SELF-STUDY VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS, WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

CHINO HIGH SCHOOL

5431 Jefferson Avenue

Chino, California 91710

Chino Valley Unified School District

March 13-15, 2023

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Preface

Comment on the school's self-study process with respect to the expected outcomes of the self-study.

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

Chino High School (CHS) reported a very well-planned, inclusive, and robust process in the development of its self-study. The school began their process by forming a steering committee consisting of teachers (8) and administrators (2). From there, this committee involved teachers and counselors in the collection of evidence and beginning the writing process. Faculty and staff were divided into Focus Groups representing all departments and regular meetings were scheduled. The process included the creation of a Chino High School Data Warehouse to archive evidence of best practices and student achievement as an on-going process.

As the process progressed, the School Site Council and classified staff were included in the report process. The school also reported on how it uses multiple measures to assess student achievement and to inform decisions.

CHS is heavily invested in the Professional Learning Communities (PLC) process, which was disrupted during the period of school closures due to the COVID-19 pandemic. The school has re-established this during the past two years, with regular time set aside for collaboration.

The school continues to analyze historic and current data on students and student achievement, noting the drop in scores after the return to in-person classes. Chino High School recognizes a loss of learning during the period of school closure as well as an increase in social-emotional needs by students. CHS has recognized this and put in place additional supports for student and family social-emotional needs in light of the pandemic. Tabled data documents the decrease in student performance, which CHS plans to target enrichments and interventions through the PLC process. There is a strong alignment between the school SPSA and the district LCAP.

> **The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.**
>
> **Visiting Committee Rating (select one):** __Highly Effective__ Effective Somewhat Effective Ineffective
>
> **Narrative Rationale:**
>
> The committee found that the school had a well-planned, extensive, collaborative self-study which reflects the input of all stakeholder groups. This was confirmed throughout the visit in meetings of these groups.

Chapter 1: Progress Report

- **Synthesize any significant developments since the last full visit and their impact on student learning.**
- **Briefly describe the action plan/SPSA implementation process and how the school monitors progress.**
- **Summarize the school's progress on the action plan/SPSA that incorporated all schoolwide growth areas from the last full self-study and all intervening visits.**
- **Explain why growth areas for follow-up are not in the current schoolwide action plan/SPSA.**
- **Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.**

Chino High School reported on the significant development of school closure and distance learning from March 2020 until the return to in-person instruction in March 2021 with students able to remain in distance learning. During this period, the PLC process was reported in interviews to have been stalled and with the return to the campus went through a "reboot."

There is a process by the school to implement and monitor the SPSA alignment with the district LCAP, data used to inform decisions, stakeholder groups participating in this process, and interventions developed and implemented to meet student needs. This process is described in detail and involves the School Site Council, survey data, the PLC process (using the examination of assessment data and other factors), as well as parents. Interventions and support are also described in the narrative.

Chino High School's last self-study in 2017 resulted in five identified areas for growth and was affirmed at the 2019 mid-cycle visit with two additional growth areas to adapt action plans and to continue monitoring the impact of actions and goals on student success and well-being. The school tabled each of the five critical learning needs from the previous self-study with a narrative describing the actions taken and progress achieved over the period of accreditation.

> **The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.**
>
> **Visiting Committee Rating (select one):** <u>**Highly Effective**</u>   Effective   Somewhat Effective   Ineffective
>
> **Narrative Rationale:**
>
> The school continues to address the five growth areas from the 2019 mid-cycle review and has a process in place to analyze data, and implement strategies for school improvement. Meetings with school leadership confirmed information in the written report.

Chapter 2: School and Student Profile and Supporting Data

- **Succinctly describe the school location, type of school, grades served, demographics, major school programs, and other relevant school information.**
- **Include the school's vision, mission, schoolwide learner outcomes/graduate profile and 2-3 identified major student learner needs.**
- **Include the CDE CA School Dashboard School Performance Overview data for the school in the report along with other relevant local measures from the school profile as applicable**

Chino High School (CHS) founded in 1908 is located in the City of Chino, California. It recently celebrated its 125th anniversary and is the oldest of four high schools in the Chino Valley Unified School District. The current school is located at 5431 Jefferson Avenue (on the north side of the school site) and opened for the 2022-2023 school year. The former school was located on the south side of the same property and is being converted to recover lost sports fields and open space. The school is located in an area with mixed use - residential, medical, and businesses surround the site. Students attend school in a state-of-the-art facility with modern classrooms, science classrooms, expanded music and drama facilities.

The school vision statement is:

> *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.*

The school mission statement is:

> *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.*

The school provided substantial tabled data describing the student population, enrollment, attendance, demographics, special populations, suspension rates, graduation rates, and academic proficiency data. CHS reported the need for continued supports for students (particularly since school closure due to COVID and the resumption of in-person classes) as well as staff professional development to study and devise solutions.

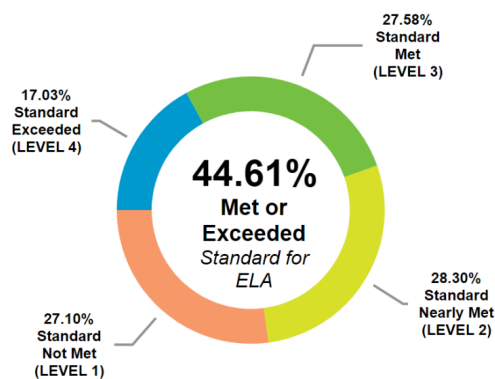California School Dashboard data from 2022 is below:
