offer college and financial aid counseling. Data from the California School Dashboard in 2019 shows that college and career readiness of students needs to increase. No update has been reported for 2022. The strategies being implemented to increase college and career readiness are to add new AP courses and teacher p.d./teacher collaboration time. There should be an increase in passing scores as a result. Chino High School needs to continue to increase recruitment for Dual Enrollment classes. Additional CTE courses have been added since 2017. Incentives for student performance on the CAASPP include a senior trip. "First Best Instruction" professional development participation needs to increase by including members outside the ILT with 2 Teach and Solutions Tree for continued focus on PLC work/data review by PLC teams. Additional PD should also have a positive impact on instruction. District instructional coaches continue to support teachers to improve instruction which also improves A-G achievement rates and graduation rates. We need continued AVID recruitment and enrollment.

**Critical Learner Need 3:** All underrepresented students and low academic achievers at Chino High School need additional support to meet academic standards.

**Implications of Data:** CAASPP summative assessment results show achievement levels in the areas of English and Math have declined. ELPAC proficiency numbers have decreased approximately 16%. This includes Special Education students. D and F grade rates show an increase. Prominence on Social-emotional supports need to

remain in place, as well as the additional intervention counselor. Emphasis needs to continue on junior and senior students to take summer school, credit recovery and/or adult education courses for graduation rates to remain high. IEP goal monitoring is done by all case carriers on campus to ensure that the students in Special Education receive appropriate accommodations and are placed in appropriate educational settings. Chino High School has increased the number of collaborative classes for Special Education students as well as aide support in specific general education classes. Chino High School currently offers study skills courses, lunch and after school tutoring with Chino High School Staff and Cal Poly Pomona students.

**Critical Learner Need 4:** All students need their parents/guardians to have opportunities to engage and collaborate with the Chino High School community to support the growth of their children and increase the effectiveness of programs at the site.

**Implications of Data:** The PIQUE program and the number of participants has grown over the past three years. The Educational Talent Search parent participation data shows an increase over the past two years. Chino High School continues to use Remind.com and Aeries Parent Square to share important information and events with parents and the community. This includes the use of online grades. Chino High School also uses social media such as Facebook and Instagram to keep students, parents, staff, and members of the community updated on important events and celebrations. Evidence of participation can be found in the Category E 1.1 evidence folder in Google Drive. There has been considerable positive feedback from parents regarding the increase in communication between Chino High School and the community. This information was obtained via the School Climate Survey in 2021-22. This year's school climate survey will be distributed in January 2022. Other parent programs include ELAC, DLAC, and Family Stories led by administration and our community liaison.

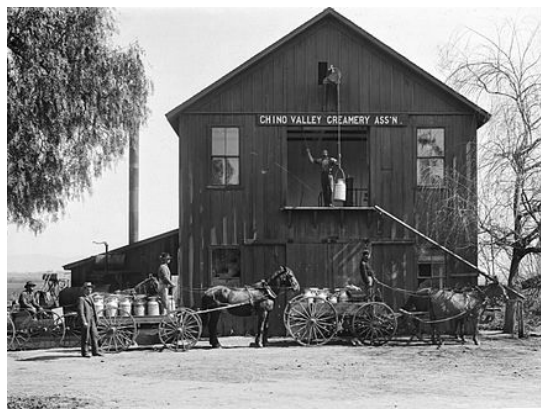
**Critical Learner Need 5:** All students need effective behavioral and academic interventions for Chino High School to be a safe, nurturing place to learn.

**Implications of Data:** A major change since the last WASC visit was the implementation of PBIS (Positive Behavior Intervention System) for which the site received a silver award. Of our staff, 67% implement positive behavior interventions in the classroom. Chino High School offered a PBIS parent workshop to educate parents on student stress reduction. Changes in the master schedule include a change in staffing to accommodate smaller class sizes and additional periods. Chino High School has increased the number of collaborative classes for Special Education students as well as aide support in specific general education classes. Chino High School continues to have two intervention counselors who work with our at-risk 9th - 11th grade students. Our female intervention counselor oversees the ROX Girl's Program on our campus. Chino High School is the first high school in California to have the program. One of our male counselors holds two grief counseling groups each year: one in the fall and one in the spring. Chino High School currently offers study skills courses, lunch and after school tutoring with Chino High Staff and Cal Poly Pomona students. Recruitment for peer tutoring with our NHS and AP students needs to increase.

- Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.
- Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.
- Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated *all schoolwide critical areas (growth areas for continuous improvement)* from the last full self-study and all intervening visits.
- Comment on the original critical areas for follow-up (*growth areas for continuous improvement*) not in the current schoolwide action plan/SPSA.



## Chapter II: Student/Community Profile and Supporting Data and Findings



Chino Valley Creamery, c. 1900

### History of the City of Chino

Little known to residents, the City of Chino has a rich history that reflects several major events that have occurred in California. Chino was first inhabited by the Tongva Indian tribe and after the arrival of the Spanish in California, Chino was included in the lands of the Mission San Gabriel Arcangel which was established on September 8, 1771. The mission divided its land into *asistencias* or sub-missions for management purposes, and Chino's lands were used for grazing horses and cattle to aid the mission's self-sustainability.

After Spain lost California following Mexico's War of Independence in 1821, the missions in California became secularized in 1841. Chino was part of the land grant of Rancho Santa Ana del Chino made to Don Antonio Lugo by the Mexican governor of Alta, California. During the Mexican-American War in 1848, the Battle of Chino was fought near the present-day border between Chino and its neighboring city Chino Hills. After the war, California became part of the United States and the Rancho Santa Ana del Chino lands passed to the descendants of Don Lugo. During this time, Chino became a stop for people heading to California's gold rush and the Butterfield Overland Mail stage stop was built near Euclid and Pine Avenues for those traveling by stagecoach along the southern trail from St. Louis to Los Angeles to San Francisco between 1857 to 1861. The stop was reopened after the Civil War under the new management of the Wells Fargo Stage Company until the trans-continental railroad was built and stage lines were no longer profitable.

The land was then bought by Richard Gird in 1881, a successful silver miner who had recently arrived from Tombstone, AZ. In 1887, Gird subdivided the land and created the town of Chino. Gird convinced the Oxnard brothers to build a sugar beet factory in the new town one block South of the intersection of Central and Chino Avenues. Its opening on August 20, 1891 attracted hundreds of workers and their families to work there. Much of Chino Valley was planted in sugar beets and the factory became the largest sugar processing factory in the state. With the building of the factory, a railroad was needed to carry factory equipment and goods for stores into Chino. Also the railroad was needed to carry refined sugar and produce out of Chino. The railroad line was built as a loop from the Southern Pacific tracks in Ontario and Pomona to Chino.

The Chino Land and Water Company purchased Richard Gird's land in 1901 and attracted land buyers from around the world who used the land to grow walnuts, sugar beets, alfalfa, grain, corn, potatoes, tomatoes, strawberries, apples, peaches, and apricots. In 1910, Chino was incorporated into a full-fledged city. The city thrived, but there were changes; a notable one was the sugar beet factory on the intersection of Central and Chino Avenue closed in October 1917 when the price of sugar beet seeds became too expensive to be profitable. Fortunately, with the influx of other sources of farmland production, canneries

opened to can the produce grown there. Shortly thereafter, dairy farmers, many who were ethnically Dutch, started to move into the area with the dairy industry winning awards for production in the 1930's and using innovative techniques of sanitation. Chino would eventually become the largest milk producing community in California, which was the largest milk producing state. To improve the economic situation in Chino in the 1930's, the city agreed to the building of the Chino Institution for Men. It was completed in 1941 and is the second largest employer in the city after the Chino Valley Unified School District. The California Institution for Women has existed in its current location since it moved from Tehachapi in 1952. However, it only became a part of the City of Chino in 2003 through annexation of unincorporated San Bernardino County land.

The Chino community played a part in the war effort during World War II by supplying canned produce to the troops. The Chino Airport was known as Cal Aero Field at the beginning of World War II. Cal Aero Academy was one of the first civilian flight schools and was contracted by the Army Air Forces after the start of the war to train Army Air cadets. The academy trained 10,365 fighter and bomber pilots in Chino during World War II. The academy closed October 16, 1944. After the war 34,000 war planes had to be disposed of and 1,900 of them were flown to Cal Aero Field. The fields around the airfield were used for parking the planes until they could be sold or dismantled and melted down. Chino Airport is currently one of the centers of plane restoration in the country and has two plane museums on its premises.

Due to the growth of Los Angeles during and after World War II, land prices in the greater Los Angeles area increased. This caused dairy farmers to migrate from Los Angeles to Chino. Between 1947 and 1955, the number of dairies in Chino increased by 42%. The dairy industry reached its peak between the 1950's and the 1980's. From the 1960's to the 1980's, as housing and land prices increased in Los Angeles and Orange Counties, many people and industries began moving to Chino. Since the 1980's the increasing land prices have caused the dairy industry to leave the area. Their lands have been developed into houses, apartments, and retail shopping areas. However, Chino has retained the agricultural sector of its economy supplying produce to surrounding markets. According to the city's 2015 financial report, a stable source of revenues for the city is a well-diversified retail, commercial, and industrial sales tax and property tax base.

## Community Facts

As of US Census, July 2021

<b>Population Estimates, July 1 2021, (V2021)</b>	<b>92,975</b>
<b>PEOPLE</b>	
<b>Population</b>	
<b>Population Estimates, July 1 2021, (V2021)</b>	<b>92,975</b>
Population estimates base, April 1, 2020, (V2021)	90,989
Population, percent change - April 1, 2020 (estimates base) to July 1, 2021, (V2021)	2.2%
Population, Census, April 1, 2020	91,403
Population, Census, April 1, 2010	77,983
<b>Age and Sex</b>	
Persons under 5 years, percent	6.1%
Persons under 18 years, percent	21.4%
Persons 65 years and over, percent	11.6%
Female persons, percent	45.1%
<b>Race and Hispanic Origin</b>	
White alone, percent	48.8%
Black or African American alone, percent (a)	6.3%
American Indian and Alaska Native alone, percent (a)	0.6%
Asian alone, percent (a)	15.0%
Native Hawaiian and Other Pacific Islander alone, percent (a)	0.7%
Two or More Races, percent	9.8%
Hispanic or Latino, percent (b)	52.8%
White alone, not Hispanic or Latino, percent	22.7%
<b>Population Characteristics</b>	
Veterans, 2016-2020	3,561
Foreign born persons, percent, 2016-2020	23.4%
<b>Housing</b>	
Housing units, July 1, 2021, (V2021)	X
Owner-occupied housing unit rate, 2016-2020	61.9%
Median value of owner-occupied housing units, 2016-2020	\$476,800
Median selected monthly owner costs -with a mortgage, 2016-2020	\$2,399
Median selected monthly owner costs -without a mortgage, 2016-2020	\$562
Median gross rent, 2016-2020	\$1,697
Building permits, 2021	X
<b>Families &amp; Living Arrangements</b>	
Households, 2016-2020	23,062
Persons per household, 2016-2020	3.33
Living in same house 1 year ago, percent of persons age 1 year+, 2016-2020	82.8%
Language other than English spoken at home, percent of persons age 5 years+, 2016-2020	40.9%
<b>Computer and Internet Use</b>	
Households with a computer, percent, 2016-2020	96.9%
Households with a broadband Internet subscription, percent, 2016-2020	92.2%
<b>Education</b>	
High school graduate or higher, percent of persons age 25 years+, 2016-2020	81.3%
Bachelor's degree or higher, percent of persons age 25 years+, 2016-2020	23.4%
<b>Health</b>	
With a disability, under age 65 years, percent, 2016-2020	5.0%
Persons without health insurance, under age 65 years, percent	10.4%

Economy	
In civilian labor force, total, percent of population age 16 years+, 2016-2020	56.3%
In civilian labor force, female, percent of population age 16 years+, 2016-2020	58.2%
Total accommodation and food services sales, 2017 (\$1,000) (c)	179,746
Total health care and social assistance receipts/revenue, 2017 (\$1,000) (c)	326,203
Total transportation and warehousing receipts/revenue, 2017 (\$1,000) (c)	475,430
Total retail sales, 2017 (\$1,000) (c)	1,424,259
Total retail sales per capita, 2017 (c)	\$16,264
Transportation	
Mean travel time to work (minutes), workers age 16 years+, 2016-2020	34.6
Income & Poverty	
Median household income (in 2020 dollars), 2016-2020	\$85,659
Per capita income in past 12 months (in 2020 dollars), 2016-2020	\$26,862
Persons in poverty, percent	8.4%
Businesses	
Total employer establishments, 2020	X
Total employment, 2020	X
Total annual payroll, 2020 (\$1,000)	X
Total employment, percent change, 2019-2020	X
Total nonemployer establishments, 2019	X
All employer firms, Reference year 2017	2,343
Men-owned employer firms, Reference year 2017	S
Women-owned employer firms, Reference year 2017	412
Minority-owned employer firms, Reference year 2017	1,058
Nonminority-owned employer firms, Reference year 2017	S
Veteran-owned employer firms, Reference year 2017	77
Nonveteran-owned employer firms, Reference year 2017	S
GEOGRAPHY	
Geography	
Population per square mile, 2020	3,087.4
Population per square mile, 2010	2,631.1
Land area in square miles, 2020	29.61
Land area in square miles, 2010	29.64
FIPS Code	0613210

## History of Chino High School



In May 1897, a bond was passed by the citizens of Chino to form the Chino High District and to build additional rooms as a second story to the existing brick Central School building on the corner of 10<sup>th</sup> and B Street. Two of the rooms were designated for use as a high school. The first class graduated in 1900 and Chino High School would remain the only high school in Chino until the Don Antonio Lugo High School was built in 1972. In 1908 because of the rapid growth in population, the school board approved the building of a new high school building and a \$40,000 bond was passed. The new Chino High School building opened in 1909 on six acres at Riverside Drive and Sixth Street with nine classrooms, a library, auditorium, lunch room, assembly room, gym, teachers' lounge, and offices. Chino High School was accredited by the University of California in 1910 and expanded by five rooms in 1912. An auditorium was added to the campus in 1923.

After the Long Beach earthquake in March of 1933, the school was declared unsafe per the Field Act passed by the state legislature on April 10 which mandated that all school buildings must be earthquake-resistant. A one-story building was then built by the federal Works Progress Administration to replace it. In 1946, segregation of Hispanic students ended in the school district a year before it was mandated by state law. Although Chino High School was never segregated, many of its Hispanic students had attended the segregated 6<sup>th</sup> Street Elementary School. In 1950, plans were made to move Chino High School to its present site. Two buildings containing ten classrooms and the boys' locker room were built in 1952 followed by the addition of the girls' locker room. From there, the Veterans Memorial Stadium was built in 1953. Students would walk between the Riverside Drive campus and the present 55-acre campus until 1955 when all students and staff were relocated to the new campus which grew in leaps and bounds to include other classrooms, a gym, locker rooms, and sports fields.

In 2017, Chino High School celebrated the 120<sup>th</sup> anniversary of its founding. Proudly, one hundred seventeen classes and six generations of Chinoans have graduated from the school. Many have gone on to higher education, vocational, or professional schools. In the 2015-2016 school year, the staff and administration met with school district representatives and an architect to discuss the building of a new Chino High School. The Chino High School stakeholders were told that if the governing board of Chino Valley Unified School District voted to place a bond issue on the ballot of the next election and the citizens of Chino and Chino Hills approved the bond issue, then a new Chino High School would be built on the current campus. Later in 2016, the board placed a \$750 million bond issue on the ballot for the November 8, 2016, election. The voters in Chino, Chino Hills, and Ontario approved the bond issue with 55.93% of voters voting for the bond and 44.01% voting against it according to the San Bernardino County Elections Office of the Registrar of Voters. October 23, 2017 was the groundbreaking ceremony for construction of our new facilities. We are looking forward to the up-to-date learning environment with



classrooms wired to support integration of classroom technology, modern science/engineering labs, and a theater for performances.



2022 looks very different from years past and even from our Mid-Cycle visit in 2020. We have a brand new school! Chino High School opened its new campus to students at the start of the 2022-23 school year. Chino High School is now mostly a two-story indoor structure with over fifty restrooms, a brand new gym, dance studio, and theater, and many other exciting additions. The school's opening was just what the community needed. The new campus allows existing programs on campus to expand and accommodate more students. Band will have a larger area for instruction and rehearsal, as well as a performance center for concerts. The center can also be leased out for performances from the community. The new gymnasium will have a yoga/dance center, wrestling room, and state of the art weight room for athletics and the physical education department. The science department has state of the art laboratories/classrooms to improve students' learning and engagement. With the addition of facilities, the school will have the resources to implement new programs and enhance existing programs.

### **Our Mission Statement**

Chino High School provides students a safe and positive learning environment. We are responsive to their needs, prepare them to meet graduation requirements, provide the opportunity to enter post-secondary education, and become responsible, productive citizens.

### **Our Vision Statement**

Chino High School is committed to providing excellence in education for all students. The school designs programs and provides learning experiences that promote academic achievement and prepare them for successful entry into post-secondary education and a career. Chino High School provides a safe and productive learning environment in which students are free to communicate effectively and solve problems through critical thinking and multi-leveled experiences within curricular and extra-curricular activities.

Chino High School staff is empowered to develop and utilize innovative methods of teaching to best prepare graduates that are lifelong learners and valuable contributors to society. Through the collaboration of school staff, home and community, and the district, every Chino High School graduate is offered the opportunity with access to skills preparing them for the demands of the century.

### **Chino High Student Government, Academies, and Clubs**

#### **Chino High Student Government and Class Structure**

The Chino High School Student Government class serves as an important role in shaping the

direction of both the school and the student body of Chino High School. Activities run through ASB, the class officers, and Renaissance serve a wide range and an important role in our school to bring activities, events, and recognition that are a big part of why Chino High School students love being a Cowboy.

### **Associated Student Body (ASB)**

The Chino High School Associated Student Body is a student-based club, founded under ED Code Section 48930, as an activities and fundraising body for the school community. ASB is responsible for a wide variety of school-wide activities: from school-wide rallies that occur five times per year (fall, winter, and spring sports and two academic rallies), lunch rallies and activities, school spirit days, and two dances per year -- Homecoming in the fall and Prom in the spring. ASB is also responsible for monitoring and conducting fundraising through the school, including fundraisers such as after school pizza sales through AP Club, among others. The group is also responsible for the Chino High School ASB card, a discount card that includes discounted or free tickets to sporting events, discounts to dances, and many other benefits. ASB meets on Thursday during 4<sup>th</sup> period, and currently enrolls students from across the school's total demographic makeup.

### **Freshmen Class**

As the first of our four class groups, the Freshmen class is a club for the freshmen portion of the student population of Chino High School. The Freshman class meets on an as needed basis and normally assists with Prom through fundraising and on campus activities for the freshmen class. Advisers follow the freshmen students from year to year, raising funds for the Junior/Senior Prom when the current freshmen become juniors. Another aspect of the Freshman class is to serve as an introduction to leadership and to learn the systems used at the school for both fundraising and running activities. During the Freshman class' year they will elect two representatives, one of which attends the Interclub Council (ICC) meetings each month.

### **Sophomore Class**

As the second of our four class groups, the Sophomore class is the first time students are elected for office directly by the student body of the school. Like the Freshman class, the Sophomore class continues fundraising for the Junior/Senior prom during the year.

### **Junior Class**

As the third of our four class groups, the Junior class is a club for our current Junior class at Chino High School. The Junior class is run by elected officers and meets bi-monthly on Thursdays at lunch. The Junior class' main responsibilities include concessions at home football games and running the fundraising (including down payment) for the Junior/Senior Prom and fundraising for the Prom Expo, a fashion show promoting the latest prom dresses, tuxedos, make-up, and hair styles. The Junior Class is also involved in several other activities throughout the year, including The Color Run, an annual fitness event through the school and City of Chino (canceled this year due to city factors outside school control), and fundraising activities designed to raise money to help support the Junior/Senior Prom each year.

### **Senior Class**

As the fourth of four classes, the Senior class is a club for the senior students at Chino High School. Like the Junior class, the Senior class has a major role in Senior student activities throughout the year. The officers of the Senior class are elected each year and help coordinate the Senior activities during their term. This year the following activities are being coordinated by the Senior class:

- Senior Sunrise (first day of school, write letters to themselves to be read at the end of the year)
- Senior Luau (BBQ pool party at the beginning of the school year, first week);
- Senior Movie Night

- Senior Sunset (give letter back, end of the year party)
- Senior Field Trip (Six Flags)
- Grad Walk (take graduates to feeder schools for motivation)
- Senior Breakfast (yearbooks, before handout of cap and gown, time capsule, exhume in 10 year class reunion)

For the Senior class, most of the fundraising is brought in through spirit wear, or shirts and sweatshirts sold to seniors throughout the senior year. Generally funds raised for these activities are used to offset the activity cost, lowering cost to the students in the Senior class each year.

### **Interclub Council (ICC)**

The Interclub Council is a body of student representatives, one per club that meets on a monthly basis on the 3<sup>rd</sup> Thursday of the month. The ICC serves as a direct link between the ASB officers and club representatives (designated by each club). During the ICC meetings each club reports their own club minutes and provides direct feedback to ASB on issues regarding their club and its members. ASB also uses this time to request feedback and suggestions to the entire group about ongoing school activities run through ASB including dances, rallies, and other student recognition events.

### **Renaissance**

Renaissance is a leadership class directly responsible for working with ASB on a variety of student and staff recognition projects. Projects handled by Renaissance include:

- Student and Staff Recognition, both during rallies and during staff meetings
- Planning and running academic rallies throughout the year (in conjunction with ASB)
- Awarding and recognizing Chino Cowboy of the Week and Student of the Month
- Perfect attendance awards

Renaissance has an important role on campus as both leaders and facilitators of Cowboy Pride throughout our school community. Chino High School has maintained its community partnerships with Chino Human Services, God's Pantry, Teen Center, Police and Firefighters, Rotary Youth Leadership Awards (RYLA), Leo's Club, and our local armed forces recruitment offices.

### **Biomedical Science and Technology Academy**

The new Biomedical Science and Technology Academy (BST) at Chino High School brings opportunities to life! The BST is a tuition-free, competitive, and rigorous magnet program that combines traditional coursework with cutting edge, specialized classes and curriculum that will prepare our scholars to contribute, excel, and innovate in high demand technical professions and higher education endeavors. This unique program is housed in a new state-of-the-art building on the Chino High School campus. The BST strives for students to be innovative, investigatory and inventive throughout the branches of study offered. BST Academy branches of study prepare students to become industry leaders in their chosen field of Biomedical Science or Cyber Security, keep pace with a changing world and prepare for a cutting edge and successful career they'll love.

### **Link Crew**

Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. The program trains Juniors and Seniors to be Link Crew Leaders. The Link Crew Leaders are positive role models and help mentor and guide the freshmen to discover what it takes to be successful in high school. Link Crew provides support and guidance from the Link Crew Leaders who have been through the challenges that high school poses and



understand the transition can be overwhelming. Our Link Crew program has grown significantly over the last several years. Link Crew currently has 50 trained Link Crew leaders mentoring the freshmen class. Every month, the Link Crew Leaders present a lesson in the Freshmen English classes. The lessons are designed to inspire the 9th graders throughout the year, as well as give them specific tools needed to be successful in high school. Link Crew also puts on regular social activities to facilitate the 9th graders' connections to their Link Leaders and their Link Groups as well as connection to each other as a class. Link Crew Leaders meet regularly to discuss the program's needs and celebrate its successes.

### **Chino High School Clubs**

Chino High School has over 30 clubs and programs (including academies) for their students based on their interests both inside and outside of school. Chino High School clubs are an important part of developing motivation in many students to attend school and be active in the happenings on the Chino High School campus.

### **Advanced Placement Club (AP Club)**

The AP Club is a group on campus with the purpose of offsetting the cost of Advanced Placement exams for a large number of students each year. The AP Club conducts on and off campus fundraising throughout the year. One of the club's most famous fundraisers is its pizza sales that occur on Tuesdays after school from the local Chino pizza restaurant, Pizza Pirates, which is owned by the family of former students. The AP Club meets at lunch on a monthly basis, and participants reflect on the complete cross-section of student diversity on our campus, including all ethnicities and socioeconomic status. The club has single-handedly assisted 32 students in 2021/2022 and 29 students so far in 2022/2023 in paying for Advanced Placement exams over the years, but has also had a large impact on the number of students who take AP classes and exams each year.

### **Art and Honor Society**

The Art Honor Society is a club on campus that supports Chino High School's art class programs and provides a venue to discuss and appreciate art. During their weekly lunch meetings, participating students discuss art history and create works to support the art needs in the community. This includes supporting ASB with back-drops for assemblies, murals for the library, art for teachers' rooms, and administrative offices. The club members also create art to support various ideologies such as PBIS motivational messages on public areas of campus. The club members also have opportunities to participate in field trips throughout the year. Art Honor Society gives students a venue to serve and socialize with other students that have the similar interest of art. Club members must be of good character, serve by doing community service hours, and study/promote artistic scholarship.

### **Buddy Club**

Buddy Club is a club that focuses on helping our program and students with special needs. The goal is to help fundraise and supply any material or anything needed for the special education program. On top of that, the students who are in the Buddy Club, will set up certain days to hang out and have lunch with moderate/severe students. We want those students to feel included and part of our school culture. Since we are a new club, we are trying to get traction and get more involved as the years go on.

### **Christians on Campus Club**

The Christian Club is a religion based club with a focus on exploring the Christian faith. The club meets every Thursday during lunch to bring together community faith-based leaders from local churches and organizations to share with interested students the basis of Christianity, with a special emphasis toward teenage issues and concerns. The club is attended by the entire cultural spectrum who hear the positive messages by school approved speakers and leaders. The club allows students to explore their religious faith and investigate the relationship between the Bible and everyday life. Students also enjoy the free pizza that local organizations donate to each club meeting. The Christians on Campus Club is one of the larger clubs on the Chino High School campus.

### **Cool 2 B Kind**

The Cool 2 B Kind club is a group where students who have been bullied, or have friends who have been bullied, can find a safe place to express their own stories and help others with bullying prevention. The

club meets weekly during lunch on Mondays. The club focuses on spreading an anti-bullying message through participation at school rallies, performing volunteer activities to help support those students who are victims of bullying, and spreading the message of inclusivity across the Chino High School campus.

### **Debate Club**

The debate club is a new club on campus with the goal of providing a venue for students to debate and practice debate for competitions in Southern California. The club is associated with the California High School Speech and Debate Association who host the state competition for congressional debate each year. The club is currently growing with 10 – 15 active participants and is aiming for their first competition this year.

### **Find Kind**

This is a brand new club that was started this year. Find Kind has about 20 members that meet twice a month. They are focused on spreading kindness throughout our Chino High School campus. They have created a kindness tree for students to write kind messages and have done several events to spread awareness about mental health.

### **The Family, Career and Community Leaders of America**

The Family, Career and Community Leaders of America (FCCLA) is a national Career and Technical Student Organization(CTSO) that provides programs, materials and events for students to learn leadership skills, advance their personal growth and prepare for careers. These opportunities are open to all students enrolled, past or present, in the Family and Consumer Sciences (FCS) education on the Chino High School campus. Currently, that would be all students in the Culinary Arts and Library Science classes, as they tie in the lessons and provide further opportunities for students to learn more about the class. The Chino High School chapter has existed for some 50 plus years with the FCS teachers leading as advisors. Being a community based school the chapter provides service activities to the community such as our annual sock drive, food drive and working at the local food bank.

### **Folklórico**

The Folklórico Club traditionally dances at school functions including rallies and lunch-time performances. The Folklórico Club is one of the most popular art-based clubs on campus with over 60 students trying out for spots on the team. The group is a source of pride for those who are a part of the club and a popular part of our school culture. The Folklórico Club allows students to learn and participate in dancing the traditional Hispanic dance form Baile Folklórico (Folklórico dance). The club holds tryouts at the beginning of each year. The Folklórico club practices after school Monday, Tuesday and Fridays. Members are selected to be teachers and train the new members. In addition to the regular club officers, two photographers are elected to take pictures at performances. The Folklórico Club is very involved with the community. Their time is donated to the community during the school year at City of Chino special events, such as parades and park events; local religious establishments' yearly fiestas; senior citizens' institutions; and during Chino High School rallies. Día de Los Muertos and Cinco de Mayo are the Folklórico Club's Chino High School special events.

### **French Club**

The French Club is a school-wide club where students have the opportunity to learn about and explore French culture, including art, culinary, film, and music. The club meets once a week on Wednesdays with a wide racial and cultural cross-section of our school community. The standout activities for the French Club include a twice-yearly field trip to the COLCOA French Film Festival and the Getty Museum to view French Art.

### **Fun Interactions Through Science Club**

The Fun Interactions Through Science Club (FITS) is based on using accessible resources to learn about in depth science. FITS is a fun and interactive club where students explore different areas of science and

why they are important to our world. We cover topics such as Astronomy, Life Sciences, Plant Sciences, and Genomics while also completing labs and immersing ourselves in a plethora of activities to deepen our understanding and knowledge of the topics we are learning about.

### **Gaming Club**

Gaming Club is an extracurricular club on campus that has meetings every Friday at lunch. There are currently 16 club members who attend club meetings regularly, as well as an executive board who attends the monthly Inter Club Council meetings. Gaming Club members bring a variety of gaming consoles to lunch time meetings, and enjoy playing various games and tournaments together. The Gaming Club and the executive board worked together, along with the club advisors, to draft rules and guidelines for club membership. Gaming Club members must maintain a 2.0 grade point average to remain in the club, clean up after themselves, and exhibit mature, appropriate behavior while playing games and attending meetings. We have a "three strikes" system so that any students exhibiting non ideal behavior have a chance to receive a warning and conference with an advisor and correct their behavior. Although we have 16 club members on the roster, new members are always welcome to attend meetings and join the club. We have had several club members bring other friends and students to meetings, and we are proud to not only foster an environment of fun and entertainment, but also to introduce students to their peers and help establish new friendships and support systems for our students.

### **Gender and Sexuality Alliance (GSA)**

The Gender and Sexuality Alliance is a club on campus where everyone is welcome – lesbian, gay, bi-sexual, transgender, queer and questioning (LGBTQQ) students, as well as straight students, and students who do not have a label for their sexual orientations or gender identities. The GSA plays a vital role in making schools safer for LGBTQQ students by providing supportive and accepting spaces to meet, as well as, doing broader organizing work to increase awareness of issues that historically have pertained to gender and sexual orientation. Opportunities are available for students to talk about their feelings, ask questions, and discuss issues they are facing at home, at school, and in their everyday lives.

### **Green Club**

Green Club is an organization which encourages students to develop environmental empathy, passions for environmental sustainability, and knowledge about the workings of environmental systems both on our campus and in society. The club serves as a forum through which students can reach out to influence and engage their peers to promote sound environmental behavior. Green Club aims to empower students to participate and take up meaningful environmental activities and community service. The goal of Green Club is to better understand the planet on which we live, including components of the earth, issues with pollution, and ways to be good stewards of our campus and society.

### **Impact**

Impact is a contemporary dance club with a focus on Hip-Hop style dancing familiar with many students at Chino High School. The activity of this group has varied throughout the past few years, normally meeting together to learn new dances and programs prior to rallies and other events during the year. Impact mainly performs at rallies, but has also performed at special events. For example, a few years ago impact members picked teachers on the campus and taught these teachers to dance, putting on an evening show to fundraise for the group. Impact's performances are popular with our student body and also provide excellent physical exercise for the student dancers.

### **Journalism**

Journalism is a traditional class at Chino High School that has a club component. In addition to the normal class activities, the class includes visits and presentations from actual journalists working in the field, along with college students currently studying Journalism as a major. In recent years, the Journalism Club has elected to forego the practice of a traditionally printed newspaper by publishing a technology based version online at [www.chinolariat.com](http://www.chinolariat.com). Students can also access the Lariat through social media.

### **Leo's Club**

The LEO Club stands for Leadership, Experience, Opportunity and is a community service club on campus. The LEO Club is the junior version of the Lions Club International. Although the focus of the LEO

Club is to provide students with opportunities to give back to their community through service, students are also taught valuable leadership, responsibility, organizational, and social skills. Club meetings are held twice per month to share upcoming event information with club members. Community service projects the LEO Club focuses on throughout the school year include but are not limited to: the Halloween Spooktacular, Breast Cancer Awareness, Rose Parade float decorating with the Lions Club, vision screenings, Macy's Santa Letters, and other various volunteer opportunities within the local community.

### **Key Club**

Chino High School's Key Club has over 30 members that meet twice a month at lunch. Members of Key Club volunteer for several organizations throughout the Chino Valley. These include the City of Chino, Isaiah's Rock, and various churches in the area. The entire mission of Key Club is to introduce students to a life of service and to give back to the community.

### **National Honors Society (NHS)**

The National Honor Society is an organization on campus for students who are working on graduating with honors through the Chino Valley Unified School District and who wish to participate in community service. NHS also provides tutoring services for the entire student population with NHS students assisting themselves and other students in the campus community. To graduate with Honors, students in NHS need to complete certain requirements: having a 3.7+ GPA, completing 30 hours of community service, completing 20 hours of tutoring, passing honors/AP classes in each year of school, exemplary citizenship, and participating in community service projects on and off campus. The students who participate in NHS are some of our school's strongest students and are commonly participants in other school activities including AVID, ASB, and our AP programs.

### **Spanish Club**

The Spanish Club is one of the oldest clubs on campus. It was established in the school year 1983-1984 with the purpose of introducing students to Hispanic culture. Over the years, the Spanish Club has traveled to Mexico and attended productions at Universities and theaters such as the Ahmanson and Pantages. Club members have also attended museums including the King Tut tour. We place an emphasis on our members becoming aware of culture in the arts of paintings, and drama. In addition to cultural awareness, the club provides information and guidance on scholarship opportunities that are available to college-bound Juniors and Seniors.

### **Ruling our Experiences (ROX)**

Rox is an all female club with the goal of empowering young women to increase their self-confidence, motivation, and futures both in and out of school. ROX provides a safe place for young women to discuss issues, concerns, and struggles that are unique to their demographic, including peer pressure, social media influences, and body image concerns. In addition to the training young women receive in the program, the entire group has opportunities several times a year to work on projects to support the CVUSD school of their choice. In addition, opportunities to meet in groups for discussion, conferences, and special speakers occur on a regular basis throughout the year.

### **Thespians (Drama Club)**

The Thespians Club is the name of Chino High School's award-winning drama club, with a direct correlation to the class-based student centered theater program. The club portion meets Wednesdays during lunch and afterschool as needed. The club meets bimonthly usually, but more often as theater productions are run on campus throughout the year. The Drama Club provides a foundation for students graduating with Theatre Honors through the International Thespian Society of The Educational Theatre Association. The Thespians Club welcomes a wide cross-section of the Chino High School population. Membership is open to all students at the school, and commonly includes students who are not enrolled in the drama coursework offered on campus. Our Theatre Conservatory averages six to ten productions a year, with over 200 productions in the last thirty years. In 2011, our Chino High School drama program

was awarded the Most Inspirational Drama Program by The Educational Theater Association.

### Parent Groups

In addition to all our student programs, Chino High School has many parent groups that support our students. Chino High School Association of Parents Students and Staff (CHAPSS) is the school's Parent Faculty Administration. They raise money through parent donations and offer teacher mini grants, student scholarships, and help for families in need. The Football Huddle group holds fundraisers to support the football program by providing meals to the students before the games and holding their banquet at the end of the season. The Band Boosters hold fundraisers to help pay for competitions that are not local and require tour buses, as well as host competitions at Chino High School. The Sports Boosters hold fundraisers to help all of the additional sports teams that do not have an individual group of parents dedicated to them.

### California School Dashboard Performance Overview and other local measures

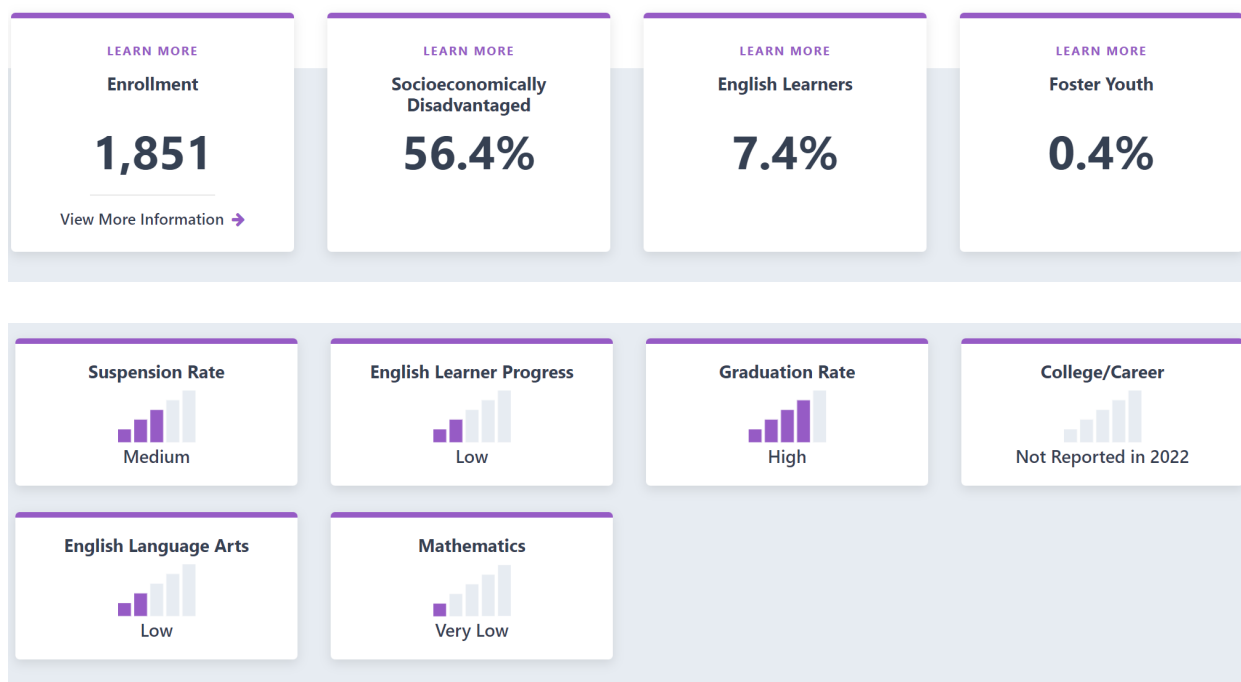
2022:

Our student population has grown from 2019-2022 and so have the needs of our students. Chino High School maintains a graduate rate greater than 90% post pandemic and suspension rates moderately low, although our socio-economically disadvantaged population has grown and progress with English Learner, ELA and Mathematics declined.

CHINO HIGH

## Student Population

Explore information about this school's student population.



The school climate survey is usually sent out to parents, students, and staff in the Spring so one has not been completed for the 2022-23 school year yet. Data and analysis from a school climate survey given to students, parents and staff during the 2021-22 school year

showed the following:



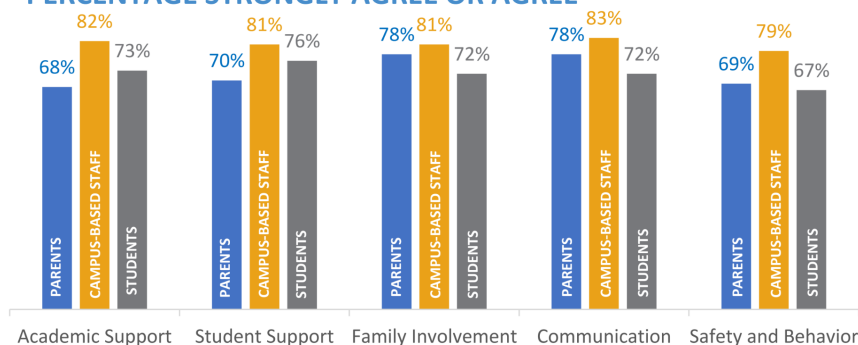
## 2021-2022 SCHOOL QUALITY SURVEY

### Chino High School

#### WHAT WE LEARNED



#### PERCENTAGE STRONGLY AGREE OR AGREE



#### OUR CELEBRATIONS

**89% of staff say** that principals and assistant principals are courteous when I have a concern.



**86% of parents say** that there is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.



**87% of students say** that this school has high learning standards for all students.



#### OUR OPPORTUNITIES

**74% of staff say** that all students are aware of the safety and security procedures.



**68% of students say** that students receive the support they need for academic and career planning.



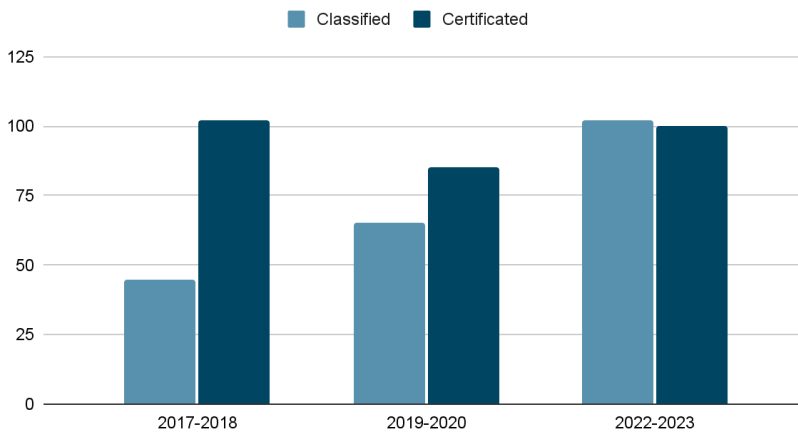
**60% of parents say** that teachers give helpful feedback about student work.



#### Faculty and Staff Data:

Chino High School has approximately 202 classified and certificated staff members. Of those 202, approximately 103 staff members are certificated. Data shows staffing has increased significantly since the 2019-20 Mid-Cycle report and is about the same for certificated for the 2017 Self Study.

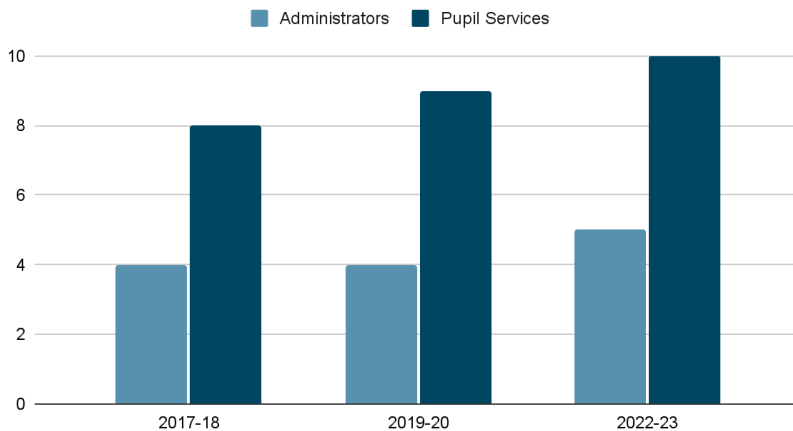
### Chino High School Staff



### Administrators and Pupil Services 2022-23

There has been an increase in the number of administrators and pupil services since the 2019-20 Mid-Cycle report. The increase in administration was due to the growth in our student population, specifically our Biomedical, Science, and Technology Academy students. The growth in pupil services has been in response to the increase of our social-emotional needs of students as a result of the pandemic.

### Pupil Services



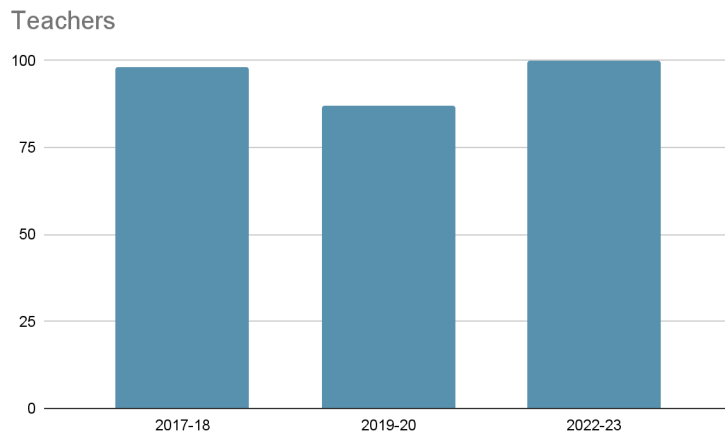
### Race and Ethnicity of Faculty

(See CBED document link, also in Appendices)

[CBED](#)

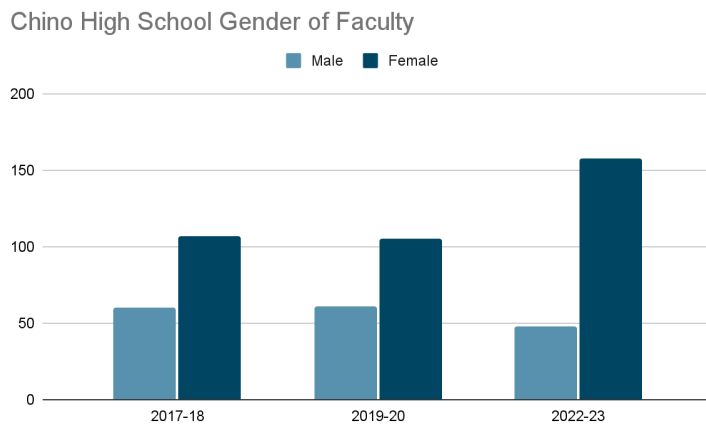
### Chino High School Teachers

The number of teachers at Chino High School over the past few years can be found below. There has been an increase since the 2019-20 Mid Cycle Report.



### Chino High School Gender

The ratio of male to female teachers has changed due to a decrease in teacher retention. Overall school enrollment has decreased over the past several years.



### Length of Employment

There are several returning staff members at Chino High School. Approximately one-fifth of the certificated staff has worked at Chino High School for 20 years or more. A small percentage of our staff are also alumni, including recent hires since the 2019-20 Mid-Cycle report.



**Student Data:****Enrollment:**

School Yr	2017-2018		
	Male	Female	Total
9th grade	252	213	465
10th grade	217	255	472
11th grade	203	228	431
12th grade	271	244	515
total	943	940	1883

School Yr	2018-2019		
	Male	Female	Total
9th grade	260	209	469
10th grade	253	214	467
11th grade	198	229	427
12th grade	190	227	417
total	901	879	1780

School Yr	2019-2020		
	Male	Female	Total
9th grade	257	236	493
10th grade	266	205	471
11th grade	230	205	435
12th grade	186	219	405
total	939	865	1804

School Yr	2020-2021		
	Male	Female	Total
9th grade	203	211	414
10th grade	205	172	377
11th grade	205	155	360
12th grade	192	160	352
total	805	698	1503

School Yr	2021-2022		
	Male	Female	Total
9th grade	233	199	432
10th grade	252	266	518
11th grade	222	216	438
12th grade	245	193	438
total	952	874	1826

School Yr	2022-2023		
	Male	Female	Total
9th grade	263	243	506
10th grade	228	207	435
11th grade	243	257	500
12th grade	227	226	453
total	961	933	1894

## Enrollment by Significant Groups:

Enrollment of most groups has remained fairly consistent from the 2017/2018 through the 2022/2023 school years with the exception of socioeconomically disadvantaged students. That number has steadily risen from 396 students in 2017/2018 to 752 students in the 2022/2023 school year.

2017-2018					2018-2019				
	Total Male	% Male	Total Female	% Female		Total Male	% Male	Total Female	% Female
SWD	184	20.31	107	11.71	SWD	168	19.29	79	9.27
SED	396	43.71	377	41.25	SED	585	67.16	567	66.55
LEP	246	27.15	248	27.13	LEP	217	24.91	228	26.76
Foster	7	0.007	4	0.004	Foster	6	0.006	1	0.001
White	96	10.6	103	11.27	White	97	11.14	93	10.92
Hispanic	737	81.35	745	81.51	Hispanic	713	81.66	701	82.28
Black	15	1.66	18	1.97	Black	15	1.72	16	1.88
2019-2020					2020-2021				
	Total Male	% Male	Total Female	% Female		Total Male	% Male	Total Female	% Female
SWD	158	17.54	88	10.49	SWD	134	18.13	77	11.92
SED	614	68.15	608	72.47	SED	456	61.71	400	61.92
LEP	205	22.75	209	24.91	LEP	147	19.89	117	18.11
Foster	4	0.004	2	0.002	Foster	2	0.002	2	0.003
White	105	11.65	86	10.25	White	85	11.5	61	9.44
Hispanic	728	80.8	689	82.12	Hispanic	604	81.73	548	84.83
Black	17	1.89	22	2.62	Black	12	1.62	11	1.7
2021-2022					2022-2023				
	Total Male	% Male	Total Female	% Female		Total Male	% Male	Total Female	% Female
SWD	186	20.48	113	13.58	SWD	182	19.34	121	13.11
SED	491	54.07	473	56.85	SED	726	77.15	735	79.63
LEP	147	16.19	134	16.11	LEP	130	13.82	129	13.98

Foster	3	0.003	2	0.002	Foster	4	0.004	1	0.001
White	99	10.9	69	8.29	White	99	10.52	88	9.53
Hispanic	730	80.4	714	85.82	Hispanic	752	79.91	767	83.1
Black	23	2.53	16	1.92	Black	24	2.55	23	2.49

**Graduates by Ethnicity By Year:**

2017-2018		2018-2019	
total graduates	489	total graduates	399
Latino/Hispanic	386	Latino/Hispanic	321
American Indian not Hispanic	1	American Indian not Hispanic	0
Asian not Hispanic	28	Asian not Hispanic	8
Pacific Islander not Hispanic	1	Pacific Islander not Hispanic	3
Filipino not Hispanic	4	Filipino not Hispanic	8
African American not Hispanic	10	African American not Hispanic	6
White not Hispanic	53	White not Hispanic	50
2 or more races not Hispanic	6	2 or more races not Hispanic	3
2019-2020		2020-2021	
total graduates	392	total graduates	334
Latino/Hispanic	328	Latino/Hispanic	279
American Indian not Hispanic	0	American Indian not Hispanic	0
Asian not Hispanic	16	Asian not Hispanic	8
Pacific Islander not Hispanic	0	Pacific Islander not Hispanic	0
Filipino not Hispanic	2	Filipino not Hispanic	5
African American not Hispanic	10	African American not Hispanic	7
White not Hispanic	46	White not Hispanic	35
2 or more races not Hispanic	2	2 or more races not Hispanic	0

**2021-2022**

total graduates	413
Latino/Hispanic	343
American Indian not Hispanic	0
Asian not Hispanic	8
Pacific Islander not Hispanic	1
Filipino not Hispanic	9
African American not Hispanic	9
White not Hispanic	38
2 or more races not Hispanic	4

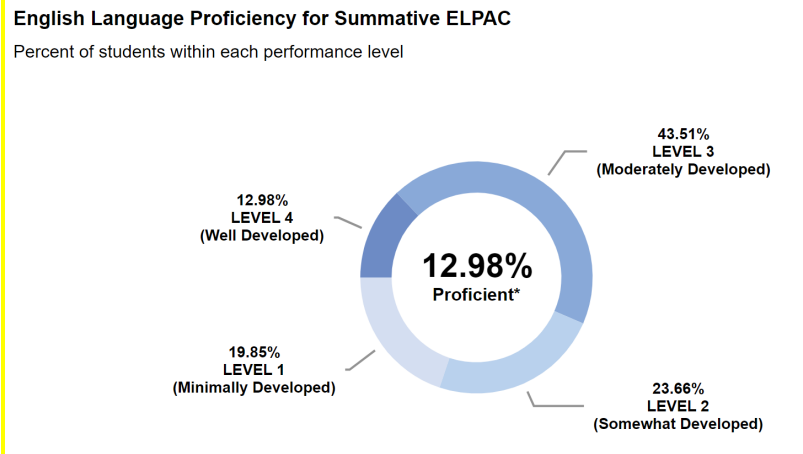
**EL Enrollment by Grade:**

2017/2018		2018/2019		2019/2020	
9th	53	9th	55	9th	60
10th	59	10th	53	10th	57
11th	58	11th	56	11th	48
12th	90	12th	54	12th	44
2020/2021		2021/2022		2022/2023	
9th	30	9th	55	9th	102
10th	44	10th	43	10th	55
11th	46	11th	44	11th	44
12th	34	12th	52	12th	55

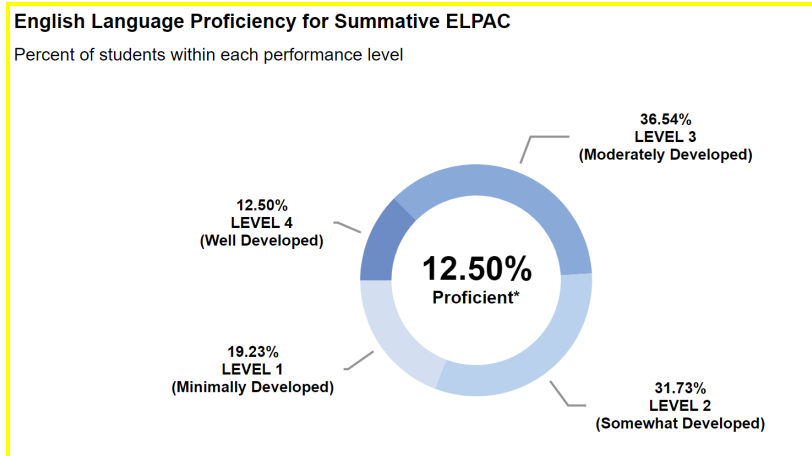
## ELPAC scores

ELPAC scores have decreased since the 2017-18 school year by 16.95%.

### 2021-22



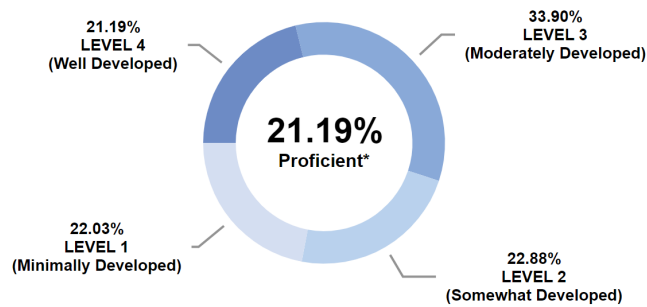
### 2020-21



### 2018-19

### English Language Proficiency for Summative ELPAC

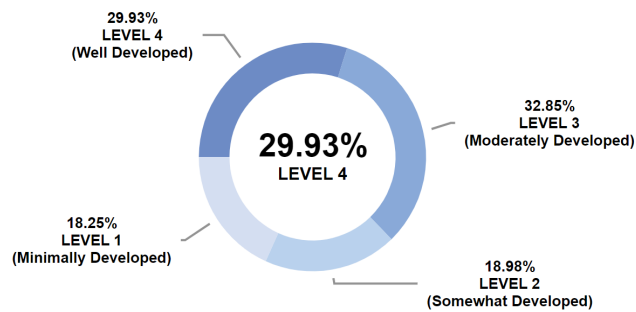
Percent of students within each performance level



### 2017-18

#### English Language Proficiency for Summative ELPAC

Percent of students within each performance level



### Attendance Percentages:

2017/2018	95.4
2018/2019	95.2
2019/2020	96.7
2020/2021	94.4
2021/2022	90.6
2022/2023	92.5 (to date)

Chino High School has maintained its percentage of students in class for the last three years, with the respect to the last two years. This decrease in attendance we believe to be directly related to the repercussions of the pandemic.

### Transfer Patterns

2017/2018				2018/2019				2019/2020		
Inter Out of CHS		25		Inter Out of CHS		113		Inter Out of CHS		28
Inter In to CHS		5		Inter In to CHS		7		Inter In to CHS		3
Intra to CHS		11		Intra to CHS		49		Intra to CHS		37
Intra Out of CHS		209		Intra Out of CHS		243		Intra Out of CHS		247

2020/2021				2021/2022				2022/2023		
Inter Out of CHS		24		Inter Out of CHS		1		Inter Out of CHS		2
Inter In to CHS		8		Inter In to CHS		9		Inter In to CHS		74
Intra to CHS		15		Intra to CHS		26		Intra to CHS		108
Intra Out of CHS		196		Intra Out of CHS		238		Intra Out of CHS		205

### Special Education Enrollment:

Year	TOTAL	SDC	RSP
2017/2018	1883	79	189
2018/2019	1780	69	164
2019/2020	1804	72	157
2020/2021	1503	49	163
2021/2022	1826	65	212
2022/2023	1897	60	218

Chino High School has a large proportion of students receiving Special Education services. Enrollment in the Special Education Department has increased significantly since the 2017 Self Study.

### Students with 504 Plans:

Year	# students
2017/2018	35
2018/2019	8
2019/2020	35
2020/2021	37
2021/2022	43
2022/2023	47

Although the number of students with 504 plans has remained relatively low over the past three years. The average number of students with 504 plans has increased since the 2017 Self Study.

#### Discipline:

2017/2018		2018/2019		2019/2020	
Total school population	1883	Total school population	1780	Total school population	1804
Referrals	1379	Referrals	1041	Referrals	662
Suspensions	43	Suspensions	55	Suspensions	61
Expulsions	0	Expulsions	0	Expulsions	2
2020/2021		2021/2022		2022/2023	
Total school population	1503	Total school population	1826	Total school population	1897
Referrals	96	Referrals	1071	Referrals	859
Suspensions	7	Suspensions	90	Suspensions	50
Expulsions	0	Expulsions	0	Expulsions	TBD

The suspension rate at Chino High School has remained under 6% for the three years listed. There was a peak in suspension and referral rates when students returned to mainly in person instruction for the 2021-22 school year, but that number has decreased significantly this year.

#### D and F Rates

The chart below illustrates the students at Chino High School receiving a grade of D or F in relation to the number of students currently taking classes within each subject area. This chart does not disaggregate the demographic information of students who are receiving D's and F's.

2017/2018		
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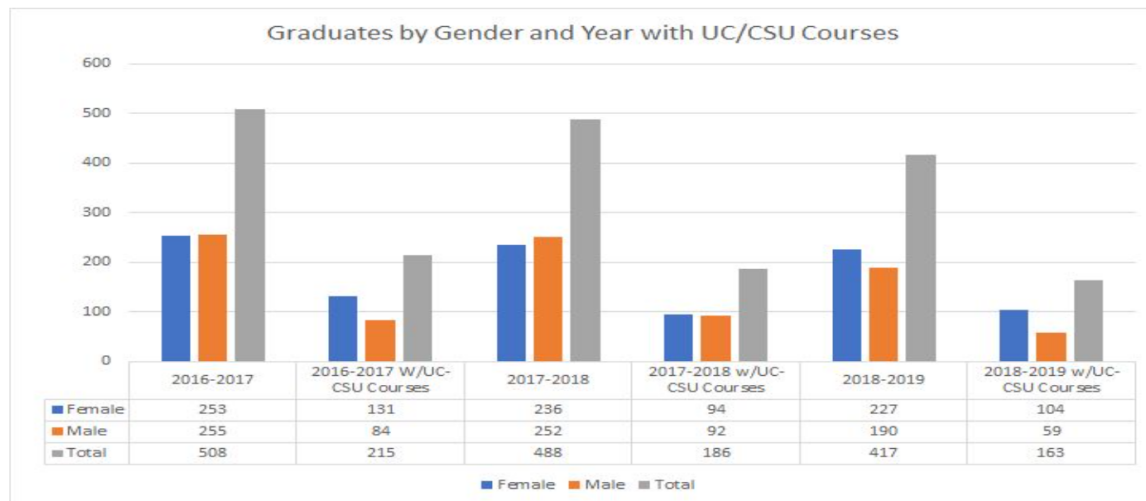


	# students with D or F	Total students in Subject courses
English	279	1666
Math	492	1782
Science	331	1351
History	279	1666
2018/2019		
	# students with D or F	Total students in Subject courses
English	345	1849
Math	456	1662
Science	328	1317
History	246	1552
2019/2020		
	# students with D or F	Total students in Subject courses
English	216	1851
Math	335	1657
Science	221	1334
History	182	1626
2020/2021		
	# students with D or F	Total students in Subject courses
English	256	1510
Math	296	1366
Science	231	1077
History	233	1324
2021/2022		
	# students with D or F	Total students in Subject courses
English	336	1865
Math	425	1656
Science	263	1272
History	357	1918
2022/2023 (to date)		
	# students with D or F	Total students in Subject courses
English	423	1929
Math	457	1648

Science	403	1244
History	313	1492

## Graduation Rates

Graduation rates for school years 2016-27 through 2018-19:



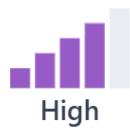
2022 Graduation Data, including *California Dashboard*

2017-2018		
	Total Graduates	total met A-G
Female	<b>237</b>	<b>93</b>
Male	<b>252</b>	<b>93</b>
2018/2019		
	Total Graduates	total met A-G
Female	<b>223</b>	<b>104</b>
Male	<b>176</b>	<b>59</b>
2019/2020		
	Total Graduates	total met A-G
Female	<b>218</b>	<b>94</b>
Male	<b>175</b>	<b>62</b>

2020/2021		
	Total Graduates	total met A-G
Female	153	82
Male	182	69
2021/2022		
	Total Graduates	total met A-G
Female	187	92
Male	226	72

### All Students

All Students State

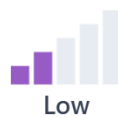


92.1% graduated

Number of Students: 470

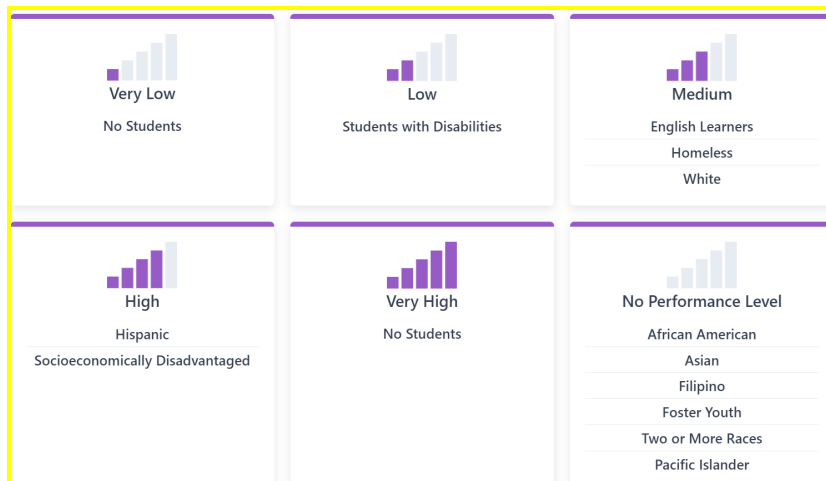
### Students with Disabilities

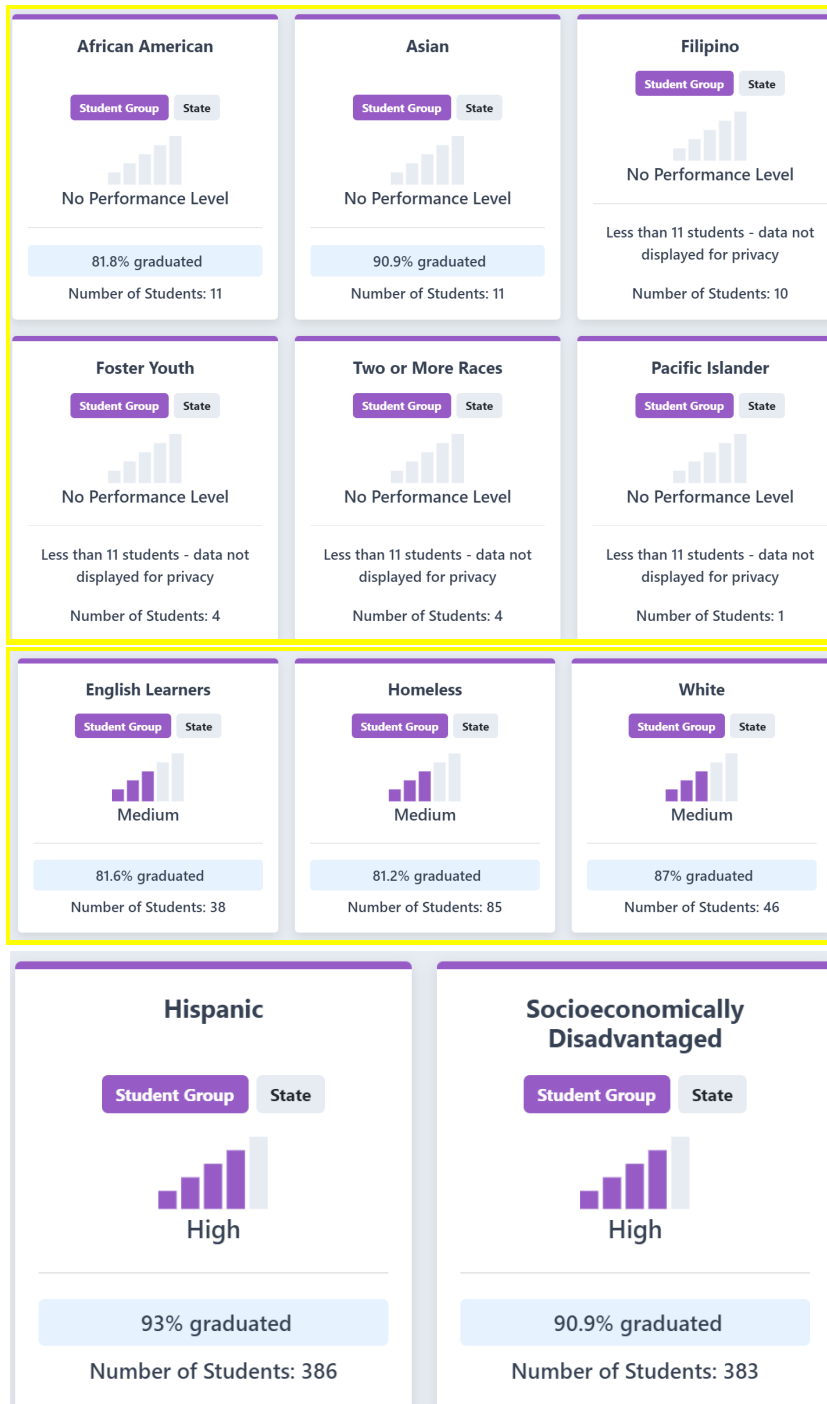
Student Group State



78.3% graduated

Number of Students: 83





Graduation rates have remained fairly consistent throughout the pandemic, with only a drop of 2% from the Mid-Cycle report. The highest percentage of graduates are our Hispanic and Socioeconomically Disadvantaged populations.

### Avid Enrollment

2017/2018			2018/2019			2019/2020	
9th-	32		9th-	41		9th-	34
10th-	36		10th-	30		10th-	30
11th-	23		11th-	33		11th-	27
12th-	40		12th-	24		12th-	30
total	131		total	128		total	121

2020/2021			2021/2022			2022/2023	
9th-	30		9th-	29		9th-	50
10th-	21		10th-	34		10th-	27
11th-	22		11th-	30		11th-	36
12th-	22		12th-	29		12th-	28
total	95		total	122		total	141

### Honors Enrollment

2017/2018	Freshmen Sophomores		2018/2019	Freshmen Sophomores	
English	108	142	English	110	125
Math	42	90	Math	39	93
Social Science		106	Social Science		118
Science	110	90	Science	116	90
Foreign Language	0	37	Foreign Language	1	33
2019/2020	Freshmen Sophomores		2020/2021	Freshmen Sophomores	
English	165	126	English	109	126
Math	51	75	Math	43	74
Social Science		79	Social Science		60
Science	149	87	Science	116	81
Foreign Language	0	49	Foreign Language	0	33

2021/2022	Freshmen	Sophomores	2022/2023	Freshmen	Sophomore s
English	112	126	English	185	127
Math	33	50	Math	65	76
Social Science		56	Social Science		63
Science	95	88	Science	127	83
Foreign Language 1		28	Foreign Language 3		34

#### AP Enrollment

Juniors	Seniors	2020/2021	Fresh	Soph	Juniors	Seniors
65	29	English	0	0	63	36
16	78	Math	8	3	20	47
47	29	Science	0	7	24	21
54	27	Social Science	23	58	48	32
1	4	VAPA	0	1	0	13
55	42	World Languages	0	6	25	22

2021/2022	Fresh	Soph	Juniors	Seniors
English	0	0	59	31
Math	5	10	22	45
Science	0	1	36	20
Social Science	13	23	62	37
VAPA	0	0	2	5
World Languages	1	11	29	23

2022/2023	Fresh	Soph	Juniors	Seniors
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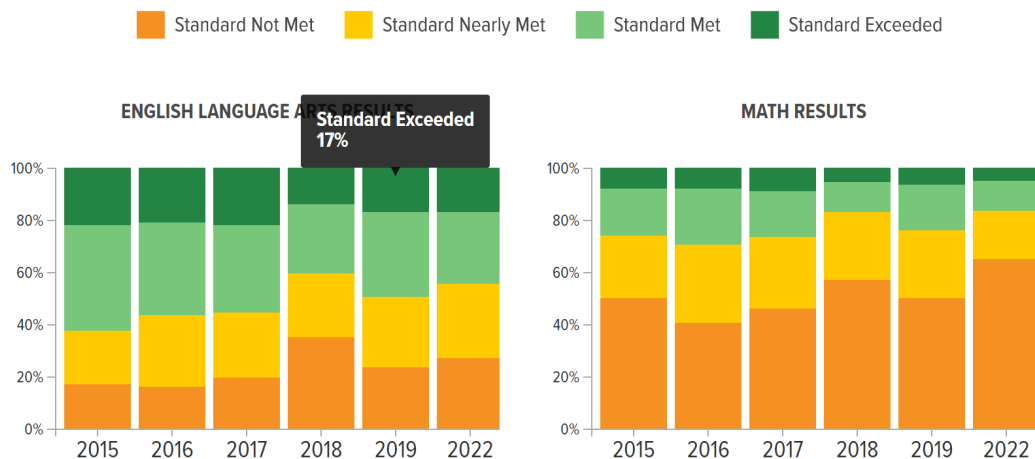
English	0	0	24	48
Math	69	5	13	57
Science	48	4	61	47
Social Science	76	37	46	64
VAPA	0	0	3	12
World Languages	2	2	21	18

## SAT Data

A very small number of students take this test, as it is now optional. Therefore we do not have data to show.

## SBAC Summative Assessment Results

### OVERALL TEST RESULTS



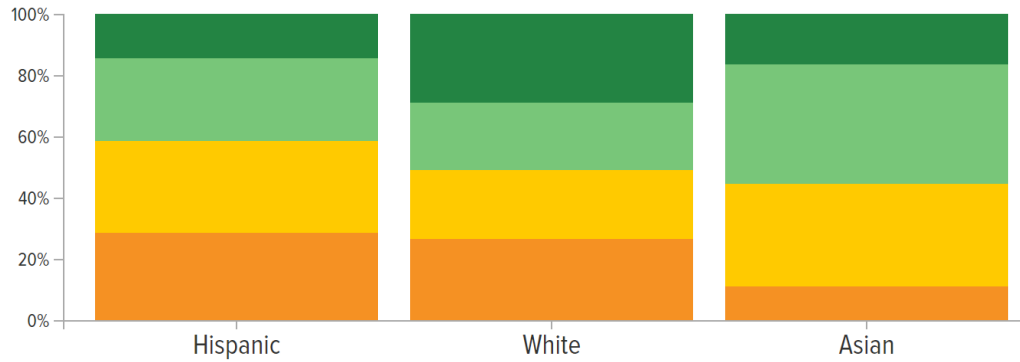
\* Tests for 2020 were not given statewide due to Covid-19 pandemic. Testing in 2021 was optional.

Subject	Standard Not Met 2022	Chg. From 2019	Standard Nearly Met 2022	Chg. From 2019	Standard Met 2022	Chg. From 2019	Standard Exceeded 2022	Chg. From 2019
English	27.1%	+3.69%	28.3%	+1.23%	27.58%	-5.1%	17.03%	+0.2%
Math	65.05%	+14.81%	18.69%	-7.16%	11.17%	-6.15%	5.1%	-1.49%

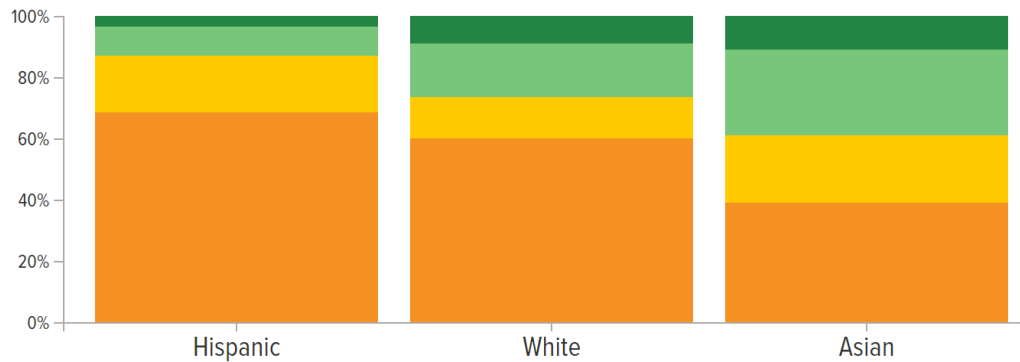
## 2022 TEST RESULTS BY RACE AND ETHNICITY

■ Standard Not Met 
 ■ Standard Nearly Met 
 ■ Standard Met 
 ■ Standard Exceeded

### ENGLISH LANGUAGE ARTS RESULTS



### MATH RESULTS



Race/Ethnicity	English: Standard Not Met	English: Standard Nearly Met	English: Standard Met	English: Standard Exceeded
White	26.67%	22.22%	22.22%	28.89%
Hispanic	28.44%	29.94%	26.95%	14.67%
Asian	11.11%	33.33%	38.89%	16.67%

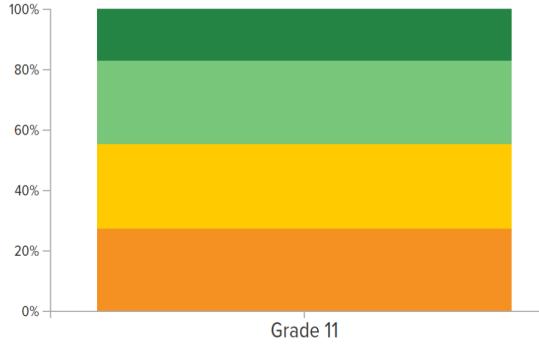
Race/Ethnicity	Math: Standard Not Met	Math: Standard Nearly Met	Math: Standard Met	Math: Standard Exceeded
White	60.0%	13.33%	17.78%	8.89%
Hispanic	68.39%	18.84%	9.42%	3.34%
Asian	38.89%	22.22%	27.78%	11.11%



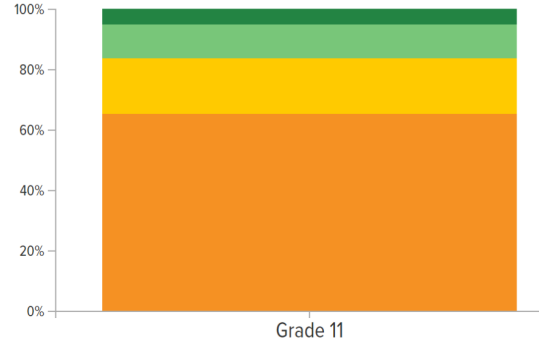
## 2022 TEST RESULTS BY GRADE LEVEL

Standard Not Met Standard Nearly Met Standard Met Standard Exceeded

### ENGLISH LANGUAGE ARTS RESULTS



### MATH RESULTS



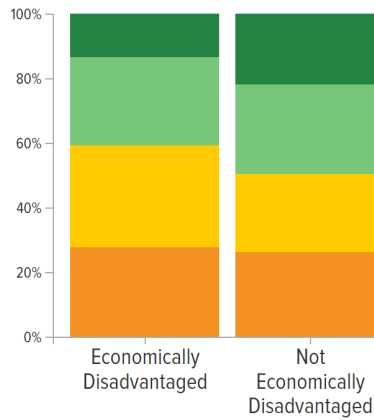
Grade	English: Standard Not Met	English: Standard Nearly Met	English: Standard Met	English: Standard Exceeded
Grade 11	27.1%	28.3%	27.58%	17.03%

Grade	Math: Standard Not Met	Math: Standard Nearly Met	Math: Standard Met	Math: Standard Exceeded
Grade 11	65.05%	18.69%	11.17%	5.1%

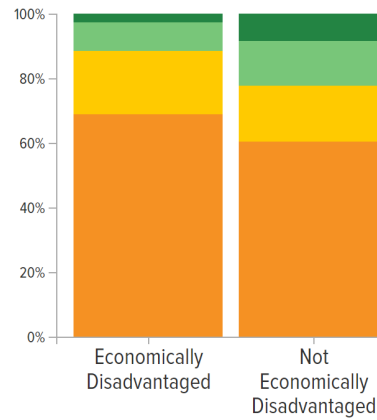
## 2022 TEST RESULTS FOR LOW INCOME STUDENTS

Standard Not Met Standard Nearly Met Standard Met Standard Exceeded

### ENGLISH LANGUAGE ARTS RESULTS



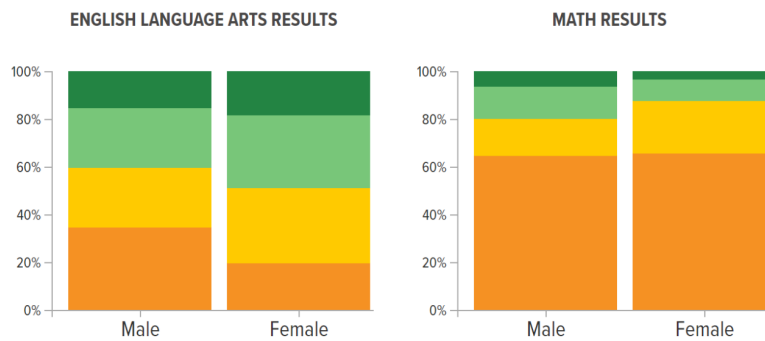
### MATH RESULTS



Status	English: Economically Disadvantaged	English: Not Economically Disadvantaged	Math: Economically Disadvantaged	Math: Not Economically Disadvantaged
Standard Not Met	27.73%	26.26%	68.67%	60.34%
Standard Nearly Met	31.51%	24.02%	19.74%	17.32%
Standard Met	27.31%	27.93%	9.01%	13.97%
Standard Exceeded	13.45%	21.79%	2.58%	8.38%

#### 2022 TEST RESULTS BY GENDER

■ Standard Not Met
 ■ Standard Nearly Met
 ■ Standard Met
 ■ Standard Exceeded

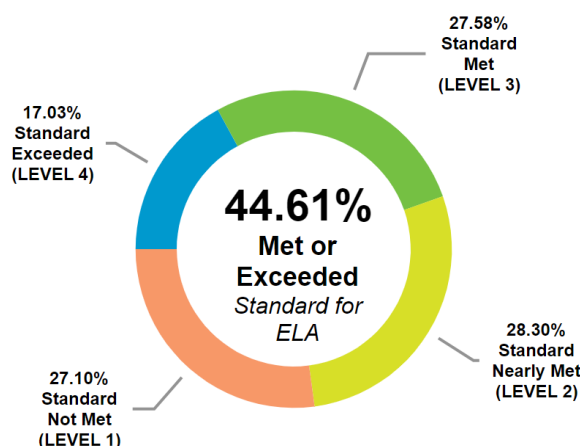


Gender	English: Male	English: Female	Math: Male	Math: Female
Standard Not Met	34.27%	19.61%	64.45%	65.67%
Standard Nearly Met	25.35%	31.37%	15.64%	21.89%
Standard Met	24.88%	30.39%	13.27%	8.96%
Standard Exceeded	15.49%	18.63%	6.64%	3.48%

## CAASPP Results: 2021-22

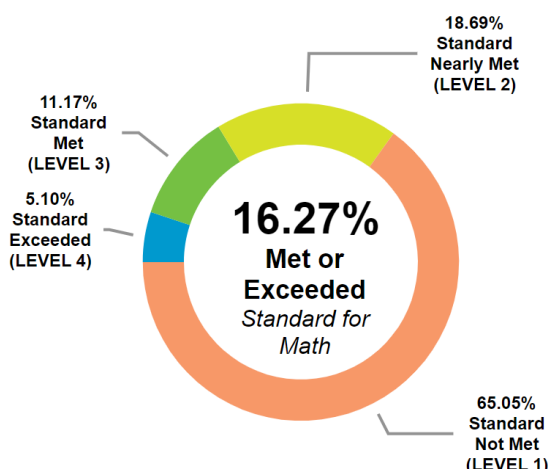
### ELA

Percent of students within each achievement level



### Mathematics

Percent of students within each achievement level



### Summary:

Continued support for students and staff with the PLC process and how to provide data driven instruction needs to remain a priority for Chino High School. The need for support has grown significantly since the 2017 Self Study as the unforeseen school closure created many obstacles. Additionally, the need for teachers to brainstorm and work together to support students has grown, as we saw a drastic dip in ELA and Math CAASPP scores last year. It is also evident that students are not just struggling in ELA and Math courses, as seen in our D/F rates. Professional development needs to be a priority as we continue to navigate through the post-pandemic obstacles. Important questions for Focus Groups are in alignment with the important questions for PLCs.

### 4 PLC Questions

1. What do we want all students to learn?
2. How do we know students are learning it?
3. What do we do if the students are not learning it?
4. What do we do if the students have learned it?

Support for students' emotional and social well-being is equally important as the effects of the pandemic were not confined to learning.

**Tell the story of your school through the use of data and information. This thorough examination of the school includes:**

- The history and background of the school
- A description of the school programs
- *California School Dashboard Performance Overview* and other local measures
- Examination of perceptual data, such as surveys
- Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)
- Provide a brief summary that includes:
  - Implications of the data

- Identification of 2–3 preliminary major student learner needs (at this stage of analysis)
- Important questions to be discussed in the Focus Groups.
- Include related profile materials in the appendices at the end of the report.

## Chapter III: Self-Study Findings

Below are the Focus Groups that participated in writing Chapter III. Each of the certificated faculty members and counselors were assigned an Indicator and Prompt, they gathered data to support written responses, and wrote elaborate responses based on evidence gathered. All of this evidence was collected in digital form by the WASC Steering Committee and placed in Google Drive. Members that are no longer at the school are *not* included in the list/s. Through a month-long feedback cycle, all faculty and counselors read the written responses of members belonging to all other Category Groups and provided comments as feedback.

<p><b>Category A Organization</b>  <b>Chairs:</b>  Elizabeth Williams-CTE  Kai Johnson-former intervention counselor  Jennifer Lang-Social Science  John Miller-Principal  <b>Members-Department:</b>  Alex Angulo-Social Science  Jim Baty-PE  Tina Bergmann-Math  Michael Blackburn-ELA  Charles Blank-Site Substitute  Hannah Castaneda-Science  Marilyn Dungca-Math  Robert Gonzalez-Math  Daniel Landeros-Special Education  Katherine Lowe-ELA  Andrea McFarland-ELA  Maria Montiel-Special Education  Karen Morris-Science  Lindsey Nelsen-Health  Tania Nunez-Foreign Language  Kim O'Malley-Special Education  Heather Williams-VAPA  Rigo Aragon-Counseling  Todd Polara-Counseling</p>	<p><b>Category B Organization</b>  <b>Chairs:</b>  Lindsay Johnson-Math, union rep, ILT member  Michael Surina-ELA  <b>Members-Department:</b>  Cynthia Beyer-ELA  Daniel Cahill-VAPA  Clarita Carlos-Special Education  Destinee Diaz-Math  Tana Donaghy-Special Education  Alex Edwards-CTE  Daniel Garcia-Science  Kyle Guillemet-Science  Maria Kneip-Special Education  Joseph Larosa-PE  Monique Legazcue-ELA  Barbara Moore-Special Education  Jessica Parrell-Social Science  Adriana Quezada-Math  Joe Raya-Math  John Rosendahl-CTE  Tito Tapia-Foreign Language  Gail Heisel-Counseling</p>
<p><b>Category C Organization</b>  <b>Chairs:</b>  Dorinda Sullivan-Library  Patrick Surina-Social Science  Jasmine Norman-Assistant Principal  <b>Members-Department:</b>  Denise Breitenstein-Special Education  Kevin Britten-Science  Eloisa Castillo-ASB Director  Bryan Flores-Special Education  Elvira Flores-Foreign Language  Annalisa Hefner-ELA  Joe Ledesma-ELA  Craig Miller-Science  Lucia Miranda-Celestino-ELA  Rhonda Reid-ELA  Damian Staricka-Health  Viet To-Math  Frank Walworth-Social Science  Lucia Gibbs-Counseling</p>	<p><b>Category D &amp; E Organization</b>  <b>Chairs:</b>  Debbie Butler-Special Education Department Chair, union rep, ILT member  Kevin Lentz-Social Science  <b>Members-Department:</b>  Douglas Bowden-VAPA  Marco Castro-Math  Clyde Colingo-ELA  Brendan Davila-Social Science  Ethan Fallon-Science  Michael Hinkle-Athletic Director  Toni Hooper-Special Education  Tom Inglima-PE  Breanne Lerma-ELA  Dana Lund-Science  Ryan Meneses-Special Education  Peter Ottman-ELA  Mara Ryan-Special Education  Donald Schumann-Social Science  Frank Smouse-VAPA  Sara Solis-Miller-Math  Alexandra Vanembricqs-Foreign Language  Amanda Swager-Science  Annette Allen-Counseling  Sandy Gonzales-Counseling</p>

For each category of criteria include:

1. A list of strengths
2. A list of prioritized growth areas for continuous school improvement.

Note: The five criteria categories are:

- A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
- B. Curriculum
- C. Learning and Teaching
- D. Assessment and Accountability
- E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth.

Provide pertinent evidence for review by the visiting committee through hyperlink or Dropbox.

## **Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources**

### **A1. Vision and Purpose Criterion**

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

**A1. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Indicators

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

**Response:**

**Chino High School Mission:** Our mission at Chino High School is to provide our students a safe and positive learning environment. We will be responsive to their needs, prepare them to meet graduation requirements, provide the opportunity to enter post-secondary education, and become responsible, productive citizens.

**Chino High School Vision:** Chino High School is committed to providing excellence in education for all students. The school will design programs and provide learning experiences that promote academic achievement and prepare them for successful entry into post-secondary education and a career. Chino High School will provide a safe and productive learning environment in which students are free to communicate effectively and solve problems through critical thinking and use of experiences through a variety of curricular and extracurricular activities. Chino High School staff will be empowered to develop and utilize innovative methods of teaching to best prepare graduates that are lifelong learners and valuable contributors to society. Through the collaboration of school staff, home and community, every Chino High School graduate will be prepared for the demands of the 21st Century.

### Areas of Emphasis:

- Student Engagement through Collaborative Communication
  - Professional Learning Communities
1. What do we want all students to learn?  
Students are aware of the essential standards/learning targets/success criteria.
  2. How do we know if the students are learning it?  
Students use rubrics, reflection sheets, and success criteria to self-assess their learning. Students are provided the opportunity to demonstrate the mastery of their learning through multiple opportunities.
  3. What will we do if the students aren't learning it?  
Students participate in differentiated instruction based on not meeting the learning targets.
  4. What will we do when students have learned it?  
Students participate in extension activities based on the mastery of learning targets.

### Evidence List:

- [A.1.1 Folder](#)

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

#### Response:

As indicated in our 2019-20 Mid Cycle report, Chino High School transitioned from ESLRs to Areas of Emphasis in 2015-16. At that time the Chino Valley Unified School District created the Teaching and Learning Task Force designed to help bridge communication between site level stakeholders, and our district office leadership. Consisting of mostly teachers from grades K-12 of various subjects, site level leadership, district office Directors of Curriculum, Assistant Superintendent of CIIS, and our Superintendent Dr. Norm Enfield, the task force develops yearly Areas of Emphasis (AOEs) for sites to focus on in the Schoolwide Action Plan (SPSA). As the Chino High School WASC Action plan is our site SPSA, the AOEs are critical to the development of the site goals and budget allocations. These Areas of Emphasis also encompass and support the Common Core State Standards, ELA literacy shifts, the implementation of Next Generation Science Standards and the 4 C's. Therefore, our learner outcomes have shifted from ESLRs to proficiency in the district adopted Essential Standards. Proficiency on the Essential Standards are checked three times a year by the district office, via district-wide Essential Standards Assessments (ESAs) and supported by teacher-created Common Formative Assessments (CFAs).

Our principal, John Miller, is the high school site leadership representative on the task force. All budget allocations are transparent and discussed at School Site Council meetings. At that time members of the School Site Council vote on funds that will be spent to support the needs of students identified. Our Mission and Vision Statements remain the same since our 2017 Self Study.

### Evidence List:

[A.1.2](#)

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

#### Response:

There are several opportunities that Chino High School provides where the school's vision, mission, and ESLRs are available and communicated. For example, Back to School Night invites parents

to meet with teachers in their classrooms so parents can not only receive information on their child's academic performance, but can also learn about the teachers, classroom environment, and the school's mission, vision, and ESLRs for their child. In addition, Chino High School has the Freshman Fair Junior/ Senior night, Financial Aid Night, Incoming Honors Night, Spring Conference Night, Senior Dessert Night, Senior Scholarship Night, and a Career/ College Fair. In addition to these events, staff meets with their Professional Learning Communities (PLC). Expected Schoolwide Learner Results are posted in each classroom and this document highlights what students are expected to achieve during their educational journey at Chino High School.

In addition to the events listed above, we strive to improve communication and access with our parents and community. As our school and community demographics will reveal, we have a high Spanish-speaking population, to which Chino High School strives to prevent language as a barrier to understanding and contributing. Bilingual assistance is available to communicate information to individuals who are stakeholders in our school who may not be completely fluent in English. There are administrators and several staff members able to render assistance in Spanish, including our Community Liaison. We do provide numerous opportunities for parents to become involved; the Chino High Association of Parents Students Staff (CHAPSS) is a parent-run organization that reaches out to the Chino High School community. CHAPSS embodies our school mission, as they seek to team up with Chino High School staff to provide for the needs of students in various ways. Some examples of how they are invested include giving up their time to provide chaperoning and services for students that will increase student exposure to educational and life-experiences, organizing events like Grad Night, assisting with the celebration of our student's academic achievements through Dessert Night, and assisting wherever they can with any other events. CHAPSS often sponsors students by providing tickets to events that a student would not normally be able to afford. An additional way that they embody our school's mission is through their offerings of various grants to help our Chino High School teachers supply their classrooms with necessary materials that will enrich the learning experiences of our students.

We also have our English Learners Advisory Committee (ELAC). The role of ELAC is to advise the Principal and School Site Council on programs and services for English Learners. The ELAC acts in an advisory capacity. During quarterly meetings, this committee reviews all aspects of the English Language Learner's academic experience and provides input and feedback.

Evidence of the community's commitment to our school's vision can be observed through local grants offered to teachers. Local businesses and social organizations sometimes offer grants to teachers who are designing enhanced lesson plans that can foster the intellectual growth of students at Chino High School. Many classrooms have benefitted from these incentives, and students largely have been positively affected by the funds which paid for new technology, or projects that were able to be incorporated into the classroom.

We recently opened the school up for the community to tour. On November 14th prior to the Homecoming football game, the community was allowed to tour the campus and check out classrooms. We had performances from Folklorico and the 77th Cavalry Band.

**Evidence List:**

- [A 1.3 Folder](#)



## **A2. Governance Criterion**

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the Schoolwide Action Plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

**A2. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

### **Indicators**

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

#### **Response:**

The school community has access to the district website with the ability to identify governing authority's roles. The Board of Education consists of five members whose terms are staggered; one half of the members shall be elected in each even numbered year. They serve a four-year term and are elected to office by the community. The website includes board meeting calendar, board of education policies, and video/data/agenda of previous board meetings. They are organized by a comprehensive index/table of contents. The meetings are held the first and third Thursdays of the month, with additional meetings held on an as needed basis. There is also a YouTube channel for "Chino Valley Unified School District Board Videos" where stakeholders can subscribe and watch previous board meetings.

#### **Evidence:**

##### **A.2.1**

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

#### **Response:**

The school community provides weekly emails to parents regarding upcoming meetings and updates regarding school. The Board of Education shall develop and regularly review a set of fundamental principles which describes the District's beliefs, values or tenants as part of its responsibility to establish a guiding vision for the District. The Board of Education and district staff shall incorporate this philosophy in all district programs and activities. It is the philosophy of the District to pursue excellence for all students and staff based on the following:

1. All students can learn and succeed at high levels. It is the obligation of district programs to ensure that all students achieve academic proficiency in essential areas of skill and knowledge.
2. Every student in the District, regardless of gender, race, religion, ancestry, national origin and special needs, or social, ethnic, language and economic background, or the perception of one or more of such characteristics, has a right to a high-quality education that challenges the student to achieve to his/her fullest potential.
3. Experiencing success is crucial to the learning process. The future of our nation and community depends on students possessing the skills to be lifelong learners and contributing members of society.
4. A safe and nurturing environment is necessary for learning.
5. Parents/guardians have a right and an obligation to participate in their child's education. Positive relations with parents/guardians, as well as the community, are essential, and should emphasize communication and participation in schools and programs.
6. The ability of children to learn is affected by social, health, and economic conditions, as well as other factors outside of the classroom. The community provides an essential resource to the educational

program. Schools must collaborate with public agencies and private organizations to ensure that students' physical, social and emotional needs are met.

7. Early identification of student learning and behavioral difficulties contribute to student success. Schools and programs must provide for the specialized needs of identified groups of students.

8. Schools must promote student health and nutrition in order to enhance readiness for learning.

**Evidence:**

[A.2.2](#)

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

**Response:**

CVUSD is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs. The District shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination and shall seek to resolve those complaints in accordance with the District's uniform complaint procedures. (5 CCR 4620) The District shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination such as discriminatory harassment or intimidation against any person participating in District programs and activities, based on their actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on their association with a person or group with one or more of these actual or perceived characteristics, in District programs and activities, including, but not limited to, those funded directly by or that receive or benefit from any state financial assistance. (5 CCR 4610)

**Evidence:**

[A.2.3](#)

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

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college-and career-readiness standards. The school leadership and staff annually monitor and refine the Schoolwide Action Plan/SPSA and make recommendations to modify the LCAP as needed.

**A3. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

#### **Indicators**

**A3.1. Broad-Based, Inclusive, and Collaborative:** The school's broad-based, inclusive, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

#### **Response:**

Chino High School works collaboratively with all stakeholders aimed at increasing student achievements and aligns with the districts **Local and Accountability Plan 20-21-2022 (LCAP)**

The **"Schoolwide Action Plan"(SPSA)** of Chino High School states 3 goals as follows:

Goal 1: All students are provided a high quality teaching and learning environment.

Goal 2: Students, parents, families and staff are connected and engaged at their school to ensure student success.

Goal 3. All students are prepared for college and career beyond graduation.

Chino High School PLC groups work collaboratively in analyzing data to ensure accountability and if possible implement re-teaching. Teachers meet once a week with their grade level/content teams. They follow a cycle of analyzing data, planning for a re-teach, and then monitoring the effectiveness of that re-teach. Recently in a staff meeting, we were able to watch how our math department conducts these meetings so that we can all have a model for an effective meeting cycle.

The School Site Council (SSC) meets in order to gather suggestions for improvements, implementation and evaluations. The administrative and support staff works collaboratively with the students and teachers to schedule sessions and classes aimed at servicing the needs of the students. The District in collaboration with the school identified the Essential Standards for Math and ELA with which the School administered the Essential Standard Assessment three times per school year. Data from the ESA are analyzed during Friday's PLC to further identify areas for improvements.

PBIS is also a collaborative part of Chino High School. PBIS utilizes behavioral data to identify and address student needs. There were two PBIS teams; Tier 1 and Tier 2. Our PBIS teams which include teachers, administrators, staff, and students meet monthly to review discipline and survey data. These data points are monitored through ongoing PBIS team meetings and action plans are implemented. The team plans school-wide incentives, conducts classroom walk-throughs, and plans professional development for staff.

For School Year 2022-2023, CHS Staff will be occupying the newly constructed building, in the process of assigning rooms, the Principal sent an email regarding the possible room assignment taking into consideration the easy access for teachers to collaborate as well as the special health needs of the faculty and staff.

#### **Evidence**

- [A3.1 Folder](#)

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

#### **Response:**

In 2017 the Local Control Funding Formula (LCFF) was the driving force behind aligning our Critical Learner Needs with the district's Local Control Accountability Plan (LCAP). Chino High School has been dedicated to maintaining this focus, as the LCAP is a plan that addresses the District's roadmap for

improving learning outcomes for all students. Beginning at the state level, there are eight priority areas. They are basic services, implementation of Common Core state standards, parent involvement and participation, improving student achievement across all levels, supporting student engagement, highlighting school climate and connectedness, ensuring all students have access to college and career readiness courses, and measuring student outcomes. The school district and stakeholders determine strategies to be used to address the eight priority areas using a variety of data collected, including surveys, throughout the school year. Chino High School then follows the recommendation and focus of the Chino Valley Unified School District to establish critical learner needs which are the driving force for the school SMART goals. You can see the alignment of LCAP/Critical Learner Needs/School Smart goals in the *Preface* section of the document under heading, “**Alignment of SPSA/LCAP and Site Areas of Need.**”

Chino High School uses a variety of data to determine the critical learner needs for each year including results of state CAASPP testing, student performance and participation on the District's Essential Standards Assessments, surveys, student D and F rates, and California Dashboard information. Information from Ed Data is also typically used, but has not been updated to reflect the most recent data.

**Evidence:**

[A.3.2](#)

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

**Response:**

Chino High School promotes shared leadership through several means, including Staff Meetings, Professional Learning Communities (PLCs), and School Site Council.

At staff meetings, administrators, teachers, and classified staff collaborate and make shared decisions in relationship to student academic outcomes and emotional support. Time is built into the meeting for staff to voice their concerns and ask questions of administrators regarding a variety of topics. Data is presented to help focus the staff on goals for the upcoming months. For example, we are currently focusing on all departments codifying PLCs. Members of our staff from various departments have been leading this work and modeling for the entire staff.

On most Fridays, teachers meet in Professional Learning Communities where they plan how they will deliver instruction and which essential standards will be the focus of instruction. Our district's instructional team has identified the most essential standards that are the indicators of student success. PLCs focus on the teaching and re-teaching strategies for these most essential standards. Common formative assessments are created by departments. These assessments ensure all students are being assessed on the same essential standards and skills. Data from these assessments is shared during PLCs to help drive reengagement activities to help all students master the standard.

The School Site Council (SSC), which is made up of teachers, parents, students, and administration, makes recommendations for budget expenditures based on the goals outlined in the Schoolwide Action Plan (SPSA). The SSC reviews the SPSA regularly and aligns expenditures to support enhanced student learning and growth, or remediation, based on goal data received throughout the year.

**Evidence:**

[A.3.3 Folder](#)

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

**Response:**

Chino High School continues to use a variety of tools available to all teachers and staff for internal communication including the following: Microsoft 365 Outlook email, group email, shared cloud-drive resources, Google Classroom, Remind, joint calendars, Chino High School Website Calendar, staff mailboxes, and staff meetings. The use of one or more of these modes of communication facilitates

the planning and coordination of meetings (Chino High School Staff, Professional Learning Communities, LCAP, other), special events, and activities throughout the school year.

Chino High School has daily morning announcements that inform students and faculty about current school activities including sports, and upcoming events such as parent conferences. This is heard every morning (except testing days) via the PA system. In addition, the Chino High School Video Production Team produces a weekly video bulletin that is viewed school-wide during second period. This video bulletin serves to inform students and faculty about the various current news by categories such as Sports, Club, Senior Section, and other special categories. They provide important information, relevant or motivational segments, deadlines, and discussions.

Our school has a staff mailroom (housed in the Xerox Room) with labeled mailboxes for each teacher and staff member. This is widely used for printed correspondence including reminders of crucial deadlines such as grading periods and procedures, teacher reports for IEP meetings, IEP-at-a-Glance forms, etc. This room also has bulletin boards which are updated to display current events and important teacher information or reminders.

District information is disseminated to the teachers/staff through our administration at our monthly staff and Instructional Leadership Team (ILT) meetings. The ILT meets prior to the Professional Learning Communities (PLC) so they are aware of current information important to their PLC. The principal attends monthly district meetings on Monday and we hold a staff meeting typically on the following Wednesday in order to receive updates in a timely manner. Various topics are addressed at the staff meetings, departments share presentations focused on 'Best Practices', and individual or group accomplishments are announced and celebrated. The Administration team and, or the union reps respond to any questions or concerns and provide follow-up information as needed.

Concerns or disagreements among teachers can be addressed by first speaking with their department chair. If needed, concerns can be shared with the Instructional Leadership Team, and finally administration can be contacted in order to resolve the issue. If a teacher has a concern or disagreement with an administrator, another administrator can be contacted. If needed, human resources may be contacted to help solve a teacher's concern. Teachers can meet with an administrator by contacting the secretary to see if they are available or by scheduling an appointment. Concerns can also be emailed directly to an administrator which are usually responded to quickly.

Chino High School prides itself on being a family which supports one another celebrating accomplishments and rallying around each other in times of need including providing counseling in times of mourning or crisis. The Chino High School counseling staff is available to teachers as well as students when needed. Chino High School hopes to offer a teacher/staff support group on campus in the near future which could serve to facilitate internal communication as well as resolving differences in a positive environment that respects all parties' concerns and positions.

**Evidence:**

[A.3.4](#)

#### **A4. Staff: Qualified and Professional Development Criterion**

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

**A4. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Indicators:

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

**Response:**

Chino High School has a teaching staff of 89 (2022-2023) with various credentials and certifications in their respective fields. According to the SPSA report 98% of the teachers are fully qualified. Many staff members have program specific degrees and certifications such as Advanced Placement, Special Education, Career Technical Education and AVID training. The principal's secretary maintains an accurate listing of the staff credentials, which is updated yearly and provided to the district. The district tracks expiration dates of credentials and will send out reminders well in advance for renewal. CVUSD has specific board policies and administrative regulations to cover the areas of certification, priorities for hiring based on availability of credentialed teachers, recruitment and selection. These policies convey the Board of Education's commitment to employing suitable, qualified individuals to carry out the district's mission to provide high-quality education to its students.

These are the same goals for hiring at Chino High School. The District administration regulations specify steps to identify need, announce vacancies, close positions, screen applicants, conduct oral interviews and make final selections. When needed the Chino High School Administration, support staff, and the department chairs assist in the hiring process following these regulations to ensure that new hires are fully qualified. Chino High School administration and department chairs conduct panel interviews of applicants. Department chairs also work in collaboration with the administration to build a master schedule that matches individual teacher strengths with course offerings.

The District has support for new teachers under the Induction Program. New teachers complete Induction under the District's program or universities. Our onsite instructional coaches have been assisting those completing Induction to complete their requirements. Professional development opportunities are available to staff all year round for additional training and cross training. In the 2021-22/2022-23 school years, the District offered professional development for secondary teachers in all core content areas. The topics were:

- Common Core State Standards (CCSS)
- ELA-Shift 1 & 2
- 8 Math Standards for Math Practices (SMPs)
- Focus on 1, 3, & 6; CCSS literacy Shifts
- CCSS Literacy Shifts & Next Generation Science Standards (NGSS).
- ESA Review committee
- Accelerated math work with Solution Tree
- On-Level math committee work with Solution Tree
- PLC training with Janel Keating

District administrators are required to provide appropriate teacher professional development for implementation of the 4 C's and Depth of Knowledge (DOK) levels. Site administrators provide opportunities for teacher training; release time and Professional Learning Communities (PLC's), as well as professional development regarding timely feedback (e.g. using rubrics, digital tools, etc.) and the SMPs 1, 3, & 6. Site administrators also assist teachers in identifying professional development, materials, and other resources for NGSS implementation. In addition, some teachers continue to increase their skills in their field on their own time. These skills are shared at the PLC meetings. For the 2022-23 school year, the administrative team has money allocated to support onsite professional development. The principal has provided many opportunities for staff input for topic suggestions to be addressed through professional development and training. With the offering of AP Biology and AP Chemistry the teachers have been sent to training as recently as October and November of this school year. AVID is

also involved in continuous training that supports AVID pedagogy, such as, Tutorology, Cornell Notes, and college/career readiness. The AVID coordinator has already attended two AVID Coordinator meetings and will continue to do so. Over the summer four of our AVID staff attended a three-day training in San Diego. The AVID team includes two teachers, one administrator, one counselor and a coordinator. The Career Technical Department (CTE) has opportunities to meet with their counterparts at the other high schools to collaborate on lesson plans and assessments.

**Evidence:**

- [A4.1 Folder](#)

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

**Response:**

All Chino High School teachers participate in the PLC process. School starts late on most Fridays to facilitate this. In addition, many of the PLC's meet on their own time to further enhance their teaching strategies. Chino Valley Unified School District has provided PLC professional development with Janel Keating to ensure teachers are informed of the step-by-step protocol of analyzing data and monitoring student progress via the creation of the Data Analysis & Progress Monitoring document. The ESA Review committee goes over the results of each test and provides feedback to the teachers as to where they need to provide more emphasis on future assignments. In recent school years, Chino High School teachers facilitated the achievement of student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development for the Smarter Balanced assessments. Teachers continue to monitor the results of ESA and benchmark exams to support students' academic growth.

Chino Valley Unified also provides professional development for teachers and instructional coaches on the PLC process. Currently only a specialized group is attending said training. Chino High School's Instructional Leadership Team currently attends District ILT meetings and brings back important information for staff.

For the past few years Chino High School has been implementing a collaborative learning model for students. To ensure teachers are highly qualified to teach/co-teach, Chino High School has hired 2 Teach LLC to train faculty and staff. A recent evaluation was conducted by 2 Teach to check the effectiveness of the collaborative model at Chino High School. The identified strengths were the following:

- Staff was welcoming to the team.
- Counseling staff provided best practices and support to students.
- The team could not tell students with disabilities from those without in most observed classes.
- Support staff was fully engaged and positive.
- Administration is supportive of inclusive practices and co-teaching.
- School has made significant progress since the last diagnostic (4-16-18).
- Administration acknowledges on-going challenges and barriers but has a vision in place for continued growth in support of co-teaching.

Our overall school rating was 38%, (Developing) so there is some room for growth. Chino High School will continue to work with 2 Teach LLC team for the remainder of the 2022-23 school year and 2023-24. In August 2021 special education staff and instructional coaches attended training for Universal Design Learning (UDL).

**Evidence:**

[A.4.2](#)

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



**Response:**

Chino Valley Unified School District provides essential standards and standard benchmarks for the Math and English departments that help guide student performance and provide feedback to our students.

In 2019, Chino Valley Unified School District provided a PLC Leadership Series professional development. Chino High School had a team of teachers attend three trainings, where they learned how to develop consistent, effective, and productive PLC implementation procedures and protocols. PLC department teams created common formative and summative assessments to accurately measure students' performance.

Chino High School is working with the Equity and Access department to provide ELD support to our teachers to increase literacy with our English Language Learners in every content area. The site will provide professional literature for teachers to read and discuss in their PLCs that pertain to literacy in all content areas.

To clarify our district areas of focus on teaching and learning, the Teaching and Learning Task Force was created. A group of teachers, union leaders, administrators and some district personnel presenting all K-12 levels act as the representatives of this task force. The Task force is charged with developing areas of focus for students, teachers, site administrators, and district office staff in an effort to align to the professional development program and other resources so that necessary support is provided.

The administration usually sets time aside at each staff meeting for professional development. Current professional development is conducted by the ILT and is focused primarily on the PLC process, SMART goals, common formative assessments and data analysis. ILT also represents effective classroom methodologies being used in classrooms on campus. Administration and counseling make available and provide websites and articles that promote professional growth. Teachers attend workshops made available by the administration and present these findings to the administration as well as the counseling staff and at our professional development meetings.

**Evidence:**

[A.4.3 Folder](#)

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

**Response:**

Permanent teachers are evaluated by administration every 2nd year and adhere to the district's approved process. Temporary and probationary teachers are evaluated each year with 2 observations. Teachers with more than ten years of service in the district can be evaluated on a five-year cycle if the reviewing administrator so recommends. A pre-conference meeting is held between the teacher and an administrator to discuss state standards, potential lesson plans, and date of observation(s). The observation occurs and is followed by a post-conference. Generally, lesson plans of the observed lesson(s) are also provided to administrators. The administrator and teacher address concerns. Teachers not meeting expectations on evaluations, whether probationary or tenured, can be referred to district instructional coaches or mentors for assistance in areas recommended for improvement.

The supervision and evaluation procedures are effective and consistent as the administrative team works closely with each other and with faculty and staff to reinforce best practices. They also provide support in the form of ideas for student interventions, facilitate meetings for teachers to work collaboratively on innovations, provide corrective direction, and frequent classroom visits.

**Evidence:**

[A.4.4](#)

**A4.5. Communication and Understanding of School Policies and Procedures:** The school implements a clear system to communicate administrator and faculty written policies, procedures, and



handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**Response:**

Chino High School, one of the secondary schools in the Chino Valley Unified School District, implements policies that agree with Board Policies and Administrative Regulations which are updated regularly to comply with current laws.

A physical Faculty Handbook was published and distributed to the members of the faculty in and is provided to every new hire. The current digital copy is being updated as we speak. The main differences being names of individuals. (See organizational chart below)

The school, through the district, mandated that each faculty member finish the course regarding our professional responsibilities on Vector. This included mandated reporting, Bloodborne Pathogens, and Suicide Awareness. These courses are completed at the beginning of each school year.

Policies and procedures for all emergency actions such as earthquakes, shootings, fires, and bomb threats are first discussed at staff meetings. Additional information or shared power points are emailed before drills that are conducted among students and staff. Emergency Evacuation Maps are posted in each building and classrooms as well as a clipboard complete with emergency instructions and maps. All emergency plans have been updated for our new campus. We have practiced fire drills, earthquake drills, and lock down drills for the 2022-2023 school year.

Regarding academic instruction, pacing guides are written by groups of teachers from different schools district wide. Currently, secondary schools pacing guides and essential standards charts are posted under the district's Department of Curriculum. Minutes and notes from department PLCs are kept in binders in the administration building. The departments are encouraged by administration to revisit their established norms and update as necessary.

Lastly, our school is very involved in PBIS (Positive Behavioral Interventions & Supports). We have a PBIS team that meets regularly to plan activities that help strengthen student and teacher relationships. Chino High School recently had a successful evaluation wherein we received a rating of silver!

**Evidence List**

[A 4.5 Folder](#)

## A5. Resources Criterion

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

**A5. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

### Indicators

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

#### Response:

The school leadership, staff, students, parents and stakeholders are involved in the resource allocation decisions. Collaborative groups like School Site Council, English Learner Advisory Committee, WASC Committee and School Safety Team meet on a regular basis to discuss ideas for student achievement, provide feedback, and support student and staff needs.

Beginning at the district level, the LCAP is centered around the learning priorities of the state. The LCAP committee surveys students, parents and members of the community to help guide decisions on where money needs to be spent to support the state priorities. When the information is received at the school site, the SPSA goals reflect those decisions. There are currently 3 goals, all of which align with the district LCAP and state priorities. Staff, students, parents, and members of the community give input in our annual school climate survey.

The School Site Council plays an active role in determining how to support the goals established in the SPSA and how money can best be spent to support student achievement. The School Site Council is a conglomeration of all stakeholders in the district which include staff, administrators, parents, students, and members of the community. School Site Council members meet at least four times a year (more if needed) to review the school budget and where funds can be best spent to facilitate growth.

#### Evidence:

##### [A.5.1](#)

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

#### Response:

##### Site Budget (Final Report)

At the beginning of each spring, our principal attends a district budget meeting. At these financial budget meetings the principal will review the budget and spending allocations for the following school year. There are many funding sources that will be distributed, including: Title 1, School Site funds, Carl Perkins grant and donations. Advisors or teachers will be notified by the principal for each allocated fund. If staff need to purchase from these funds, the staff will provide a quote and justify how the purchase will enhance student learning in writing. The principal will either approve or deny the request. Approved allocations will be sent for processing to the principal's secretary. The principal's secretary will create a requisition in a software program called, Financial 2000. Once the district approves the requisition, the requisition turns into a Purchase Order and the purchase will be made.

##### Financial Clerk Report

Chino High School has a finance clerk that oversees spending in connection to student activities, clubs, sports, field trips, and fundraising. The software program she uses to oversee the spending is called ASB Works.

In case of an audit, the auditor is able to use the reports generated by this software program. Through ASB Works, students are allowed to purchase most items online, using a personal credit card. ASB Works manages those sales. In order for money to be spent, there is a process that must be

followed. Advisors and/or teachers fill out a purchase order. This request is given to our finance clerk. The clerk checks the request or purchase request. The clerk then passes it on to the principal who either approves or denies the request. If approved, the PO is passed on to the ASB (Associated Student Body). Once ASB approves the requisition, it is sent back to the finance clerk. The finance clerk then sends it to the district accountant to approve the requisition. It is only after this process is followed that a requisition is approved, and money is able to be spent.

**Evidence:**

[A.5.2 Folder](#)

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

**Response:**

Constructed in 1951, the original CHS facility was the oldest remaining campus in the district. Most of our previous infrastructure and facility concerns have been eliminated due to moving into our new campus at the start of the new school year.

The new campus consists of 180,00 square feet of new building construction and is designed to serve 2,000 students daily. The campus was built with accessibility in mind, with ramps at student entrances, elevator access to the second floor, and oversized walkways and doorways for increased student mobility. New facilities include: Performing Arts Center, Lecture hall, larger Cafeteria and Multipurpose room, new and increased athletic field space, a state-of-the-art Gymnasium and a stand alone Career Technical Education building with modern and industry equipment. Campus security is a priority for the new campus and features a horseshoe design to give security staff full vision of student common areas, 360° degree fencing, four monitored student entrances, and security cameras that will have a live feed to the Chino Police Department. All building and classroom entrances can be accessed through a keycard/code system.

**Evidence:**

[A.5.3](#)

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

**Response:**

All textbooks used by our teachers have been approved by CVUSD in order to ensure they are meeting state education standards. There is a cycle for budgeting textbook adoption for core classes for each school year.

At Chino High School when we are in need of updated versions of textbooks or other instructional materials, there is a clear request process. The way that we acquire books, materials, and equipment is writing quotes on what is needed on paper and justify why it's needed. Then our principal approves it or not. For example, if supplemental books are needed for Spanish class, we get a quote from the publisher and submit it to the principal and wait to see if it gets approved.

This year we are 1-1 with technology. All students were provided with a chromebook at the beginning of the school year. All teachers have a laptop and a ViewSonic Smartboard in their classroom. There have been several district wide trainings facilitated by our Technology Support Department that provide teachers with training on how to incorporate technology into their lessons. Monthly on-site technology training by district personnel has been arranged by the principal for the 2022- 2023 school year. Each teacher has also been given a classroom technology resource book developed by the district technology committee. We have access to the full Google Suite, Office 360, and a host of other applications available on ClassLink.

**Evidence:**

- [A 5.4 Folder](#)

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

**Response:**

The entirety of the teaching staff at Chino High School are highly qualified per Every Student Succeeds Act (ESSA). Applicants for hire are vetted through district human resources for appropriate credentialing and background checks before the interview process takes place on site. Interview panels include representatives of site administration, faculty, and union representation. Recommendations for selected interviewees are then sent to the Board for final approval. We offer our new teachers an induction program to clear their credentials. This is a program run through our district office. New teachers are paired with a mentor and are given many opportunities to attend professional development and reflect on their teaching practices. The district has created a team to support teachers that are new to the district. They offer many training sessions before the start of the year and after school. These training sessions have included classroom management strategies and how to unpack a standard. Professional Learning Committees (PLCs) take place on Friday mornings and allow faculty and counselors to collaborate on instruction, assessment, and school-business issues. Even our administrators attend monthly professional development seminars hosted by the district. Chino High School will be working with the District Technology office to provide technology triage days for the staff, as well as workshops designed to help faculty create and monitor their Classroom Pages via the Chino High School website. The staff would like to become more proficient in the use of all aspects of Office 365 to provide the maximum benefit to students. With flipped classrooms being utilized by some to have students preview/review class information pertaining to subject matter, uploading documents and PowerPoints to the classroom sites will be helpful. In keeping parents abreast of student progress in class, Aeries training will help those not using that system yet. Progressively speaking, teaching students how to make and edit videos and upload will be an extraordinary addition to student expression. And finally, teachers would like to learn how to communicate to parents via LOOP.

**Evidence:**

- [A 5.5 Folder](#)

## ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Synthesize Strengths and Growth Areas

**Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.<sup>1</sup>**

### Areas of Strength

1. (A1.1) Vision and Mission - Chino High School's Vision and Mission statements are clearly written and displayed. Elements of the vision and mission statement can be seen throughout campus on a daily basis.
2. (A2.1-2.2) Relationships between Board, District and School - Our administration team, teachers, and parents are all very much involved and aligned with our governing board. There is regular attendance to district-wide meetings and school board meetings.
3. (A5.1) Resource Allocation - All resources are allocated in alignment with schoolwide learning outcomes. Decisions are student centered and ensure our students have what they need to learn.
4. A5.1) Resource Allocation - Administration is supportive in supplying teachers with the resources needed for best instructional practices.

### Areas of Growth

1. (A1.3) Schoolwide Learner Outcomes - Although our SLOs exist, we could improve our communication to all stakeholders about the SLOs. Students especially need to understand what is expected of them.
2. (A4.2 & A3.1) Professional Learning Communities - Within the last few years our staff has been improving and refining the PLC cycle within departments. This varies for each department. We want to continue on this path of accountability to improve results for our students.
3. (A3.3) Opportunities for Self-Reflection - Self-reflection is incredibly important for all educators. We would like to see more opportunities for individual and staff-wide reflections on what is working and not working in our own practice.

**Critical Learner Need 1:** Use of academic indicators such as our D/F rates, graduation rates, IAB's, progress reports, A-G completion and an increase in the amount of students that stay on track toward graduation. Additionally Teacher and Administrative observations of student engagement.

**Comments:** Chino High School teachers are displaying daily lesson goals and objectives that match standard-based learning targets ("I Can Statements"). Chino High School teachers in all subject areas are collectively working on creating and implementing common formative assessments and using that data to drive instruction. Chino Valley Unified School District has continued to use Solutions Tree for PLC training and support. As of now, Solutions Tree is only training members of the Instructional Leadership Team (ILT) from all secondary sites and ILT is supporting staff and PLCs at each site. The ILT at Chino High School started retraining teachers on the PLC process when students returned to in-person instruction. The ILT has used feedback received from teachers as a guide for what support is needed in each PLC, as we have found that PLCs are functioning at different levels. Training is ongoing. Chino High School continues to work with 2 Teach LLC for collaboration training and support for teachers. Chino High School continues the implementation of Positive Behavior Intervention and Supports and recently obtained Silver status for the second year in a row and is now working to obtain a Gold Level Implementation as well as increase school connectedness for all Stakeholders. Gold status is based on our external TFI. This year UDL training will focus on the ELA, Math, Social Science and Science departments for the 22-23 school year. The critical learner needs are in alignment with district LCAP goals.

**Critical Learner Need 2:** Achieve our desired PBIS Gold status. Increase our tier 2 and 3 interventions, continue to address chronic absenteeism and move forward with PBIS and school-wide professional development. Increase Parent Communication. Updating the website, informing parents in other ways besides phone blasts, emails and text and increasing parent attendance at school events are the top priority. An increased focus on school climate and parent connectedness are necessary and recommended for increased student achievement.

**Comments:** Chino High School's school vision and mission lays the foundation from which we can continue our work on meeting our student learner needs. Our district and school administrators will need to continue to focus on hiring qualified staff based on appropriate staff background, training, and preparation, as well as ensuring staff assignments are appropriate. Staff members will need continued access to ongoing opportunities for professional development, materials, and fiscal resources to facilitate all students achieving the academic, college-and-career-readiness standards, and meeting the learning targets in each course. Increasing these opportunities will increase the strategies used with all students and ensure that the proper scaffolded learning opportunities will achieve the meeting of our student learner needs. The use of technology has grown tremendously coming out of the pandemic. Technology support and training are continuously offered by district personnel for teachers needing support. The SPSA will continue to be updated to reflect the needs of the students and resources needed in classrooms to support student learning. The School Site Council will continue to review the school's budget and help to determine what resources should be purchased to support student learning. Chino High School would benefit from continued efforts in growing parent involvement. Chino High School's PBIS team is working toward developing a 3rd team for Tier III to obtain Gold status.

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
  - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
  - **Identify important next steps within the schoolwide action plan/SPSA.**

## Category B: Curriculum

### B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college-and career-readiness standards in order to meet graduation requirements.

**B1. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

#### Indicators

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

#### Response:

Chino High School provides its students with effective, relevant and coherent curriculum by utilizing programs that provide its teachers with time to collaborate and develop curriculum. Core subject teachers create, implement and revise assessment and instructional materials based upon current educational research and thinking that supports the academic standards. Areas of the curriculum that appear to not provide students with mastery are continually addressed in weekly meetings via our Professional Learning Communities (PLCs). Through PLCs, teachers set goals for the standards pacing guides to help assess students' learning. The corresponding District summative assessments are revised as needed by teachers from different sites under the direction of the District's curriculum office. The District provides training on all new standards for ELA, math, and science, and professional development opportunities are available for staff focused in the areas of co-teaching, PBIS and UDL-aligned strategies. The District also provides the support of instructional coaches in science, math, English Language Development, and English. The instructional coaches work alongside the PLCs to gather data on the effectiveness of instruction.

In recent years, the Science Department has developed and adopted the Next Generation Science Standards, including new instructional materials (Savvas/Pearson for Biology and Discovery Education for Chemistry). The department uses a combination of simulations, labs, problem solving, and critical thinking to provide students with a deeper understanding of real world phenomena and career awareness. The Social Science Department has updated their curriculum guides and several department members have participated in Advanced Placement and collaborative teaching training. Curriculum specialists and District coaches in English, mathematics and science assist in the development and implementation of curriculum. The Mathematics Department uses a range of instructional strategies to foster knowledge and skills as well as the Delta Math Program to enhance student learning. The online platform provides the ability to customize activities such as intervention or enrichment for each student's learning needs to solidify mastery of standards in each unit before learning a new concept. In recent years, the Mathematics Department also added Financial Algebra to prepare students with real world financial applications, in addition to two sections of IM1/Robotics courses. Other recent additions include AP Computer Applications (Science Dept.); AP Computer Principles (Mathematics Dept.); and AP Human Geography (Social Science Dept.). AP European History and AP Economics (Social Science Dept.) all began this school year.

Our Special Education teachers participate in the school's Common Core and Collaborative training. Special Education teachers consider the academic needs of their students in developing supplemental curricula to augment the District's required curriculum. Collaborative teaching models are utilized throughout the school in core subject areas. Special Education teachers actively include Transition Plans in each student's IEP which emphasizes the importance of students thinking about their future career goals while they are still in high school. This is done with several career surveys and interest



inventories and is shared with the IEP team during IEP meetings.

ROP courses are offered on-site during the school day and off-site after school to continually assist students in the development of their academic vocabulary, to gain awareness of specific career pathways and, in some cases, to gain certification for employment. EL students are mainstreamed in college-prep courses. A comprehensive reading intervention course (English 9 Intensive) and a supportive math course (Algebra Intervention) are offered to freshmen, as needed. Academic language is posted in the classrooms. Dual Enrollment is offered to students in conjunction with Chaffey College. Students may pick from a wide range of elective classes and receive college credit (along with high school credit if desired). The AVID Program provides students with a regularly revised curriculum based on the standards and assists students in successfully completing the courses required for post-high school education, specifically for entrance to a 4-year college or university. The school counselors focus on college and career readiness by working with all students to select the most appropriate and rigorous courses to prepare them for post-secondary options. This process begins with four-year academic planning in the freshman year.

Beginning this school year, Chino High School started the Biomedical Science and Technology Academy (BST). This magnet program combines traditional coursework with cutting-edge, specialized classes and curriculum. BST strives for students to be innovative, investigatory and inventive through the branches of biomedical science and cyber security.

**Evidence:**

**[B.1.1](#)**

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

**Response:**

The school has defined academic standards as college and career readiness indicators or standards for each subject area, course and or program that meet or exceed graduation requirements. Chino High School provides all students with A-G requirements for college admissions to be eligible for CSU or UC admissions. The minimum requirements are: History/Social Science two years, English 4 years, Mathematics 3+ years, Laboratory Science 2+years, Foreign Language 2+ years, Visual and Performing Arts 1+ years and College prep. Elective 1+ years. All students must earn a minimum of a “C” grade in the A-G courses to count towards meeting the requirements. The Career Tech Education Department (CTE) provides students at Chino High School with knowledge and skills to help them prepare for career entry and post-secondary education as well as earning certifications in some of the courses. Industry sectors include the following: Arts, Media and Entertainment, Hospitality, Tourism and Recreation, Information CommunicationTechnologies and Education, Child Development and Families Services. The Regional Occupational Programs (ROP) offer free hands-on career training, career and college preparation, opportunities to earn industry-recognized certifications, students at Chino High School can earn work permits if grades are “C” average or above. Students can work up to four hours a day during school days and up to eight hours each day over the weekends.

Chino High School is also providing our Special Education students with the following programs: Workability, Generation Go powered by Workforce Innovation and Opportunity Act (WIOA), Transition Partnership Program (TPP), the California Department of Rehabilitation (DOR), and Impact program with Mt. San Antonio College.

The WIOA program offers students with an Individualized Education Program (IEP) or 504 education plan, the opportunity to complete their secondary education while also obtaining marketable job skills. WIOA provides secondary students with an understanding of job-seeking and job-keeping skills. The WIOA program seeks employers in the business community who will give students with disabilities a chance to prove themselves in a competitive integrated employment setting.

Also, Chino High School through the Department of Rehabilitation (DOR) has a program called Transitional Partnership Program (TPP). Students are referred to the program by special education teachers for the purposes of successfully transitioning high school students with disabilities into meaningful employment and/or post-secondary education. TPP provides young people with disabilities the opportunity to learn about the world of work and to develop a plan for their future after high school in a classroom setting. The students involved in this program can range from ages 16 - 21. All students signed up with the DOR, whether they participate in the TPP program or not, are followed for life. The DOR student services may include the following: Job Exploration Counseling, which offers ways to learn about the different jobs available and which ones are best for the student based on strengths and interests.

- Self-Advocacy Training, helps students build leadership skills, gain confidence in professional environments, and understand what they need to succeed in the workplace.
- Workplace Readiness Training, helps prepare students for employment by learning good work habits, interpersonal skills, and developing independent living skills.
- Work-based Learning Experiences, offer a variety of ways to connect with local professionals and get real-world work experience. It also provides job-coaching.
- Post-secondary Counseling, helps students learn about the different educational programs and resources available to support their educational success.

The Impact Program through Mt. San Antonio College offers specialized courses designed to promote the development of independent living and employment skills of individuals with intellectual disabilities through this program. The classes provide students with the skills they need to transition into more independent living and working environments in the community and college courses. Comprehensive curriculum is under development to prepare students for employment, living independently, participating in college life, and becoming more independent in the community. The college campus and surrounding community provide a rich environment for instruction and skills development. Impact enables students with Intellectual Disabilities or Developmental Delays to attend college and maximize their potential for integration into the mainstream of society. Independent living skills, Mobility training, Physical health and well-being, Advocacy for self, College career and job readiness skills, and Technology training.

These programs have been an asset to our school and community. They've been positively effective and relevant for our student culture today. We have students employed throughout the community and with the assistance of the DOR our students will receive assistance throughout the course of their adult life.

**Evidence:**

**[B.1.2](#)**

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

**Response:**

Chino High School teachers have a variety of resources at their disposal to assist them in learning and teaching to the essential standards. District and department approved pacing guides are used to guide instruction in the classroom. In the science department, teachers have attended training sessions to learn about NGSS standards, implementation of a new textbook and standard-based curriculum. The Math and English departments are also implementing the Common Core standards. For the Advanced Placement classes (AP) each instructor obtains course content and syllabus approval from the College Board. Standards for these classes are with the current NGSS and Common Core Standards and used schoolwide.

The current Common Core and NGSS standards are communicated from teacher to student through posting daily objectives in the classroom. The staff at Chino High School have received training at department meetings in the use and implementation of standards in the classroom. These standards are used to drive instruction in the classroom, both through direct instruction, student discovery, objectives for group work, and/or laboratory activities. In most classrooms and where applicable, students at Chino High School take standardized assessments throughout the year, both classroom specific, and department/district wide common assessments. In the science department, Biology and Earth Science have been combined to create the Life Science curriculum. Each area (Living Science, Chemistry, and Physics) has engaged in multiple-choice common assessments, and with the move to NGSS now uses common NGSS based assessments in the final assessment process. Common assessments are also widely used in other departments, including the Integrated Math 1 – 3 and pre-calculus classes. English classes, grades 9-11, have pre and post benchmark exams each semester. For ongoing assessments, teachers in each classroom share and utilize their own creative assessment procedures, including quizzes, bell ringer activities, portfolios, and notebooks. Math and English classes also give the district Essential Standard Assessments (ESAs) three times a year to monitor student progress. A common procedure for the use of assessment in classroom instruction includes reviewing lessons, data chats in PLC's, and continuous review of SMART goals during the year. Performance tasks and writing prompts are also used as tools to guide instruction prior to a formal assessment. Some teachers use student notebooks to keep performance tasks and writing prompts.

Chino High School introduced The Biomedical Science and Technology Academy (BST) at the start of the 2022-2023 school year. BST is a tuition-free, competitive, and rigorous magnet program that combines traditional coursework with cutting-edge, specialized classes and curriculum preparing students for STEM careers. BST Academy branches of study will prepare our students to become industry leaders in their chosen field, keep pace with a changing world and prepare for a cutting edge and successful career. The academy accepted student applications beginning October 2021. Those who apply will go through a rigorous application process which includes an entrance examination. The exam consists of three sections: English Language Arts, mathematics, and a written essay. The entrance exams consist of standards-based questions and are measures of student readiness for an advanced course of study.

Chino High School has met or exceeded California State Averages in many areas of data for instruction and graduation rates. According to the last update for ED Data Services and California School Dashboard, Chino High School has exceeded the state average in graduation rates (over 93%) and the dropout rate (5% or under) in the past several years of data analysis. College and career readiness has not been reported for 2022. The 2022 data marked a decrease in the English Language Arts and Mathematics performance. Chino High School teachers and administrators in conjunction with curriculum directors at the district, members of ILT and WASC Steering Committee work together to strengthen the PLC process and the importance of looking at data to drive instruction. Chino High School partially met the A-G completion goal. We grew a percentage point, but it wasn't enough growth to achieve last year's goal of an A-G completion rate above 40%. In the AP area, we have seen a marked increase in the number of students taking and passing the AP exams overall; test and participation rates increased 5%. This increase has come partly due to the work of the AP club, helping fund AP tests for more students each year on campus, the increased amount of AP course offerings, and the support of our AP teachers who encourage students to take the exam. Finally, at least 75% of the students taking AP exams received a 3, 4, or 5 in the past several years. Our average college/trade school attendance after high school is at 96% and has remained consistent.

**Evidence:**

**[B.1.3](#)**

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

**Response:**

There is integration and alignment of academic and career technical disciplines at Chino High School. Some examples of different outsourced curriculum being used are “Quill.org”, as well as a variety of different topics and subject matter offered through the Freshman Transition classes, Health classes,

Career Technical Education (CTE) and a new program for Special Education students in the area of transitional needs.

Quill.org is an online program used in the English department that recommends grammar lessons for students based on a diagnostic assessment. This program provides extra support for students to practice at home and/or during school hours. Students are engaged and keep trying until they reach a proficient level. Teachers set up the needs for their students and utilize the information for assessments, extra credit, homework, review, absent make up, etc., for whatever may be needed. Some examples of projects that integrate multiple disciplines and incorporate outsourced materials are embedded in the Freshman Transition and Health classes. One project is the Substance Abuse Project on E-Cigarettes. This project being offered in the health classes on campus integrates reading comprehension/language arts standards, health standards, and puts into play different SDAIE strategies which are applicable to all students. Another project is the Credit Budget Project. The students in Chino High School Freshman Transition classes complete a project which incorporates language arts standards, math standards, and multiple applicable real-life scenarios on budgeting and how credit operates. Lastly, new textbook adoptions provide the students with online textbook access. Students who are absent or need extra practice can view video lessons or complete online practice activities that teachers assign. The teacher is also able to assign exercises via the textbook web page. These are examples that prove curricular integrity, reliability and security are maintained.

The Special Education Department has in place a Transition Partnership Program (TPP) for Special Education students. The course was added for the 21/22 school year. Students are given the opportunity to learn skills necessary to be successful in employment and in life after graduation. The program works closely with the Department of Rehabilitation (DOR) and West End SELPA, to provide students with training and resources. In addition, students are offered the opportunity to apply for Workability, a program that allows students to receive paid experience in the workforce.

The Arts, Media, and Entertainment (AME) sector requires perhaps the greatest cross-disciplinary interaction because the work in this sector has a propensity to be largely project-based, requiring both independent work and interdependent management skills for career success. New technologies are also constantly reshaping the boundaries and skill sets of many arts career pathways. Consequently, core arts-sector occupations demand constantly varying combinations of artistic imagination, metaphoric representation, symbolic connections, and technical skills. Successful career preparation involves both broad and in-depth academic and technical preparation as well as the cultivation of twenty-first-century skill assets, such as flexibility, problem-solving abilities, and interpersonal skills.

The alignment matrices of AME and CTE Sectors include the subjects of Common Core English Language Arts and mathematics standards, history/social studies standards, and Next Generation Science Standards. Academics analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Arts, Media, and Entertainment academic alignment matrix for identification of standards.

**Evidence:**

**B.1.4**

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

**Response:**

Chino High School articulates with the feeder schools at many district-led meetings supporting common core. Math teachers come together from different sites to create pacing guides and establish which standards are essential. Articulation with feeder schools was a common practice prior to COVID, as the district would have us meet pretty frequently. Post COVID we have begun the process of starting these meetings again. The English and Science Departments have planned for their courses in a similar way with science being the last to adopt the NGSS standards. Now that piloting new text books for our science classes has ended, science is now moving forward with the PLC process. Essential standards

have been established for our Chemistry and Biology classes, although ESA testing has not begun for these courses.

New to Chino High School this year is our BST Academy, which is a Biomedical career pathway. Students enrolled in the academy during their eighth grade year and had to pass a rigorous entrance exam. The Biomedical Science and Technology Academy (BST) at Chino High School brings opportunities to life! The BST Academy is a tuition-free, competitive, and rigorous magnet program that combines traditional coursework with cutting edge, specialized classes and curriculum that will prepare our scholars to contribute, excel, and innovate in high demand technical professions and higher education endeavors. This unique program is housed in a new state-of-the-art building on the Chino High School campus. The BST Academy strives for students to be innovative, investigatory and inventive throughout the branches of study offered. BST Academy branches of study prepare students to become industry leaders in their chosen field, keep pace with a changing world and prepare for a cutting edge and successful career they'll love.

Chino High School has been offering an ERWC course for students in the English department for several years. Articulation with our local colleges has brought about this course to help our students ready for university English courses. There is currently a discussion of implementing ERWC at the 9<sup>th</sup>-12<sup>th</sup> grade levels. MRWC, Mathematics Reasoning with Connections, is a course offered for seniors that have finished Integrated III or Algebra 2 that plan on continuing to college. The course was piloted for three years prior to distance learning in 2020. Counselors are currently working on rebuilding student interest in the program after the loss in enrollment numbers due to the COVID-19 pandemic. Chino High School has a partnership with Educational Talent Search (ETS) program, one of six pre-college programs offered out of Cal Poly Pomona. ETS is designed to generate the skills and motivation necessary for success in education beyond high school. Throughout the 2021-22 academic year, 500 students between Chino High, Don Lugo, and the Chino Valley Learning Academy were eligible for the ETS program. Of the 500 students, 77 students were concurrently enrolled at Chino High School. In previous years, ETS completed monthly presentations in our Freshmen Transition classes with supplemental curriculum. However, due to the COVID-19 pandemic the presentations were suspended. ETS has resumed presentations in the Freshman Transition classes this year. ETS also offers the Homework Club program where college tutors are available to tutor students in all subjects Monday through Thursdays after school from 3:30-5:00 pm, and in person in the library, as COVID-19 restrictions continue to evolve.

Chaffey College representatives continue to come to our campus to give all the interested senior Special Education students an orientation to their school. Those that wish to proceed are then registered and tested at Chino High School by Chaffey staff. We provide Chaffey the most recent copy of their IEP and Psych reports. The Special Education Department collaborates with West End Selpa and the Department of Rehabilitation to provide graduating seniors with vocational services. Chino High School does not currently collect data on follow up studies of graduates, although former students frequently stop by to visit staff throughout each school year to report on life after high school.

**Evidence:**

[B.1.5](#)

## **B2. Equity and Access to Curriculum Criterion**

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

**B2. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

### **Indicators**

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

### **Response:**

From the last WASC document we are continuing to provide a guidance lesson from counselors to freshman students. This presentation covers possible careers and majors of interest to see what the students want to pursue and really focus their studies on, A-G requirements to get into colleges, graduation requirements and more! We offer a freshman transition course that allows students to do projects like manage a budget, learn about admission requirements for different schools, and develop good study habits. Counselors also help students and parents choose academic classes for each school year. Baldy View Regional Occupational Program (ROP) classes are available for students that want experience in a field they are interested in, such as Sports Medicine, Food and Hospitality Services, Emergency Medical Responder, Cybersecurity, Criminal Justice, Crime Scene Investigation, and Computer Applications. The college and career center on campus has many opportunities for students to see informational meetings about a variety of colleges, scholarship opportunities, and career pathways.

Our Career Technical Education (CTE) department offers career pathway programs in six different industry sectors consisting of Arts, Media and Entertainment, Hospitality Tourism and Recreation (HTR), Child Development and Education, Information Communication and Technologies, Health Science and Medical Technology and Public Services. Each pathway is a two-year program consisting of a concentration and capstone course and meets A-G elective credit. These electives are open to all students with ROP courses being available to any local high school students. Several programs offer industry recognized certifications. Examples are TestOut PCPro, Comp TIA A+, CA Food Handlers Permit, and AHA-BLS-Heartsaver First Aid.

The students also have access to the National Honors Society through the college and career center. The college and career center also arranges for different branches of the military to come on campus for students that are interested in that career pathway. We also offer through the college and career center, a college fair put on through collegeboard that students can sign up for if they are interested. The school also offers an AVID course for students that are interested in going to college and furthering their career path. AVID goes on trips to college campuses, puts on their own college fair, and gets prepared for college by learning study skills and work habits. To further the conversation about college, AVID gives laminated sheets with each teachers' school and degree for them to post in their classrooms. These courses offer access to students that want to further their education in a career path they want to pursue.

In addition to the resources provided to the students in the last WASC visit, the students are also provided with tutors from a local college (Cal Poly Pomona). This program is called the Educational Talent Search (ETS). The college has students that are studying different areas and has them available to tutor the students at Chino High School in those subjects. This gives the students a great tutoring resource as well as the opportunity to ask questions about college. The students also have access to a career fair put on by local businesses. At the fair the students can get exposure to career pathways, internship opportunities, and meet experts in the field. Another resource we have added at Chino High School is the



girls and boys state leadership program. For both of these programs the students are not only exposed to leadership seminars and multiple different activities that promote leadership, they are also exposed to a college campus for a few days. A dual enrollment program is also available through Chaffey College, where students can take college courses while still in high school, so they can get a head start on their education and if they decide to go to a junior college already have some courses finished upon arrival. Chino High School has started a new program called Transition Plan Program (TPP). This is an elective course for Special Education students who want to plan for a career they want to pursue after high school.

Early Assessment Programs are offered in person and online to 10th and 11th grade students. This year's topics included the four systems of higher education, building a strong high school resume, choosing a major for your personality, and finding financial support during senior year.

**Evidence:**

**B.2.1**

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

**Response:**

Multiple classes, programs, and clubs offer our students engaging, rigorous, coherent, and relevant curriculum. Chino High School offers students the opportunity to pursue college level and career-readiness routes. The curriculum aligns with the Common Core Standards as well as the learning objectives. Parents/guardians and students are made aware of these options by counselors, Freshmen Fair, Club Rush, Club advertisements, and announcements. Parents/guardians and students are allowed to decide on courses, programs, and clubs to fit their college and career goals. There is access to AP courses as well as a Dual Enrollment Program in which both allow credit for college courses. There is also the AVID program which prepares students for college and success after high school. Students must keep a required GPA as well as interview to be a part of the program.

Students have access to career technical courses such as EMR, Cyber Security, Criminal Justice, Culinary Arts, and Sports Medicine. Teachers also provide opportunities to create an environment in which students collaborate and discuss their learning and their thinking which incorporates many skills specific to the 21<sup>st</sup> century. Real world experiences are incorporated regularly through real life examples related to content, or through guest speakers/field trips for classes and clubs. Teachers use many instructional tools to assist the curriculum to develop the necessary skills for the real world. These include presentations, peer-teaching, modeling, performance-based assessments, hands-on labs, think-pair-share, gallery walks, group work, research papers, and other engagement practices. These instructional tools are differentiated to support and be accessible to all students. The Biomedical Science and Technology Academy (BST) began at the start of this school year. Students that are participating in the program had to apply during their eighth grade year and pass a rigorous entrance exam to be accepted into the program. There is no cost for the program and students take cutting edge courses to prepare them for the 21st century workforce.

**Evidence:**

**B.2.2**

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

**Response:**

Chino High School provides numerous opportunities for collaboration with students, parents, teachers, counselors and other staff in several different ways, to develop, monitor, and revise students' personal learning plans and post high school learning goals. One example is through student Individual

Education Plan (IEP) meetings held by the Special Education Department. Student's IEPs are written following strict guidelines established by the state and facilitated by a team composed of the case carrier, parent, student, teachers, administration, counselor, program specialist, and school psychologist. During an IEP meeting, the team agrees to educational goals, transition goals, and accommodations to help the student in class. Each student's IEP is subject to an annual review, with parents, student, and representatives from required groups to determine if and how the student is reaching the target goals, and what changes may need to be implemented. Chino High School now has 41 collaboration classes, 22 pull-out classes, 6 study skills classes, and 1 Transition Partnership Program (TPP) class for the Special Education students which is an increase from 28 collaboration classes, 28 pull-out classes, 5 study skills classes and no TPP class in the 2017/2018 school year.

The School Site Council provides another option for parents, students and staff to meet (4 meetings per year) to discuss the Schoolwide Action Plan (SPSA) and the school budget. The English Language Acquisition Committee (ELAC) advises the Principal and School Site Council on programs and services for English Learners. ELAC meets (4 meetings per year) to help parents acquire English and parenting skills (<https://www.chino.k12.ca.us/Page/48918>).

An example of collaboration amongst staff, is the 10-year career collaboration project assigned in the Freshman Transition class. Students consult with teachers, parents, and staff to design a 10-year plan for achieving their career goals. They prepare a poster detailing the steps they will need to accomplish along the way. They also learn about creating and maintaining a budget for their desired future lifestyle.

Chino Valley Unified participates with the Baldy View Regional Occupational Program (ROP) program. For high school students who wish to take an ROP course, a parent/guardian informational meeting is held, and their consent is required. Also, during the parent/guardian informational meeting, other programs and materials are given regarding AVID, AP, Educational Talent Search (ETS), a tutoring program with CalPoly Pomona, and counseling. The AVID program is introduced during parent night/Scholarship Night, and provides ample feedback to parents about their children's academic success through weekly grade checks. The AVID program has a community of teachers, counselors, administration, and parents who support the college goals of the students who participate in the AVID program. By attending AP Night, parents and students learn the requirements and advantages of taking AP courses during their high school careers. Approximately 90 parents/guardians/students attended the online AP Night with a link accessible for Presentations from AP Night, as well as the Course Agreement, are posted here: <https://www.chino.k12.ca.us/domain/3296>

Remind 101 is still being used to provide immediate updates to parents, students, and teachers as well as a new program, Parent Square. Parent Square is used in place of the Aeries communication system. It can be used by teachers, administration, counselors, parents, and students. Aeries is still used at Chino High School for grade reporting. Several teachers on campus use Aeries regularly to post grades. Monitoring of student progress on Aeries assists with the student planning for academic and future goals.

A Freshman Orientation takes place at the beginning of each school year, which is attended by approximately 2/3 of the incoming freshmen students and their parents/guardians. Information about the types of classes available and how to enroll in them is provided. Beginning the 2021-2022, Freshman were given the opportunity to work with Link Crew, which provides upper class mentors to help guide incoming Freshman class students. Each pair of link crew students is responsible for 12 incoming students. A parent meeting is attended, at which time the program is explained, and permission to participate is obtained from parents. Link Crew had previously been suspended due to COVID.

The Chino High School Counseling Department hosts a Senior Night and a Junior/Sophomore Night, at which time students and their parents are provided with information about the successful completion of their high school careers, and about how to pursue continuing their education beyond high school. Information about Universities, Jr. Colleges, and alternative career preparation programs are offered. Chino High School hosts 83 college visitation days during the year, so students and parents can learn about specific institutions they may wish to attend after high school.

#### **Evidence:**

#### **B.2.3**

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



**Response:**

Chino High School has multiple programs that facilitate transitioning students into college, career, and other post-secondary high school options. These programs include AVID, CTE, BST, Career Center, Educational Talent Search, ROP, and the Work Experience program. The administrative team reviews all programs with the district and staff each year to ensure effectiveness. Any changes that are made are done prior to the start of the next school year.

Advancement Via Individual Determination (AVID), is a program designed to monitor students and provide them with study/organizational skills that help them achieve their goal of attending a four-year university. This program includes tutorials in which college tutors hired by the school assist students with their course work. This enables students to be successful in meeting their admission requirements. The AVID program is evaluated every year by involved staff members. This evaluation drives the School Site Team plan for the following year which focuses on areas of improvement for the program. Both documents are collected and reviewed by the AVID program.

Chino High School's Career and Technical Education (CTE) programs include specific career skills training courses that helps students prepare for college or career. The CTE curriculum focuses students on academics, employability, and technical skills used in specific occupations. Some courses such as ICT I and ICT II offer industry certifications in the Information Communication Technology field. Students can earn a certification upon completion of a course program and passing a certification exam. CTE offers University of California A-G approved courses in the following industry sectors:

- Arts, Media and Entertainment
- Hospitality, Tourism and Recreation
- Information Communication Technologies
- Education, Child Development and Family Services

The Biomedical Science and Technology Academy (BST) is a competitive, and rigorous four-year academic magnet program that combines traditional coursework with cutting edge, specialized classes and curriculum preparing students for the very best that life after high school has to offer.

BST Academy strives for students to be innovative, investigatory, and inventive throughout the branches of study offered. BST Academy branches of study will prepare our students to become industry leaders in their chosen field, keep pace with a changing world and prepare for a cutting edge and successful career.

All BST Academy graduates will meet University of California and California State University admission requirements and be well qualified to meet the admission standards for other top tier universities. The BST Academy is a competitive, academically rigorous environment seeking students who enjoy challenges that extend beyond the typical school day and year. BST Academy Core Specialty Courses include:

- Introduction to Artificial Intelligence
- Artificial Intelligence in Medicine
- Applied Artificial Intelligence in Anatomy and Physiology
- AP Biology
- AP Seminar: Biomedical Science
- AP Research: Artificial Intelligence
- AP Chemistry
- AP Physics
- Senior Capstone: Application of Research

The Chino High School Career Center is very active on campus. The coordinator has organized career days, college fair trips, and multiple guest speakers from colleges and universities to speak with the students. This provides awareness and resources for the students to explore post-secondary options.

Educational Talent Search (ETS) is a federally funded program through a grant from the U.S. Department of Education and provided by California Polytechnic University, Pomona. This program allows students to explore their college options, provides tutoring services and aides with the college application and financial aid process. ETS helps prepare high school students for success in postsecondary education free of charge. The goal of ETS is to provide information and services to high school students who demonstrate potential and a desire to pursue postsecondary education. The ETS program services are currently hybrid with tutoring sessions online (zoom) and in person every week. Tutoring in person is open to all Chino High School students.

Baldy View Regional Occupational Program (Baldy View ROP). Baldy View ROP is part of a statewide network of Regional Occupational Centers and Programs. Statewide, more than 500,000 students enroll annually in ROP courses to better prepare themselves for the world of work and advanced training. Baldy View ROP offers Career Technical Education with work-based learning experiences, to prepare Chino High School students for career, advanced learning, and life. Baldy View ROP courses offered at Chino High School:

- Computer Applications
- Cybersecurity 1 and 2
- Crime Scene Investigation 1 and 2
- Criminal Justice 1 and 2
- Emergency Medical Responder 1 and 2
- Food and Hospitality
- Sports Medicine

Work Experience is a program on campus that provides students with support and resources while they enter the workforce. The work experience teacher instructs in developing interview skills, completing job applications, and building resumes. The students are also evaluated on their work performance to ensure that the work experience course is truly benefiting them and creating responsible employees.

**Evidence:**

[B.2.4](#)

## ACS WASC Category B. Curriculum: Synthesize Strengths and Growth Areas

**Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.<sup>2</sup>**

### Areas of Strength

1. (B.1.3) Essential Standards assessments are being utilized in Math and ELA and are used as an indicator for student progress on CAASPP. SMART goals have been identified for all department PLCs on campus.
2. (B.1.1) The school provides adequate time for professional development for teachers, including paid time out of the classroom.
3. (B.1.3) The school student proficiency goals align directly with the district LCAP.
4. (B.2.2) School programs offer real life experiences, academic rigor, college readiness, career and technical applications, and practical applications of the 4 C's of common core (communication, collaboration, critical thinking, and creativity).
5. (B.2.4) Staff continues to have the support of district, administration, coaches and colleagues to share best practices for guiding students with their post-secondary goals. Teacher training has resumed for the 2022-23 school year.

### Areas of Growth

1. (B1.1) Need all departments, including non-core subjects, to be writing/analyzing CFAs.
2. (B.1.2) Need to continue teacher training in analyzing student data and how to use it to direct instruction.
3. (B.1.5) Need data to show how effective programs are, including post secondary.
4. (B.1.4) Not all teachers collaborate and create cross curricular lessons and projects. Training could be implemented so this is a norm across all disciplines on campus.

**Critical Learner Need 2:** Achieve our desired PBIS Gold status. Increase our tier 2 and 3 interventions, continue to address chronic absenteeism and move forward with PBIS and school-wide professional development. Increase Parent Communication. Updating the website, informing parents in other ways besides phone blasts, emails and text and increasing parent attendance at school events are the top priority. An increased focus on school climate and parent connectedness are necessary and recommended for increased student achievement.

**Comments:** As found in B1.3 there is congruence between concepts and skills taught, the academic standards, the college and career readiness standards, and the Areas of Emphasis. English, Science, and Math teachers have been trained in CCSS and NGSS and are implementing more hands-on applications in their classrooms. District pacing guides are teacher created and are currently being re-evaluated to be more concept aligned rather than textbook aligned. Pacing guides are used to guide instruction in the classroom, with emphasis on essential standards. B 2.2 provides evidence stating that core classes have developed rigorous curriculum based on Common Core and NGSS standards. Honors and AP curricula and BST are offered to provide students with the academic rigor necessary to succeed at the college level. B 2.2 provides evidence supporting a rigorous, relevant, and coherent curriculum that includes real world applications, and is accessible to all students through all courses/programs offered. Programs such as AVID, ROP, and work experience use standard based curriculum that includes activities, projects, field trips and skills practice of real world applications. These programs and training opportunities for teachers provide all students with scaffolded learning opportunities which will prepare them for college and the workforce. Students that want to be part of the BST Academy do so through an application process.

**Critical Learner Need 3:** Increase A-G completion. We grew a percentage point, but it wasn't enough growth to achieve last year's goal of an A-G completion rate above 40%. Increase AVID participation rate.

**Comments:** There are many opportunities to assist the low academic achievers and underrepresented students at Chino High School. Several online tutorials are available for students. Desmos, Khan Academy, Quill, Delta Math, and Paper are just a handful made available. Teachers set up the needs for their students (ex. what each assignment should be used for) and are able to utilize the information for assessments, extra credit, homework, review, absent make up, etc. Some programs provide data of student achievement which can be used to guide instruction. Educational Talent Search is back on campus and provided by California Polytechnic University, Pomona. This program provides tutoring services twice a week in addition to college assistance. Study skills classes are offered as elective courses for students which enables them to have an additional class period to get assistance from a teacher on assignments. Tutoring services are also available before school, after school or during lunch with several teachers. Individual Education Plans are written following strict guidelines established by the state. IEP teams are composed of the case carrier, parent, student, teachers, LEA representative, program specialist, and school psychologist. A student candidate is given an extensive battery of tests to evaluate their academic abilities and educational needs. Students can also be placed on a 504 plan as needed to monitor a student's progress and revise the academic goal/s as needed. For students who qualify, a 504 plan is developed and approved by the parents, to provide accommodations needed to support the student's academic success. On the 2023 CAASPP, the combined percent of students scoring "Met" and "Exceeded" in ELA will increase from 45% to 60% and in Math will increase from 16% to 40%. and Chino High School will increase AVID participation by 5%. Participation rates for the Essential Standards Assessments in 2022-2023 will increase to 95% or better for all 3 ESA administrations. All Chino High School teachers in core subject areas will be trained in Integrated ELD strategies and Special Education teachers will continue UDL and Co-Teach professional development. AP Course enrollment will grow by 5%. Chino High School A-G completion rate will increase by 5%.

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
  - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
  - **Identify important next steps within the schoolwide action plan/SPSA.**

## Category C: Learning and Teaching

### C1. Student Engagement in Challenging and Relevant Learning Criterion

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

**C1. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Indicators

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

**Response:**

Chino High School staff strive to return student work in a timely fashion with comments and/or corrections to help students improve their skills. Many teachers have students participate in gallery walks, hands-on projects, labs, or presentations which give the students the opportunity to see how their own work compares to their peers in addition to the grade and comments from the teacher. With the implementation of the Essential Standards Assessments and the CFA/data analysis component of the PLC process, Chino High School teachers are analyzing student work more regularly. The ILT and members of the WASC Steering Committee provide support to PLCs needing help in this area. The high percentage of students taking AP courses and passing the AP tests with a score of 3, 4, or 5 shows that the curriculum is challenging and relevant. The certifications that the students earn through the Career Technical Education programs shows that the curriculum for those classes is very challenging, current, and cutting edge. The college classes that students are taking through Chaffey College while still in high school shows that our students are prepared for college and can start with some of their classes already completed. Many of the teachers regularly monitor the students' work and level of understanding by using "Tickets out the Door, Fist-to-Five, Kahoots," and many other forms of quick comprehension checks. For students with disabilities, we have approximately 14 Special Education educators that work within 41 "collab classes" that offer inclusive learning environments to students that are able to function in an academic environment but with added support. In addition, Special Education teachers work alongside the general education teachers to help students examine their work and make corrections as needed.

**Evidence:**

[C.1.1](#)

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

**Response:**

Essential Standards Assessments (ESA's) for English and Math have been in effect since the district's implementation approximately ten years ago. These assessments are easily accessible in Illuminate and can be administered online via student Chromebooks. The Essential Standards were determined by consensus with representatives of the English and Math departments of all high schools in the district.

The ESA's were used as an indicator of how students would perform on the state tests; however, the standards being tested don't always line up with the pacing guide. Due to COVID, the state tests were suspended and the ESAs have been used in their place. (See results in evidence folder.) During PLC time, teachers review the ESAs and CFA's to determine where teaching needs to be adjusted with enrichment for the students that met or exceeded the standard, or re-teaching for the students that need additional help.

When surveyed in the 2021-2022 school year, the Math Department's respondents came back with a 100% confirmation that the department administers ESAs. According to the High School

Assessment Calendar, there are three designated windows to administer ESAs for subjects IM1 - IM3. The ways the Math Department prepares students for the ESAs are:

- Having every lesson tied to an Essential Standard
- Having “I can” statements on the board
- Having “I can” statements at the top of worksheets
- Warm-ups and Exit Tickets focused on ESAs.
- Integration of ESAs into common assessments created by the department

One respondent mentioned that often students were given the ESA as a “cold test” because the standards the ESA covers may be out of sequence; for example, at times an ESA tests students on a standard that is still a month out before getting to it in class. This could be unique to that individual based on being new to teaching/teaching the course and pacing needs refinement by the teacher. This could also be brought up in a Math Department meeting with the intention of bringing it to the district so the ESAs can be adjusted accordingly. As far as discussing the ESA results as a department, 87% stated there was department-wide analysis and discussion of results. Data collected is used to identify areas to reteach, often via warm-ups. Reteaching and spiraled review occurs through lessons and formative assessments are often focused on reteaching standards. SMART goals are developed based on data, and thus, used to support instruction of the essential standards. Seventy-five percent of Math teachers discuss the results of the ESAs with their classes. There is a mix of responses regarding the ESAs being part of the course grade with most Math teachers using the ESA as a class assignment or for participation points. A few offer extra credit based on the performance band scored by the student – Exceeded, Met, Nearly Met, Not Met. Finally, 87% of math teachers reported doing their best to motivate students in taking the ESAs.

The Chino High School English Department also reflects consistent administration of ESAs with 100% of respondents reporting the ESAs were administered. Consistency of discussing the data from the ESAs was less with 66% of respondents stating results were not discussed consistently. Grade level meetings discuss low scoring standards and how to reteach and implement the standard into another task. Sixty-six percent of the respondents stated they discussed the results with their students by often reviewing those questions on which 50% or more of the students missed the question. The motivation for testing varied – 33% of respondents rewarded students by class competitions or by extra credit according to band performance. Many English teachers counted the test as participation points. One hindrance to English Department analysis of data is often the need to discuss other items needed by administration or by the department: the department has Vertical Team PLCs for CP and for Honors/AP, Teacher and Collaboration class SpEd Teacher PLCs, and grade level meeting all requiring their own PLC time. Uninterrupted time beyond the PLC time limits is needed for extended analysis and planning for reteaching or readdressing the ESAs in upcoming units. Many teachers in the English Department have changed their grade level this year and, thus, getting their bearings with the new curriculum; this could be part of the slow down in analyzing data this year as teachers adjust to the time demands/constraints of learning a new curriculum.

An ELA ESA Review Committee, comprised of 7 - 12 grade teachers in the district convened on October 15, 2022 to analyze the ELA ESA ## data from Spring 2021. They reviewed/revised test items for the Spring 2022 ESA administration. The teachers spent much of the time pouring over student responses and test items. Throughout the day, many observations were made about the types of questions students were not answering correctly. Collectively, the ESA Review Committee felt that all English teachers would find the following information helpful. Along with the observations, the teacher has offered some tips/strategies they believe would be helpful. The chart below conveys the observations and solutions:

Observation	Teaching Tips
Students may not be reading prompts and/or passages in their entirety	Students may benefit from practicing with annotation question prompts (highlighting or

	circling key words).
When questions include graphs or tables, students appear to be looking at graphs in isolation without connecting them to the article in which they are embedded.	Have students draw a line connecting information in the graph/chart with the specific part of the article or text to which it connects.
Students struggle with revision strategies such as removing sentences that do not support a claim or argument.	Have students physically draw a line connecting evidence to the part of the claim or reasoning that it's supporting.
Students are struggling using context clues to understand terms in the prompt.	Explicitly teach language used in text prompts. (It was noticed that there were problems with the following words: inference, rhetoric, performance based incentives, etc.)

The Social Science and Science Departments also had ESAs so their departments were surveyed as to the frequency of use and follow up regarding ESAs. At one time, it seems the Social Science Department had a representative at district meetings for Social Studies ESAs; however, it seems that any development, implementation, or existence of Social Science ESAs has not had clear communication from the district and/or no direction has been provided to the Social Studies Department by the district. When asked if the Social Science department administered the ESAs, 50% of the respondents stated "no" and 50% stated "not with consistency." Given those results, there appeared to be a willingness to administer ESAs, if they exist. Department members stated that if they were doing them (as a whole), then they would be creating formative assessments and reviewing results to drive instruction. Therefore, clear communication with the CVUSD Office of Secondary Curriculum needs to occur to determine if ESAs are required for Social Science. For instance, on the 2021 - 2022 High School Assessment Calendar, there are no dates specified for Social Science testing except for one day of World History and US History Benchmarks – it remains to be seen if this is the equivalent of an ESA, or not, according to the district. In lieu of clear data regarding ESAs, the Social Science department does use common formative assessments created during PLC time to decide which information needs to be covered across different content areas (e.g., - World History, US History, etc.). The results of common formative assessments are discussed as a department, but not consistently with 25% of the respondents stating "yes", 25% stating "no", and 50% stating discussion takes place "without consistency".

As for the Science Department, the 2021 - 2022 High School Assessment Calendar does not reflect any dates for testing for Science concepts. However, when surveyed, 50% of those surveyed stated that "yes" they did administer ESAs for Science while 33% responded "no", and 16% stated that ESAs were not consistently administered for Science. The Science Essential Standards (ESs) are included in the NGSS curriculum which is used to guide teaching. Depending on the standard, ESs may be reviewed verbally, with classwork, or on a quiz/test. ESs are reviewed prior to comprehensive assessments. Preparation for comprehensive assessments may come in the form of: bell work, notes, assignments, labs, exit tickets, starter questions, and "I can" statements written on the board – which are stressed in class and clarified for students. Department created common formative assessments are used to guide reteaching, used as review prior to a lesson, or used as a tool to plan instruction going forward. Lessons are often redesigned and activities scaffolded in the reteaching phase.

In short, two departments are regularly administering ESAs to their students and are taking efforts to prepare and motivate students for these assessments; however, school-wide day to day addressing of standards connected to instruction needs to regain the momentum it had when first implemented.

Regarding student understanding of standards/expected performance levels for each area of study to demonstrate learning and college readiness Chino High School offers 11 different Baldy View ROP classes on the Chino High School campus: Emergency Medical Responder 1 and 2, Computer Applications, Criminal Justice 1 and 2, Crime Scene Investigation 1 and 2, Cyber Security 1 and 2, Sports Medicine, and Food and Hospitality Services. All of which provide real world experiences with post-secondary implications. Respondents were from Culinary, EMR, and Computer Applications; they all have curriculum provided standards or they have created standards for their courses. Of the respondents,

33% post them at the start of the unit and 66% refer to them during lessons and activities. Types of career activities and lessons are:

- Costing sheets for recipes and menu pricing
- Flow of food template for food safety and sanitation
- Job applications and interviews
- Essays and projects connected to college research.

The 2022-2023 school year continued the practice of teachers writing “I can” statements for each lesson/unit. These “I can” statements make the CVUSD Essential Standards more student-friendly by writing the standard from their perspective. The statement clarifies the skill students are expected to complete after the lesson. The “I can” statement is measured by specifying the expected learning outcome the student will gain by the end of the lesson. For instance, “I can analyze a speech by Abraham Lincoln for the rhetorical devices employed to develop the speaker’s persona and convey the speaker’s attitude toward the subject.” Teachers continue to use specific verbs that fit the standard/lesson. At times, the verb may be more task oriented: outline, write, define, and other times, it may be less concrete: synthesize, explain, apply.

Teachers in all departments were surveyed (2021-2022) with an anonymous Google form and out of the 51 respondents, it was found that 47.1% of teachers regularly write “I can” statements on the board, 13.7% sometimes write the statements on the board, 11.8% intend to (which could be taken as “will start” or “are well-meaning” but forget, etc.); while 27.5% of teachers rarely/never write “I can” statements on the board. School-wide, 53% still need to initiate posting “I can” statements on a regular basis. Most teachers are open to doing so, but get side-tracked or forget to write these if/when they write their daily agenda for students to view.

Referencing the same survey as above (2021-2022) the number of teachers that make a routine of discussing the “I can” statements with students went down from those that regularly post the statements (47.1%): 27.5% of teachers regularly review the statement with students before the lesson, while 33.3% sometimes discuss the statements, 13.7% intend to discuss them (again, may need to get started or are well-meaning) and 25.5% rarely or never review the statement with students. Therefore, 72.5% of teachers surveyed are not discussing “I can” statements with students on a regular basis. With focus, these numbers can easily be improved; for instance, via peer or admin walk-arounds to check for “I can” statements in classrooms.

**Evidence:**

**C.1.2**



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

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

**C2. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Indicators

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

**Response:**

Staff is dedicated to the use of various types of instructional strategies. These help differentiate instruction to students with the use of visual aids, games, manipulatives, and technology. Prevalent since the pandemic is the increased technological resources taught/demonstrated/guided by teachers with students. This was accelerated with 1:1 Chromebook distribution. Other changes more prevalent in the last two years, include project based learning using Google Classroom and online content. The catalyst which allowed this to happen was the 1:1 Chromebook policy for students. This platform lends itself to faster and more effective differentiation for ELL students and different modalities.

With the use of smartboards in the majority of classes and the 1:1 ratio of students with Chromebooks, this allows teachers to use various technological resources to ensure student learning and engagement. The use of the smart boards also allows teachers to access multiple sources to explain concepts and ideas using websites such as Kahoot, Youtube, etc. to use as visual aids for students. Also, being able to pull up the assignment on the board from Google Classroom allows the teacher to completely walk the students through the assignment.

Teachers use a variety of visual aids and props to support student learning such as: photos, pictures, and props to illustrate concepts and content. Educators also use technology to illustrate concepts and content. Math teachers can be seen using [deltamath.com](https://deltamath.com) as an online resource which contains practice problems covered in class. It provides students with guided solutions, guided version (interactive), visual tools, true graphs, geometry modules and triangle angles. DeltaMath allows teachers the ability to monitor students' individual progress. The program breaks down math standards/skill(s) and tracks students' proficiency levels. Desmos.com is another online resource math teachers use to facilitate the learning of a variety of math concepts such as graphing functions.

Other instructional strategies being used are teachers acknowledging all students' comments, responses, questions, and contributions through affirming, correcting, or probing. Teachers validate all perspectives such as: "That's one idea. Does anyone else have another?", "That was one way to solve the problem. Who did it another way?", and "Who has an alternative view?". Teachers are seen consistently monitoring students' understanding using a variety of approaches such as Thumbs Up, Exit Pass, Unison response, Troubleshoot it (Present students with a common misconception or frequent procedural error. See if they can: 1. Identify the flaw or error, and 2. Correct it.)

The District is also dedicated to the continuing improvement of teaching strategies and methodology by providing free workshops to teachers. One such workshop provided was for Universal Design for Learning (UDL) offered before instruction began Fall 2022. Teachers were offered the opportunity to attend a full day workshop taught by Dr. Caty Solone, an Academic Administrator for Disability Studies at UCLA. Teachers were taught strategies to recognize the need for differentiation and embrace students' neurodevelopmental profiles by offering multiple means of engagement, representation, action, and expression. Another workshop offered before instruction began was for Co-Teaching, helping teachers find success in the inclusive classroom. This offered strategies and teaching techniques for differentiating and co-instructing.

**Evidence:**

### C.2.1

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

**Response:**

Much has changed in terms of technology at Chino High School! First and most importantly, all students are 1:1 with Chromebooks, so every student is able to regularly access and use technology consistently to support their learning at home and in the classroom. Some of the basics that have remained the same are use of tools like Quizlet and Kahoot for quick formative assessment and skill practice across all disciplines, and PowerPoint by both teachers and students.

One of the few bright spots in the pandemic is that it forced teachers and students to rely on technology like never before. Teachers had to discover and learn a wide range of new tools in order to deliver instruction and provide skills practice, and students and teachers had to work together to find the best tools to support different types of learning. All teachers transitioned to using Google Classroom or Microsoft Teams to conduct classes during quarantine, and most teachers and students have continued to use those tools even after returning to in-person instruction as an effective way to organize and communicate assignments so that students can access them anytime in class, from home or even during travel.

Within English, students learned how to use Kami to annotate texts and to use/create graphic organizers to enhance learning. Padlet allowed students an interactive way to review concepts together with their classmates by posting questions and answers, giving examples of key skills and providing feedback to one another to deepen knowledge and application of the standards. More recently, the English Department added Quill, an online grammar and writing platform that gives students personalized units of practice based on the strengths and weaknesses they present on a series of diagnostics. This allows each student to know exactly what he/she needs to work on most and gives targeted practice and feedback to help strengthen those skills. Students see their own progress and can review the skills they've practiced during actual writing tasks in order to apply their knowledge to produce better writing outcomes. Some Collab classes used EdPuzzle to enhance learning for visual learners and to differentiate instruction for diverse learning levels.

History is also pushing students to integrate multiple technology tools to strengthen analytical skills and complete projects. For instance, one class has been studying "yellow journalism" or bias in reporting. Students had to research and find an article that included bias, save as a PDF then use the KAMI app to annotate a digital copy. Other History classes are using movie-making apps for iPhone and Android to complete projects that analyze historical events, prove knowledge of standards and practice effective speaking and listening skills.

Math uses DeltaMath and Desmos to provide students with an array of online practice tools to master skills. In addition, students in some math classes use Padlet to complete interactive math reflections that allow students to teach and learn from each other, thus strengthening the mastery of standards.

Science is utilizing Phet online simulations to allow students to strengthen their observational skills, prove understanding of key concepts and summarize using correct terminology and examples for support. In addition, tools like GoFormative and Google Forms for quizzes, YouTube for chemistry videos, and online interactive labs are allowing learners to utilize different tools to practice skills, prove knowledge and learn collaboratively.

**Evidence:**

### C.2.2

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

**Response:**

Chino High School teachers utilize a variety of important scaffolding/SDAIE strategies to assist students to gain the skills to be empowered learners. All of the curriculum's lessons and student activities tap into prior knowledge, contextualize the lesson, attain study habits, modify the text, and prepare performance tasks. All subject areas instruct using modeling, demonstration, guided practice, and

independent practice, and check for understanding before students need to perform on a summative assessment. Individual and group projects and reports demonstrate the effectiveness of organizing and applying knowledge for assignments across the curriculum at Chino High School. Teachers from all subject areas take a facilitator position while students utilize technology to create inquiry-based assignments where students use texts, databases, websites, primary sources, informational material, etc. to learn, self-inform, and discover pertinent information. This can be seen in Career Projects, the Juvenile Justice Module, PowerPoint projects, math performance tasks and projects, and Historical Investigation. In the English Department, teachers use the Rigorous Curriculum Design and District Teacher-designed Unit Planning Organizers. These are embedded with teaching strategies for differentiated instruction, for intervention and enrichment, along with interdisciplinary connections.

The English units also have supplemental materials and resources for each task, which prepares students for Culminating Learning Experiences that showcase students' applied knowledge. In all grade levels, teachers instruct students to use graphic and writing organizer formats such as K-W-L charts, I-search papers, and Jane Schaffer paragraph writing. There is currently one Read 180 Intensive reading class that the students read at their own level on the computer to help them improve their skills. The program gives the teacher a printout showing how much the students have improved and where to tailor instruction in the future.

In the Science Department, teachers use PowerPoint presentations and deliver visually organized notes for introduction and review Biology pre-made notes with accompanying PowerPoints. With the Next Generation Science Standards shift in teaching, Biology students were given a PowerPoint and asked to create their own notes, then asked to role play the stages of Cell Respiration; additionally, students were asked to create infomercials about macromolecules and finally demonstrate their creation of backyard planters with vegetables that could be used personally or sold to neighbors.

The History Department uses History Chapter Notes to help students organize and access their knowledge. In the Math Department, there are two intervention Math 180 classes designed for struggling students with the focus of building students' confidence and competence in mathematics. This program provides students with comprehensive support and exercises online so that teachers can monitor and ensure students' growth and success. The two printouts of student work in the evidence folder reflect clusters of students whose Mathematics skills are at below basic level. It displays the date, duration of practice online, specific skills (addition/multiplication), % Rank, and other information. This serves as evidence of the effectiveness of the Math 180 Program. These students' mathematical skills are indeed below basic level; however, they are being exposed to extra online tutorials, which assist them and their instructors in meeting their mathematical concepts mastery. In addition to the teacher's lectures and group and one-on-one tutoring, the teacher receives timely feedback of students' acumen in specific areas. As these two pieces of information show, students are in the process of achieving the necessary skills to comprehend math and apply this acquired knowledge and skills at higher cognitive levels. In addition to this, the math department gives students multiple opportunities to demonstrate their understanding in various math concepts. After every math unit, the students complete math projects and performance tasks to apply and demonstrate their knowledge and understanding.

In the Math Department, all courses use modeling performance tasks to connect math to the real world. For instance, Calculus students complete various projects and collaborate on group work focusing on problem solving and critical thinking. Students then present their findings. Calculus BC students create amusement park rides and show 3 calculus topics connected to their ride and find the area of a leaf using integration techniques. In Pre-Calculus, the students study how a polynomial function models a 94-roller coaster and study polar coordinates while creating an art project using an online graphing tool, Desmos.com.

**Evidence:**

[C.2.3](#)

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

**Response:**

There are currently 47 students enrolled in Chino High School's Work Experience program, at a variety of business locations. Work Permit applications are available to all students in the College/Career Center. As part of the Work Experience class students engage in mock interviews, incorporate employer evaluations to improve job performance, create resumes and obtain references for post-secondary employment. Two Career Technical Education Pathways, Culinary Arts with 154 students this year and Library Science with 108 students this year, provide career exploration and preparation for all students who have chosen to enroll. These programs have grown from the 2021/2022 school year when Culinary Arts started with 128 students and Library Science started with 31 students. Real world experiences include food industry tours and field trips, and work experience in the school library. In the Culinary Arts pathway, students pass their Food Handlers Certification and earn their California Restaurant Association Force in Training Certification. In Career Technical Education (CTE), in Arts, Media and Entertainment, students are being prepared for entry level jobs and higher education through technical speakers, field trips, and the responsibility of broadcasting the school's weekly video bulletin.

In addition to Chino High School's "home grown" CTE offerings taught by CTE Credentialed teachers, we enjoy a partnership via our Joint Powers Agreement with Baldy View Regional Occupation Program (ROP). This partnership allows for the most relevant and rigorous CTE program in the region. Baldy View ROP offers 15 CTE Industry Sectors, rich in relevant career instruction, internships, pre-apprenticeships, and industry-recognized certificate programs. These courses afford transition-to-employment and post-secondary education. There are 11 different Baldy View ROP classes available to Chino High School students on Chino High School's campus, including Emergency Medical Responder 1 and 2, Computer Applications, Criminal Justice 1 and 2, Crime Scene Investigation 1 and 2, Cyber Security 1 and 2, Sports Medicine, and Food and Hospitality Services. All of which provide real world experiences with post-secondary implications. There are fall and spring course offerings, all of which offer high school credits.

Career Fair Day at Chino High School provides access to 100% of our student body to over 26 different industry sectors. Presenters offer information on careers in Arts, Media, and Entertainment, Transportation, Education, Child Development and Family Services, Hospitality, Tourism, and Recreation, Building Construction Trades Fashion and Interior Design, among others. Students engage with business professionals and ask questions, network, and learn about various career opportunities. All freshmen use CareerCruising.com in their freshman transition class to create a 10-year plan. In addition to creating a plan, students use curriculum from Ramsey Classroom/Foundations in Personal Finance for their budgeting unit. The course also has a career project component using California Career Zone. This type of project based teaching combines a personal interest component which engages students and provides resources in career decision making as the students complete their high school academics.

The Special Education Department utilizes several different resources to help students with planning for after high school. Each year the CVUSD in conjunction with the WESELPA sponsors a Career Fair tailored to Special Education student's needs. The Career Fair provides students with an opportunity to speak directly with colleges, technical institutes, the military, and employers. Students receive information from any of the sources that they choose in addition to receiving training on interview skills and how to dress for an interview. The Workability Program provides for sixty hours of paid, on the job training where they learn valuable employment skills. The students are placed in companies such as CVS Pharmacy, Rite-Aid and Pep Boys. The Workability coordinator visits them each week to check on their progress and to see if there are any issues that need to be addressed. Many students are hired directly from this program. Case carriers work with each student to create a Transition Portfolio that is part of their IEP process. This process helps students identify their learning techniques, job strengths, and possible job interests. At the end of four years they should have a good idea of how to proceed after high school. In addition, all Special Education seniors are signed up with the Department of Rehabilitation

(DOR) which follows students for life. The DOR helps students with tuition payments, purchasing of tools, interview clothes and many other items that students need for work.

**Evidence:**

[C.2.4](#)

## **ACS WASC Category C. Learning and Teaching: Synthesize Strengths and Growth Needs**

**Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.<sup>3</sup>**

### **Areas of Strength**

1. (C.2.4) A variety of learning opportunities in both core courses, ROP/CTE, and pathways, including BST Academy
2. (C.2.3) 1:1 Chromebook distribution
3. (C.2.3) Continual growth of Math and English ESAs
4. (C.2.3) Continual technological advancements in the classroom (ViewSonics)

### **Areas of Growth**

1. (C.1.2) A higher percentage of teachers writing “I Can Statements” (currently 47.1%)
2. (C.2.1) Continuing growth of technological advancement training for all teachers
3. (C.2.1) Teachers have received a larger amount of hands-on training via district led classes/tutorials.
4. (C.2.3) Teachers are utilizing online sources such as Google Classroom to reach students who are away from the classroom as well as furthering their concept of assignment based learning.

**Critical Learner Need 1:** Use of academic indicators such as our D/F rates, graduation rates, IAB's, progress reports, A-G completion and an increase in the amount of students that stay on track toward graduation. Additionally Teacher and Administrative observations of student engagement.

**Comments:** The use of technology in classrooms has increased dramatically since the 2017 Self Study for a couple of reasons. To begin, the pandemic caused a need for all students to have digital access to course content and curriculum and teachers were made reliant upon digital resources to teach the course curriculum. We are now a 1:1 school. Every student has a chrome book they can bring back and forth to school. Departments continue to infuse subject-specific technology into the curriculum, and the use of websites like Quizlet, Kahoot, Desmos, Nearpod are being used more by teachers during instruction. Every classroom has had a viewsonic board installed. The PLC process is holding teachers more accountable to student learning and is driving instruction across campus to be data driven. This is an ongoing process as not all PLCs are at the same level.

**Critical Learner Need 3:** Increase A-G completion. We grew a percentage point, but it wasn't enough growth to achieve last year's goal of an A-G completion rate above 40%. Increase AVID participation rate.

**Comments:** Chino High School has 41 collaborative classes. These classes allow students with diverse backgrounds and abilities to learn together, taught by one general-education and one Special Education teacher. These populations utilize the IEP to keep students moving toward college and career goals. The use of common formative assessments is increasing as the ILT continues to work with and train PLCs on

how to use data to drive instruction. Immediate feedback and after school tutoring helps students who need assistance. Cal Poly Pomona tutors are available. Grades are monitored, meetings are held and parents are communicated with, along with counselors and administration, with the goal of helping students maintain a 2.0 GPA with no D's or F's.

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
  - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
  - **Identify important next steps within the schoolwide action plan/SPSA.**
- **Identify needs of Social Emotional Health of students post COVID.**

## Category D: Assessment and Accountability

### D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the Schoolwide Action Plan/SPSA aligned with the LCAP.

**D1. Prompt:** Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

#### Indicators

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

#### Response:

The school leadership and instructional staff are now working under the guidance of the Instructional Leadership Team (ILT) that was created by the school district, ACT Union, and site administration during the 2021/2022 school year. The team consists of key teachers/union representatives across all core content areas. Under the guidance of the ILT, the school's PLC groups are being cross trained to deconstruct the state standards so that they can create common formative assessments and summative assessments by using testing data from the Essential State Standards Assessments (ESSA's) that were done at the beginning of the school year. The PLC team's compile the initial data, create the CFA's, and determine the timeline to administer and then re-teach or provide enrichment (if/when necessary) the material. Student progress reports/grades are reported every six weeks and at the semester to all stakeholders; however, most teachers use the Aeries grading system which allows students, parents, and other staff access to their grades as soon as they are posted. In addition, many teachers have attended UDL training at the district office or on our campus with more to follow. The COVID era slowed this process down, however we are offering new training soon for teachers that have not had any UDL training and re-freshers for those who feel that they need it.

#### Evidence:

##### [D.1.1](#)

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

#### Response:

Under the guidance of the Instructional Leadership Team Chino High School teachers incorporate the District Administration Regulation and Board Policy section 5121 which outlines the grading and performance evaluation standards procedures that are to be followed for all students within the school site, both at the school and department levels.

In correlation with data collected among department chairs and members it is a common practice to set department-wide grade percentages based on district administrative regulation. Variation of grade percentages also occurs between different levels within the same course structure.

Growth within performance expectations is based on both teacher evaluation and common formative assessments conducted through departmental PLC groups. Collected data is shared through a common data platform, commonly Google Classroom, and Google Docs, which is both analyzed and shared in PLC groups. Based on the data individual teachers conduct interventions for students who need remediation both on an individual and whole class basis.

As an example of rigor-based grading percentages, within many departments an honors course will receive a higher percentage of points directed towards assessments over non-assessment activities



compared to a college prep course. An example from our science departments shows college prep students being graded based on a 60% assessment category split, where honors program students are based on a 70% assessment split, both within district administrative regulations.

In general department PLCs discuss the general criteria for these marks, which are then assigned by individual teachers within the department. Grade letters themselves are also based on the same district level criteria provided in 5121(a).

The district policy indicates the following grade percentage breakdown in determination of the student final grade levels in the class: Standard Based Assessments (formative and summative): 60 – 75% of final grade. Non-Assessment Based Activities: 25 – 40% of final grade. District regulation 5121 also indicates the grade based percentages based on an A – F standard: A - 90 – 100%, B - 80 – 89%, C - 70 – 79%, D - 60 – 69%, F - 59% and below.

Final administration regulation 5121 requires an additional grade marking on grade reporting on classroom performance expectations. The marks are determined on an individual teacher and student basis, based on a 4-letter system: O - Outstanding, S - Satisfactory, N - Needs Improvement, U - Unsatisfactory.

**Evidence:**

**D.1.2**

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

**Response:**

Teachers use both formal and informal assessments to monitor student progress towards achievement. Official grade reporting allows student and parent notification to occur district wide at the 6 week, 12 week, and end of semester grading periods. Most teachers use the Aeries online gradebook, which is available to students and parents in real-time providing instant access to student grades through the Aeries parent portal. Individual teachers are responsible for creating course syllabi which indicate the requirements for being successful in each subject they teach. Some teachers also use the application Remind as a communication tool to all stakeholders. Many teachers are using Google Classroom to assign student work and monitor student progress. Parents can see the work students have to complete and whether they are missing assignments. In addition, teachers use apps and websites like Quizlet, Flipgrid, Duolingo, Go Formative, Turnitin.com and Engenuity to help monitor student progress and growth. When students begin to fall behind in their schoolwork, we have numerous intervention strategies to assist students including after school tutoring, ETS Tutors and some classroom tutoring. If students fail multiple classes, on-campus Credit Recovery allows students to make up credits for graduation. Additionally, IABs provided by the Smarter Balanced Assessment Consortium are incorporated throughout the year to assess student's preparedness for the CAASPP in the spring of their junior year. Assessment strategies flow in a top-down manner from the district-level, to the school site/department level, and ultimately to individual teachers within departments. As a campus we evaluate standardized test scores (CELDT, CAASPP, CST Life Science) for strengths and weaknesses and many teachers tailor their instruction to address the weakness in content areas on standardized exams.

Survey results revealed student grades are determined by the compilation of multiple measures including performance tasks, summative and formative assessments such as labs, tickets out the door, research projects, exams, common tests, homework and in-class assignments/discussions, progress toward IEP goals, comprehension checks and portfolios. Respondents also indicated opportunities for remediation and reteaching based on results of both formative and summative assessments. Departments have opportunities to discuss student performance and growth, how well students are meeting standards, and the effectiveness of instructional practices during Friday PLC meetings. Many teachers are also utilizing the CVUSD subscription to Haiku, a Learning Management System, that allows for assessing and analyzing student work. The program also allows collaboration with other school districts, including Special Education.

On the school website, parents have access to the Instant Grade Check Form which they can print out and request teachers to fill out as an alternative means of checking up on student grades between grading periods. Administrative Regulation (AR) 5121 states that 60-75% of grades should be based on assessment, and 25-40% of grades should be based on assignments and class discussions.



This AR also states that teachers should notify parents any time a student's grade falls below a 65%. Board Policy 5121 states the basis for assigning letter grades A, B, C, D, and F. For example, a student with a letter grade of A should be assumed to have an "in-depth understanding of complex concepts and skills embedded in the standards and benchmarks" as set forth in board policy. In a survey of Department Chairs here at Chino High School, not all teachers were aware of and/or implemented this regulation and board policy. Some departments are utilizing this policy and have established department-wide grading policies based on it, and some allow for individual teachers to develop their own policies within the framework of the AR and board policy. One department was not aware of the AR/Board policy but has developed a unified policy for their department to use.

The counseling team is also a part of monitoring student growth, performance levels, as well as college and career readiness. Two members of the Chino High School counseling team are designated as Intervention Counselors. At the beginning of each year, students whose GPA's are below 2.0 are assigned to one of these counselors who will monitor their progress by meeting with students, creating groups such as study skills for students to attend, signing students up for credit recovery if needed, assessing learning styles and helping students to advocate for themselves with their teachers regarding learning style needs. These counselors will also work to communicate with teachers in holding SST meetings as needed based on teacher input. Counselors teach workshops on college/career readiness both in classrooms during the school day and during special nights hosted here on campus. Another role of the counselors is to look at student GPA's along with teacher recommendations to determine who may be eligible for Honors or AP placement.

To address college and career readiness, the Career Center provides information on the following for students: Colleges/Universities/Community colleges/private colleges, Military information, ROTC, Career Tech schools, Financial aid, ROP, ACT, Work Experience/Child Labor Laws, Career planning, DMV, Bus schedules, College & Career Fairs and Scholarships. The Career Center also schedules the following: College presentations, ASVAB testing, Scholarship presentations, Career fairs, College fairs, field trips to Colleges/College Fairs/Industry Fairs, and Community college application and testing sessions on campus. Additionally, the Career Center provides Work Permit applications, access to computers and printers, HOPE family resources (a grant program within the district), a bilingual Community Liaison, school supplies, personal hygiene supplies, as well as snacks and clothes for those in need.

**Evidence:**

**D.1.3**

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

**Response:**

Chino High School has made it part of the yearly review process to pause and assess programs and expectations to ensure student needs are met through a challenging, coherent, and relevant curriculum. This review is done from three unique perspectives: the perspective of school leadership, the perspective of instructional staff and the perspective of school counselors.

To begin, before the start of the school year, school leadership (Assistant Principals and Principal) take a macro approach to ensure that all programs across departments are relevant and coherent. School leadership attends a week-long meeting/training/ development with various members of district leadership, including secondary curriculum. During these meetings school leadership is required to verify that all programs, graduation requirements, paths to course completion, and credits across the plethora of programs at Chino High School are relevant and coherent. In addition, school leadership participates in recurring site data chat meetings and district curriculum committee meetings. The pertinent information is then shared with the department heads on site via a multitude of communication channels such as email, formal meetings and information meetings.

Next, on a site specific level, Chino High School Counselors work directly with the Assistant Principal who oversees the counseling department to ensure that relevant programs, course requirements and district guidelines are implemented properly. Modifications are made every year based upon the graduation rates, and needs for the following year. 75% of counselors responded to a survey indicating

that they participated in meetings with school leadership as well as annual data chats, monthly counselor meetings and district trainings that pertain to the expectations of programs, graduation requirements, coherency of programs and path to course completion to name a few.

The last piece of the tri-fold approach, comes at the micro level. An overwhelming majority, over 90%, of the instructional staff have made it routine to revisit and analyze classroom expectations and change them if necessary. In addition, over 90% of the instructional staff revisit their homework policies and make changes where needed. Exactly 93.8% of the teachers at Chino High School revisit their grading policies in preparation for the new school year, every year.

This practice of self reflection became most crucial during distance learning, when all parties involved were under immense stress. Specifically, school leadership took time during staff zoom meetings to emphasize the importance of compassionate grading policies given the immense changes that the student body was experiencing during lockdown and online learning. School leadership made it a point, where appropriate, to encourage teachers to be flexible and err on the side of compassion for our students. For example, they encouraged teachers to accept late work, to allow students to retake assessments and to rethink 0% in the grade book versus 50% as well as to be mindful of the amount of homework given to students. This type of reevaluation of policies at the micro level were not contained to distance learning. They have taken place both before and after distance learning.

Last, the instructional staff has made such revisions in conjunction with district leadership, albeit only 12.5% of the time, but it has occurred. Some teachers have had the ability to work with district leadership to determine appropriate grading policies and sequence and scope of courses. A lot of work was put into identifying key standards within each course and creating assessments that measure gains periodically throughout the school year.

All in all, Chino High Schools' tri-fold approach to assessment of program areas has incorporated elements of the district leadership, school leadership and instructional staff. To that end, students' needs are being met by ensuring they are provided with a challenging, coherent and relevant curriculum.

**Evidence:**

**[D.1.4](#)**

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

**Response:**

The goals in the Schoolwide Action Plan (SPSA) in conjunction with the School Site Council (SSC) drives Chino High School's use of common formative assessments, summative assessments, and the D/F rates for classes to make changes in the school program, professional development activities and resource allocations as part of their results-driven continuous process of improvement. For example: Demographics indicate a high level of EL learners, and assessment results are lower, funds have been allocated for extra support such as collaborative classes and second language support. To better meet the needs of students, teachers attend Professional Learning Communities. Although CAASPP assessment results were not available during the COVID-19 pandemic, the school continues to meet the needs of students, using parent and student surveys, as well as ESA testing, and common formative assessments, to add improvements. Examples include providing one-to-one Chromebooks and funding an additional counselor to meet social-emotional needs of the students. Based on a survey given to female students on campus, a need for extra support was determined. To meet that need, Chino High now has Ruling Our Experiences (ROX), an evidence-based program to impact girls, and educate and support the adult influencers in the girls' lives, which has been highly successful over the past 6 years.

**Evidence:**

**[D.1.5](#)**

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

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

**D2. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

### **Indicators**

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

### **Response:**

Chino High School teachers use appropriate formative and summative strategies to measure student progress and guide classroom instruction. The formative and summative assessment survey sent to Chino High School teachers received 42 responses. Based on these responses, 100% of responding teachers utilize formative assessments in their classrooms. The types of formative assessments utilized include, but are not limited to, verbal checks, thumbs up/down, fist to five, exit tickets, white boards, online assessments, short quizzes, walk around checks, think pair share, delta math, kahoots, warm ups and quick writes. The frequency of formative assessments utilized in classes is as follows: 52.5% of respondents use formative assessments multiple times a day, 22.5% utilize formative assessments once a day, 20% utilize formative assessments 4 or fewer times per week, and 5% utilize them at the end of a chapter or unit. The variety of formative assessments utilized is appropriate and reflects the diversity of the student population, and assessment styles used. The frequency of formative assessments also indicates that 74% of teachers are utilizing these assessments at least once per day, to help guide and adjust their teaching practice.

In the area of summative assessments, 97.5% of respondents utilize summative assessments. The types of summative assessments utilized include, but are not limited to, quizzes, section tests, projects, chapter tests, essays, presentations, and hands-on final projects. As with formative assessments, the variety of summative assessments utilized is appropriate and reflects the diversity of the student population, and summative assessment styles used. The frequency of summative assessments being utilized is as follows: 72.5% of respondents utilize summative assessments at the end of a chapter or unit, 22.5% utilize them 4 or fewer times a week, 2.5% use them once per day and 2.5% utilize summative assessments multiple times per day.

Assessment scores can also help teachers to improve and adjust their teaching practice by indicating student grasp of the curriculum. When asked what student scores would indicate that a student has met their learning goals, 40% of respondents indicated that a score of 70% or higher would indicate that a student has met their learning goals, 55% indicated that a score of 80% or higher would indicate that a student has met their learning goals, and 5% indicated that a score of 90% or higher would indicate that a student has met their learning goals. Additionally, student assessment scores can indicate when instruction should be modified. When asked what scenario would signal that instruction should be modified, 82.5% of respondents indicated that instruction should be modified when students are not meeting their learning goals, and 17.5% of respondents indicated that instruction should be modified when students are not earning 80% or higher on formative assessments.

### **Evidence:**

#### **D.2.1**

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

**Response:**

Chino High teachers use a variety of methods to provide feedback to students in support of their learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes expected for each student. When delivering instruction, teachers will frequently gauge student progress informally by using random (popsicle-sticks, for example), or student-specific (based on individual need for monitoring) checks for understanding, then praise/reinforce, or reteach/revise instruction as appropriate. Verbally, teachers can utilize one-to-one exchange, small group modeling, classroom discussions, and shadowing during performance tasks, or walking the room during work sessions, to assess and guide student progress. Often, teachers will use posted goals, such as “I can” statements, or other daily, chapter, or unit goals as benchmarks, against which to compare student progress, and to illuminate learning targets, so students can better gauge their own progress toward the learning goals identified for each class. Written lessons are often returned to students with feedback concerning their individual progress or understanding of the material being developed. This can include comments regarding quality/accuracy of the work, timeliness, and evidence of study/effort. This feedback may become more specific, or in-depth, as the semester progresses, and the expectations for students increase. During verbal presentations, teachers can copy specific comments onto a spreadsheet, which are then used to inform written responses to each student about their presentation. Also, students can be asked to write small notes of compliment and criticism for their peers after a presentation. For others, it may be a written list of work in arrears, with a written or verbal exhortation to keep up/catch up, as appropriate.

Teachers can use Google Classroom to provide immediate feedback while grading work turned in through that medium. Google Drive is useful for creating assignments or assessments, and for making them accessible to students online. Feedback can be provided as assignments are graded – online – or in the classroom setting. Illuminate is another useful tool, because the work is computer graded, and can be compiled into a spreadsheet, which teachers can use to identify problem questions for each student, and use them to guide study tactics or reteaching if deemed necessary.

Students can be asked to complete equity cards with personal “praise phrases or gestures”, which are used to provide praise and support after students share during class. Another tool used by Chino High School teachers, is the Common Formative Assessment (CFA), wherein teachers of a particular discipline administer the same formative assessment to multiple sections of the same subject, compile data for student performance, and analyze the data to find areas where teaching/reteaching might be improved.

With respect to student feedback to teachers, there are several methods that can be employed. Teachers can use a “ticket out the door” survey on a Google Form, that provides student anonymity, yet allows them to provide feedback to the instructor. It can be used after a test to check if students are satisfied with the results of their test. It also permits the instructor to ask what both parties (instructor and student) could do differently to improve test scores. Typically, students acknowledge they could have studied more, thus encouraging them to take responsibility for their results. Students can be queried for a thumbs up/down response, a scale of 1 to 5 (or fist to five) for understanding the material/assignment, check in with desk partners, move to various sides of the room to get more understanding or to move to the next task, as they feel appropriate. Students can leave comments on their Google Classroom assignments, or complete an end-of-project/unit reflection about what was done well, and what needs more support.

**Evidence:**

[D.2.2](#)

## ACS WASC Category D. Assessment and Accountability: Synthesize Strengths and Growth Needs

**Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.<sup>4</sup>**

### Areas of Strength

1. (D1.1) The ILT's cross training of PLC groups on the use of CFA's and how to analyze the results across multiple classrooms. Teachers use UDL strategies in their teaching.
2. (D1.2) Stated Board Policy for establishing grading criteria.
3. (D1.3) Established a yearly review process for programs to ensure that the students are getting the most relevant content possible.
4. (D1.3) Timely feedback to students by many of the teachers on how well they completed their assignments.
5. (D1.3, D1.4, D1.5, D2.1, D2.2) Parents have multiple ways to be involved in their child's education such as School Site Council, CABE, PIQUE, and boosters programs.

### Areas of Growth

1. (D1.1) Continue training teachers in UDL strategies.
2. (D1.1) Continue the cross training of PLC groups on the use of CFAs.
3. (D1.3) Continue to increase the number of teachers providing timely feedback to students.
4. (D1.3) Continue the yearly review process for programs to ensure that the students are getting the most relevant content possible.
5. (D1.3, D1.4, D1.5, D2.1, D2.2) Continue to promote the ways parents can get involved in their child's education.

**Critical Learner Need 2:** Achieve our desired PBIS Gold status. Increase our tier 2 and 3 interventions, continue to address chronic absenteeism and move forward with PBIS and school-wide professional development. Increase parent communication. Updating the website, informing parents in other ways besides phone blasts, emails and text and increasing parent attendance at school events are the top priority. An increased focus on school climate and parent connectedness are necessary and recommended for increased student achievement.

**Comments:** As evidenced in Prompt D1.1 The ILT, with the help of District coaches, has cross trained most PLCs in how to create and analyze common formative assessments so that teachers can see where to target re-teaching or enrichment as needed. This has increased the speed and depth of teacher feedback to students. Many teachers at Chino High School have attended UDL training to help them with scaffolding instruction for all students. Trainings have taken place at the district and at the school site. Additional training will be provided to those teachers that still need it, or would like a re-fresher. These trainings have given teachers more tools to work with to reach more students. The strict Board Policy and yearly review of programs ensures that there is rigor in the curriculum. Chino High School will continue to expand the UDL training and PLC cross training with the help of the ILT and district coaches until all PLCs are administering and analyzing CFAs as a department. As evidenced in Prompt D1.2, the established grading system gives the parents a guide to follow when talking with teachers or staff about their child's education. As evidenced in Prompts D1.3, D1.4, D1.5, D2.1, and D2.2, Chino High School offers many ways for parents to engage and collaborate with staff beginning with the Parent Square communication system. In addition, parents are encouraged to attend the many functions that Chino High School provides such as "Back to School Night", "Parent Conferences", "Freshman Orientation", and "AP Night" just to name a few. There are also programs such as PIQUE to

<sup>4</sup>\*The summary information will be used for Tasks 4 and 5.

help parents whose native language is not English. The School Site Council and the multitude of boosters clubs provide additional ways for parents to be more involved in their child's school. The yearly review process includes all stakeholders and is another avenue that parents are able to contribute to their child's education. Chino High School will continue to expand parent involvement through the multitude of functions and programs available to ensure that students are getting the most relevant content possible.

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
  - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
  - **Identify important next steps within the schoolwide action plan/SPSA.**

## Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

### E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

**E1. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Indicator

Parent Engagement

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

**Response:**

Under the guidance of the Instructional Leadership Team Chino High School utilizes regular strategies and processes for involvement of all stakeholder groups in the learning and teaching process for all students through the following programs: Junior High Parent Preview meetings, Advanced Placement Night, Freshman Fair, Back to School Night, School Site Council, Parent Institute for Quality Education (PIQUE), Annual Individual Education Plan (IEP) meetings, 504 meetings with parents, SST meetings with parents, "Coffee with the Principal," Open House during second semester, and LCAP workshops. Teachers create syllabi and grading policies based on the district's guidelines. In addition, parents are encouraged to reach out to teachers or administration whenever they have concerns or would like to provide input throughout the year.

**Evidence:**

[E.1.1](#)



## **E2. School Culture and Environment Criterion**

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, equity, and high expectations for all students.

**E2. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

### **Indicators**

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

#### **Response:**

Administration and staff go to great lengths to keep Chino High School's new state of the art campus clean and safe. The school has installed over 70 video cameras on campus to help deter littering and vandalism. The administrative team and SRO walk the halls before and after school, during passing periods, and at lunch to create a positive presence on campus. This is preventive yet it affords administration an opportunity to build positive relationships with students at Chino High School. In addition to talking with students they often pick up stray trash that did not make the trash can. Additional custodians are in the process of being hired to accommodate the larger campus. Internet safety is addressed in all English classes the first week of school with additional resources available on the school's website. With the new campus, teachers have a blank slate and have gone above and beyond to create warm caring environments that nurtures learning. The counselors and psychologists have been promoting mental health awareness since the return from distance learning. Uniform Complaint Procedures are posted in every classroom and in many offices on campus throughout the school. Staff is readily available to help students with whatever concerns they have.

#### **Evidence:**

##### [E.2.1](#)

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

#### **Response:**

Chino High School continues to demonstrate its commitment to, concern for, and high expectations for all students from the start of each school year by beginning with No Backpack Day. Students are eased into the year with basic information to help them acculturate to life at Chino High School. Topics covered throughout the day include: Safety Information, Positive Behavioral Interventions and Support (PBIS), Classroom Expectations, Technology 101, Online Platforms, and Keys to a great year.

Suspension and Discipline data for Chino High continues to reflect the school is middle of the road in how it compares to other schools in the district and state. Most recent state data (2021/2022) places Chino High School medium with a Suspension Rate with "4.3% suspended at least once." English Learners, homeless, and Students with Disabilities fell into the high category. The California Dashboard data breaks down the suspension rate by group, indicating those groups categorized as medium to include Hispanic, African American, Asian, and Socioeconomically Disadvantaged and White and Asian.

Chino High School teachers continue to predominantly post Chino High Schools Expected Schoolwide Learning Results and academic standards and "I Can" statements. Teachers continue to meet with their PLC groups on a weekly basis to align standards, create common formative assessments, common summative assessments, to review District Essential Standards Assessments to target teaching to better prepare students for state testing, and to drive standards-based learning across departments.

PBIS continues to be a driving force to further transform student behavior on Chino High School's campus. Chino High School earned a silver PBIS Implementation Award from the California PBIS Coalition for the 2020/2021 and 2021/2022 school years.

Chino High School has a well-developed Multi-Tiered System of Supports (MTSS) to support students so that they can do their best in the classroom. Such support for all students includes school wide expectations, classroom expectations, Freshman Transition, PBIS instruction for expectations, student of the month awards, counseling referrals, Rox referrals, clubs, etc. Supplemental support includes small group grief counseling, ROX group for girls, intervention counseling, peer counselors, code of conduct, Renaissance Student of the Month, Link Crew, and others. Intensive support includes Student Success Team (SST) monitoring, 504 accommodations, Chino Human services, Behavioral Health Services, BIP/SSP (IEP), No Contact Contract, and Silver Spurs Award.

The Schoolwide Action Plan (SPSA) is a document that guides Chino High School and outlines how staff works with various stakeholders to develop a comprehensive plan to increase student achievement. The SPSA is reviewed regularly to find areas of need so that appropriate services can be provided to increase student achievement. Financial support is allocated as needed. Involved groups include School Site Council and English Learners Advisory Council. Implementation of the plan is monitored throughout the school year.

Chino High School continues to have a plethora of programs designed to help struggling students get back on track and to motivate others. In addition to SST meetings with students, parents, and teachers, Cal Poly Pomona's Educational Talent Search (ETS) program provides tutoring to students twice a week after school. ETS also provides students with academic advising, college and FAFSA application assistance, and college field trips. During the pandemic ETS provided the tutoring and advising via Zoom sessions.

The CARE Program continues to serve homeless students, unaccompanied youth and their families provides support services for academic success. All students benefit academically if they become engaged in the many opportunities a school can offer, and Chino High School offers a diverse range of clubs that match up with a variety of interests. From service clubs like Club Hope or Leo's Club, to clubs based on other interests like the Dungeons and Dragons Club, Gaming Club, or the Polynesian Club. Academic clubs include organizations like the National Honor Society and AVID. Regardless of their needs, students have a variety of ways to express themselves through interactions with like-minded peers.

An evolving area of support over the last few years has been programs by Chino High School to support students during the COVID-19 pandemic through the COVID-19 Support and Wellness materials. This comprehensive guide provides resources on topics such as "How to Talk with Kids" and "Teens About COVID-19"; Mental Health Links; Public Health Links for Talking to Children about Coronavirus; as well as Emergency Resources.

Chino High School students also have access to the CVUSD Health Center School Based Clinic, which offers low or no cost medical care for children ages 0-21. For a school population that is 70% socioeconomically disadvantaged, access to health care can make a difference in succeeding in high school or not.

**Evidence:**

**[E.2.2](#)**

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

**Response:**

Chino High School's leadership uses many avenues to communicate and collaborate with stakeholders in order to establish trust and respect. Staff and stakeholders can use the district/school website for information regarding Chino High School news. The website serves as a forum where the district calendar, daily announcements, academic information, sports news and events, club/organization information etc. is posted to keep stakeholders informed of what is taking place on the Chino High School campus. Chino High School promotes small learning communities for parents through the Parent Community Liaison such as English Learners Advisory Committee (ELAC). There are also teams such as Student Study Teams (SST), Individualized Education Plan (IEP) meetings, and 504 plan meetings. These teams are composed of parents, teachers, counselors, administration, and district personnel when

needed, to make academic and social decisions, and ensure the success of individual students. Annual events for stakeholders include Back to School Night, Freshman Fair, Freshmen Parent Orientation and Parent Conference Night. Coffee with the Principal is also an open forum where stakeholders can learn what issues the Chino High School community faces, express concerns, and celebrate successes at Chino High School. Tuesdays with Torres (SRO), where our School Resource Officer has lunch with students and addresses any concerns or questions they have. It is a great way to bridge our community together with local law enforcement. Chino High School also has a grief group run by one of our counselors to help support the mental health of students who have been through trauma or grief in their own lives. They met once a week for 8 weeks and then checked in individually with students for a total of 106 times this year.

School Site Council (SSC) meetings are conducted four times a year with the understanding that more can be added if needed. The School Site Council is composed of four teachers, four parents, one classified employee, and one student. This council works with the principal to develop, review and evaluate school improvement programs and school budgets. Moreover, the SSC works with the principal to create the annual Schoolwide Action Plan (SPSA). In the past year categorical funds have been used to purchase laptops for student use, smart boards for teachers, an intervention counselor, bilingual instructional aides, a teaching coach and a community liaison.

Chino High School and CVUSD employed a plethora of means to ensure the inclusion of staff and stakeholders in the compilation of the Local Control Accountability Plan (LCAP). CVUSD conducted town hall meetings at each of the four comprehensive high schools, and conducted phone surveys for parents. The superintendent visited the Students Advisory Committee (SAC) meeting which is composed of student councils from all middle and high schools of the district. At the SAC meeting students were educated on what the LCAP is and students were tasked with sharing the information with their schools, and conducting a survey among students on campus. Chino High School and CVUSD held educational meetings for teachers as well. The Chino High School administration prepared a presentation on the LCAP. The principal has repeatedly made announcements at staff meetings regarding professional development opportunities provided by LCAP funds. There are also stakeholder input forms placed in the front office at Chino High School. Uniform Complaint Procedures posters are posted in all classrooms and many offices on campus.

Teachers communicate with parents using Aeries Parent Portal, which allows parents to check student grades and attendance. Aeries also allows for teachers to email progress reports in pdf form at any time. Teachers may also use Remind or the traditional methods of email or phone call. Chino High School Administration has also established a Remind 101 account and Parent Square Communications via Aeries that regularly sends informational text messages to staff and parents. Remind 101 is a tool offered to stakeholders and staff to establish a professional connection building trust and respect. Monthly staff meetings, department meetings, department chair meetings, professional development and weekly grade level professional learning community (PLC) meetings are all means of communication and collaboration between Chino High School leadership and staff. These regular meetings are used to build trust and communicate to teachers what is going on in our school community. The Instructional Leadership Team, which consists of administration, PLC Leads, and department chairs, meets monthly to ensure communication among instructional leaders. There are also weekly leadership team meetings with administration, the athletic director and the activities director. Finally, email remains a professional communication staple at Chino High School between all staff.

The Chino High School Social committee works very hard to maintain trust and respect inside and outside of the classroom. Staff and teacher of the month awards help to create an atmosphere of respect. Comradery is proven through healthy attendance at Social Committee events such as monthly socials, holiday parties, and staff luncheons. Band and Sports Boosters are also ways for parents to get connected and volunteer during the fall, winter, and spring sports seasons. They are both made up of parents who were voted in to serve on the committee and help run monthly meetings and keep track of money that each entity takes in, such as through fundraisers that sell fireworks. They also provide opportunities for scholarships and academic achievements to students who earn it.

**Evidence:**

[E.2.3](#)

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

All students receive appropriate academic, social-emotional and multi-tiered support to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community.

**E3. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Indicators

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

**Response:**

Chino High School develops and implements strategies and personalized, multi-tiered support approaches to meet academic student needs. Many varied approaches are available to the student body to support and enhance their individual learning journey. Academic Monitoring Process is a strategy to support students who are still acquiring English fluency. Students' test scores and grades are monitored to ensure that their learning is supported while they are acquiring language fluency. If their test scores and grades are not meeting grade level standards, they are then supported by teacher, counselor, student, and parent review meetings. The specific plan is reviewed and adjusted every year until each individual student meets/exceeds the learning standards.

School counselors develop personalized multi-tiered support to meet students' academic needs. Students and counselors create a four Year Plan using the new Academic Planner. Counselors meet with students to review academic progress and college/career goals. Together a four Year Plan is developed to meet individual needs. The plan is reviewed and adjusted throughout the students' four years in high school. Classes may include Intervention classes, such as English Intensive and Math Intervention, College Prep courses, Honors classes, Advanced Placement classes, ELD classes, and Career Technical Education classes. Students are paired with either a traditional counselor if their GPA is 2.0 and above or an Intervention Counselor if their GPA falls below 2.0. These pairing distinctions further ensure personalized multi-tiered strategies to support student academic needs. For example, some academic plans may focus on various methods of meeting the CVUSD diploma requirements if a student has deficit credits and/or below 2.0 GPA. Options could include Credit Recovery before school, summer school, Adult School, Buena Vista High School, Alternative Education Center for Independent and Virtual Study, and ROP. These alternative options offer students a means to recover credits and improve their GPA to meet the 2.0 minimum requirement. Chino High School Intervention Counselors offer small groups to help students who are struggling academically and socially. Ruling Our Existence (ROX) is a results driven program that helps girls become more self-confident and has been run by one of our counselors for the last six years. Conversely, other academic plans may focus on the most rigorous course selection for a student whose academic plan is to be a competitive applicant to a highly selective university, with an impacted major. Such academic plans may include multiple AP courses, free Chaffey College Dual enrollment classes, involvement in club leadership, and other extracurricular activities. Many students are somewhere in between these two examples and often do not have a precise college/career goal in mind. These students are advised to achieve academically, meet not only the high school diploma requirements, but also college A-G requirements as well. Additionally, they are encouraged to attend college representative informational meetings held in the Career Center. ROP is another program students are encouraged to participate in to acquire more information and gain hands-on experience about a potential career choice, that also awards elective credits.

Special Education Inclusion provides another alternative instructional option for students at Chino High School. Chino High School has a significant number of special education students placed in the general education classrooms. General education teachers work with special education teachers by co-teaching core academic subjects to be sure accommodations on IEPs are done in class. Co-teaching teachers are trained in Universal Design for Learning (UDL) strategies to provide flexible learning environments and spaces to accommodate different learning styles. This inclusion model supports

personalized learning for Special Education students. This collaboration has significantly improved the academic grades of those students as well as building social skills.

AVID is considered a 9th-12th grade college-prep elective class that utilizes a wide set of research-based instructional practices to improve success for ALL students. The AVID curriculum is designed to help students fulfill their potential by focusing on different aspects of post high school career development. This is evident through the use of academic instruction, tutorial support, and motivational activities to assist in guiding each student to meet the university requirements. AVID provides scaffolded support that students need for college and career readiness and success.

Google Classroom is another strategy used by teachers to meet student academic needs. This method has been instrumental in assisting students continue to maintain learning and achievement during various circumstances, including longer periods of absence due to quarantine guidelines. Google Classroom is accessible by our students and allows them to prepare ahead of time and/or review content to improve learning.

Chaffey College Dual Enrollment Program is offered to our students as another avenue for personalized, multi-tiered academic support. This opportunity helps interested students gain insight into their college and career goals with the added benefit of taking college courses at no or low cost. There is a wide variety of courses to choose from and the majority are transferable to UCs & CSUs. Students are able to experience college and earn both high school and college credits at the same time.

Governor Newsom recently signed [Assembly Bill 104](#) into law; the new legislation provides options for students and parents/guardians to address learning recovery needs. AB 104 permits students to replace any grade earned for any course during the 2020-21 school year with a grade of Pass/No Pass, without negatively impacting their grade point average. The implementation of this assembly bill has helped impacted students meet the 2.0 GPA CVUSD High School graduation requirement. All families were given the choice to apply for this grade replacement as a strategy to meet academic needs.

AB 104 further provides for any student who was enrolled in 11th or 12th grade during the 2020-21 school year and who is not on track to graduate in four years be exempt from local district graduation requirements that are beyond the state-minimum graduation credits and course requirements. This multi-pronged law supports the student needs if they are deficit credits, thereby only requiring the stated 130 credits vs the comprehensive CVUSD diploma track that requires 225 credits.

**Evidence:**

**E.3.1**

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

**Response:**

To keep students on track for graduation, Chino High School has alternative instructional strategies for those that begin to have gaps in classes and credits due to poor attendance or failed grades, to make up core classes, and get back on track for graduation. Those supports include repeating the class, virtual alternative education, Adult School, and credit recovery. Throughout all of those programs, students still remain Chino High School students, and once back on track, are able to continue their course of study. Special Education Inclusion provides another alternative instructional option for students at Chino High School. Chino High School has a significant number of special education students placed in the general education classrooms. General education teachers work with special education teachers in core academic subjects to be sure accommodations and modifications on IEPs are done in class. This inclusion model supports personalized learning for Special Education students. Inclusion has significantly improved the academic grades of those students as well as building social skills.

The AVID program at Chino High School provides a personalized approach to learning as well as a small learning community. Team building activities in the classroom strengthen the comfort level and bond between students and 40% of the curriculum is tutorials which is where students present some point of confusion they have in their various classes and try to find the answer through inquiry and with the help of their peers and tutors. It helps in their problem solving, oral and written communication, and fosters a positive work environment which seems to have a positive influence and helps the students achieve success in many of their classes.

The Educational Talent Search (ETS) program provides a small learning community designed to generate the 133 skills and motivation necessary for success in education beyond high school for participants enrolled at Chino High School. ETS assists participants in successful completion of high school and entry into postsecondary education by accomplishing program goals and objectives. All services and activities are offered and provided at no cost to participants or their families. Each program component is geared to assist participants to become (1) more informed of the educational, social, and cultural opportunities available at postsecondary institutions, (2) acquaint participants with the range of career options available to them, (3) assist participants in developing and implementing effective life skills including financial literacy, and (4) assist participants in successfully gaining admittance and being retained at postsecondary institutions. The ETS Program offers tutoring, supplemental instruction, and adopt-a-class instruction. Academic advisors and peer advising staff attended weekly after school tutoring, and supplemental instruction sessions at Chino High School twice a week for two-hours each day (a total of four hours per week) in addition to adopt-a-class in Freshman Transition classes at Chino High School.

The Chino Valley Unified School District (CVUSD) provides a positive school climate for ALL CVUSD students. The safety and overall well-being of our students remains a priority for the CVUSD, and our staff wants to ensure all students feel empowered to seek help when they need it. Whether dealing with sexual harassment, bullying, or a personal struggle, students can find help through the countless support resources available for free. Students can also reach out to supportive staff ready to provide immediate assistance. CVUSD supports include, but are not limited to, Harassment and Bullying, Social, Emotional and Mental Health Support, Suicide Prevention, and Anonymous Reporting. Students needing mental health services off campus can reach out to the Care Solace program.

Due to the effects of the pandemic on Chino High School students, an additional intervention counselor through the Multi Tier Systems of Support (MTSS) program was assigned to Chino High School. Any students needing social-emotional support can visit! Faculty and staff are also able to recommend students for support. The MTSS counselor and school psychologist are custodians of our Behavior Intervention Program.

**Evidence:**

**E.3.2**

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

**Response:**

Chino High School's mission is to create and maintain an effective learning environment by establishing behavioral supports and building the social culture needed for all students in our school to achieve social, emotional and academic success. Positive Behavioral Interventions and Support (PBIS) is a framework that will help us achieve our mission. All CVUSD sites have adopted the PBIS framework to support all students. This framework establishes a school-wide positive social culture and meets the social, emotional and behavioral needs of students.

Chino High School's School-Wide Expectations are posted in every classroom, department, and all facilities. They are:

- Be Safe
- Be Responsible
- Be Respectful
- Be Resilient

The way in which Chino High School's PBIS Resource Team meets the Social Emotional Well-Being of students begins with our Chino High School Counseling Department. The Chino High School counselors care about the whole student, including their social and emotional well-being. They strive to support students in developing personal and interpersonal skills to be successful inside the classroom and in the real world, including resiliency, conflict resolution, empathy, self-awareness, and more. Students are always encouraged to visit their assigned counselor anytime.



In addition to having access to one's school counselor, there are many additional resources, on-campus and off campus to provide support through any social emotional issue. Chino Human Services Counseling is provided on site and is FREE to students who attend a school in the Chino-Valley Unified School District. Professional therapists and/or interns provide counseling services to our high school students experiencing family or personal difficulties, low self-esteem, social adjustment problems, relationship problems and behavioral difficulties. Students, parents, or teachers can reach out to a school counselor for a referral form.

Through the Behavioral Health Services Counseling program students who have Medi-Cal can receive free counseling for more serious and chronic issues. A licensed therapist is assigned to Chino High School and is on campus two times a week, during school hours. Counselors and administrators have access to the referral forms.

Chino High School has two Intervention Counselors who have a smaller caseload. These caseloads are students who are below 2.0 grade point averages, have chronic attendance problems, or who are more chronic in behavioral issues. These counselors will meet more frequently with their caseloads, run group counseling sessions and have more contact with parents.

Chino High School has one Tier 2 Counselor devoted to students who need wrap-around services and who are significantly more at risk for not meeting graduation requirements due to matters including attendance, frequent discipline or any other factors affecting their success to meet their social/emotional needs. This counselor does not have a caseload to ensure availability to students on an as needed basis.

The Chino High School Parent Liaison is an employee who is bilingual and works with our non-English speaking population and helps with IEPs, parent-student meetings, and outreach programs like ELAC and night events such as Back to School and Open house. Additionally, the Liaison hosts a program called 12 Powers of Family Business. It is Via Zoom and the intention is to help parents gain skills and knowledge to strengthen their relationships with their high school children.

The Chino High School counselors provide off campus resources for students and their families in need for social/emotional support. Some of the resources are: HOPE Family Services, The McKinney-Vento CARE Program, and the Family Engagement Center.

**Evidence:**

**E.3.3**

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

**Response:**

Chino High School currently provides the following Co-Curricular Activities for the 2022-2023 Academic Year:

1. Advanced Placement (AP) Courses give students the chance to tackle college-level work while they're still in high school, whether they're learning online or in the classroom. Through taking AP Exams, students can earn college credit and placement. Examples of AP courses currently offered at Chino High School are AP Human Geography, AP Calculus, AP U.S. History, and AP Chemistry.
2. The Advancement Via Individual Determination (AVID) program is an in-school academic support program for grades 9 through 12 at Chino High School. The purpose of the program is to prepare students for college eligibility and success. AVID students regularly take field trips to local colleges and universities such as California Baptist University, Cal Poly Pomona, UC San Diego, and UC Irvine.
3. Career and Technical Education Courses (CTE) provide students at Chino High School with the academic and technical skills necessary to succeed in future careers and to become lifelong learners in a wide range of high-wage, high-skill, and high demand careers.
4. Classlink a teacher and Student Online Portal which enables teachers and students to access a single sign-on into web services and Windows applications, and instant access to files at Chino High School and in the cloud. Accessible from any computer, tablet, or smartphone.

5. Educational Talent Search (ETS) through California State Polytechnic University at Pomona is designed to help students achieve their college goals. ETS aims to support our scholar's success in high school and provide experiences that allow them to gain the knowledge and skills to pursue a college degree.
6. Renaissance is a leadership class directly responsible for working with ASB on a variety of student and staff recognition projects. Projects handled by Renaissance include:
  - Student and Staff Recognition, both during rallies and during staff meetings
  - Planning and running academic rallies throughout the year (in conjunction with ASB)
  - Awarding and recognizing Chino Cowboy of the Week and Student of the Month
  - Perfect attendance awards

Renaissance has an important role on campus as both leaders and facilitators of Cowboy Pride throughout our school community. Chino High School has maintained its community partnerships with Chino Human Services, God's Pantry, Teen Center, Police and Firefighters, Rotary Youth Leadership Awards (RYLA), Leo's Club, and our local armed forces recruitment offices.

#### **Evidence:**

#### **E.3.4**

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

#### **Response:**

Clubs at Chino High School consist of 33 diverse groups. The various organizations offer students a wide variety of opportunities to find a place to belong. Club rush week continues to take place during the first month of school beginning. This year club rush was on Thursday, August 18th & Friday the 19th. Clubs were assigned a specific day for signups during lunch time. Students could meet each club, ask questions, and become a member. Clubs then began meeting the third week of school.

The Advanced Placement (AP) club involves all AP students. Their goal is to raise funds to help finance AP exams. Key Club and Leos Club are the high school branch of community service-oriented Kiwanis Club and Lions Club respectively.

The school newspaper, The Lariat, is an online newspaper that is published on a monthly basis. With the new technologies available in the new campus, there has been a learning curve that has slowed production. The first issue of this school year was published online on October 12<sup>th</sup>. Students take this elective as part of their schedule. Students write articles about current events on and off campus. The Lariat has also grown to include video segments.

National Honor Society (NHS) students are committed to leadership on campus. Students have monthly meetings in their cohorts with the faculty advisor. The senior service project is to impact the whole of the Chino High School community and have an ongoing impact. Seniors must commit 30 hours to this project with junior NHS students supporting the seniors' efforts. In addition, all juniors and seniors must take part in mandatory tutoring of students. Currently students have been assigned a student to tutor based on student criteria: enrollment in a college preparatory class in which the grade is a D or F. NHS students then meet regularly with their tutees. A 15-hour requirement each semester is needed to satisfy the tutoring component. There is also an NHS Leadership Charge in which students hear from a variety of leaders in the community and then get to participate in leadership activities to further develop this aspect of themselves.



This school year includes the launching of our new Biomedical Science and Technology (BST) Academy which is a rigorous four-year program for students with the desire to advance themselves in the Biological Sciences and/or cyber security technologies.

The Chino High School yearbook is an elective class offered on campus. Students work throughout the year taking pictures of many on-site and off-site events. This is then accumulated into our annual yearbook edition that students purchase and then receive at the end of the school year.

This year, Chino High School continues to utilize student produced video announcements once a week as an alternative to announcements over loudspeakers.

**Evidence:**

[E.3.5](#)

## ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.<sup>5</sup>

### Areas of Strength

1. (E1.1) Parent engagement through multiple groups and programs.
2. (E2.1) New state of the art campus.
3. (E1.3) Multiple programs and services providing mental health help and awareness.
4. (E2.2) The use of “I Can Statements” helps students understand what they are learning.
5. (E2.3) Silver PBIS Award for the last two years. MTSSB support protocols for emotional and mental health needs.
6. (E3.1) Multiple programs with built in academic support strategies.
7. (E3.4) Wide range of co-curricular activities available to students.
8. (E3.5) Wide variety of student centered courses and clubs available to students.

### Areas of Growth

1. (E1.1) Continue to expand opportunities for parent engagement.
2. (E1.3) Continue to expand mental health programs and services.
3. (E2.2) Increase the number of teachers posting “I Can Statements” to help students better understand what they are learning.
4. (E2.3) Strive for the Gold PBIS Award by continuing to expand the program.
5. (E3.4) Continue to expand the wide range of co-curricular activities available to students.
6. (E3.5) Continue to expand the wide variety of student centered courses and clubs available to students.

**Critical Learner Need 1:** Use of academic indicators such as our D/F rates, graduation rates, IAB's, progress reports, A-G completion and an increase in the amount of students that stay on track toward graduation. Additionally Teacher and Administrative observations of student engagement.

**Comments:** Prompt E2.2 discusses the use of “I Can Statements” to increase student understanding of what they are learning. Chino High School needs to increase the number of teachers using the “I Can Statements.” “I can statements” are directly related to ESAs in ELA and Math courses where appropriate.

**Critical Learner Need 2:** Achieve our desired PBIS Gold status. Increase our tier 2 and 3 interventions, continue to address chronic absenteeism and move forward with PBIS and school-wide professional development. Increase parent communication. Updating the website, informing parents in other ways besides phone blasts, emails and text and increasing parent attendance at school events are the top priority. An increased focus on school climate and parent connectedness are necessary and recommended for increased student achievement.

**Comments:** As Evidenced in Prompt E2.1 Chino High School's new state of the art campus provides more safety and security than the previous campus. Programs like “Coffee with the Principal” and “Tuesdays with Torres” help keep an open line of communication with students. In addition, Prompt E3.1

discusses the multiple programs with academic support strategies built in, such as AVID, the 4 year school plan, CP courses, intervention counselors, and the Chaffey College Dual Enrollment Program. Prompts E2.3, 2.4, 3.2, and 3.3 outline the PBIS Program, the MTSS protocols, The HOPE and CARE Programs, and many others outline Chino High School's progress and continued growth that provides students with a safe and nurturing campus with effective emotional, behavioral, and academic interventions. Chino High School is working towards creating the next tier for PBIS and striving for the Gold award next year. Prompts E3.4 and E3.5 outline the variety of student centered courses, clubs, and programs that are available to students. As students' interests change the staff will continue to offer new opportunities for students to get involved with Chino High School's academic and extracurricular activities.

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
  - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
  - **Identify important next steps within the schoolwide action plan/SPSA.**

## **Prioritized Areas of Growth Needs from Categories A through E**

Prioritize the growth areas from the five categories.

- Continue cross training PLCs in creating and analyzing CFAs, including use of “I Can Statements” to improve data driven decision making and evaluation of best practices
- Use data to drive enrichment and re-engagement opportunities for students
- Continue staff training of UDL strategies
- Continue MTSSB supports and services and create Tier III PBIS Level and strive for Gold status
- Continue to expand opportunities for parent engagement
- Increase student involvement in the WASC self study process
- Continued expansion of co-curricular activities

## Chapter IV: Summary from Analysis of Identified Major Student Learning Needs

### Chino High School Three Year Professional Development Plan:

The pandemic definitely threw a wrench into our flow in March 2020. We were making progress towards the PLC process and data driven decision making. District training was held regularly at the elementary and secondary levels and groups of teachers were gathered together from different sites to collaborate. With the school closures, we lost sight of the PLC process as we struggled to stay afloat. Professional developments came to a halt, as did everything else. We (staff, students and the community) were struggling.

When we returned to in-person instruction, it was an adjustment to say the least. Shortly after returning we began to realize the effects of the school closures. Students didn't progress much with distance learning and in fact were not performing as well as they were prior to the school closures. In addition, social and emotional needs of students, staff, and members of the Chino community increased. The LCAP was the driving force behind figuring out what our students needed to help get things back on track. As a result, and upon evaluation of our student learner needs, Chino High School has developed a three year plan to help students and staff get back on track. The three year plan addresses all three Critical Learner needs and our progression toward those needs over the next three years.

#### **2022-23:**

Chino High School's professional development for the 2022-23 school year will focus on four main areas;

- A. Re-Introduction, and Support of Professional Learning Communities (Solutions Tree, Janet Keating) .
- B. Continued Implementation of Positive Behavior Intervention and Supports to obtain a Gold Level Implementation and Increase School Connectedness for all Stakeholders (Chino High School PBIS Team, CVUSD Dept. of Health Services MTSS-B Program, San Bernardino County Superintendent of Schools). Gold status is based on our external TFI.
- C. Co-Teach and Co-Plan for Students for Teacher Partners in Collaborative Classes (2Teach L.L.C. Dr. Wendy Murawski).
- D. Universally Designed Lesson Planning (First Best Instruction) and No Opt Out Learning (2Teach L.L.C., ILT, and Solutions Tree). UDL training will focus on ELA, Math, Social Science and Science departments for the 22-23 school year.

#### **2023-24:**

- A. Continued Implementation of Professional Learning Communities with focus on use of Common Formative Assessments and PLC Team Data Collection/Analysis.
- B. Continuing our PBIS Implementation with a focus on development of a Tier III Team to provide Tier I, II and III supports for all students and increase school connectedness for all stakeholders and maintain Gold level status.
- C. Co-Teach and Co-Plan for Teacher Partners in Collaborative Classes in the area of UDL Lesson Planning.
- D. Continued UDL professional development for All departments, and continued support offered to ELA, Math, Social Science and Science (2Teach L.L.C.).

#### **2024-25:**

- A. Data analysis used in PLCs to drive instruction, drive intervention and acceleration
- B. Synthesis of Tiers I, II and III of PBIS to provide a full spectrum of support for all students and stakeholders. Obtaining Platinum level status as judged by our External TFI.
- C. Continue support from 2Teach L.L.C. to support Co-Teach Teams in an effort to increase the number of Collaborative Classes Chino High School offers.
- D. Full implementation of Universally Designed Lesson Planning and Instruction school-wide.

- **Summarize the identified major student learner needs based on Student/Community Profile, Focus Group findings, and California School Dashboard Results for student groups.**

## **Chapter V: Schoolwide Action Plan/SPSA**

- A. Revise the Schoolwide Action Plan/SPSA. Ensure the plan is aligned with the LCAP goals.**
- B. State any additional specific strategies to close achievement gaps of student groups in the Schoolwide Action Plan/SPSA.**
- C. Describe the school's follow-up process to ensure a continuous school improvement process.**

Please click the link below.

[SPSA](#)

## Appendices (include hyperlinks to items listed below):

- A. Local Control and Accountability Plan (LCAP): This includes an annual update at the beginning of the LCAP. The district LCAP is posted on each district's website; provide link  
[LCAP](#)
- B. Results of student questionnaire/interviews  
[School Climate Survey](#)
- C. Results of parent/community questionnaire/interviews  
[School Climate Survey](#)
- D. The most recent California Healthy Kids Survey  
[CA Healthy Kids Survey](#)
- E. Master schedule  
[Master Schedule](#)
- F. Approved AP course list: <https://apcourseaudit.epiconline.org/ledger/>  
[A-G Approved Courses](#)
- G. UC a–g approved course list: <https://doorways.ucop.edu/list/app/home/>  
[A-G Approved Courses](#)
- H. Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID  
[Chino High School programs/pathways](#)
- I. California School Dashboard performance indicators  
[CA Dashboard--Chino HS](#)
- J. School accountability report card (SARC)  
[SAR](#)
- K. CBEDS school information form  
[CBED 2022-23](#)
- L. Graduation requirements  
[Graduation Requirements](#)
- M. Any pertinent additional local data  
[City of Chino](#)
- N. Budgetary information, including school budget  
[School Budget](#)
- O. Glossary of terms unique to the school.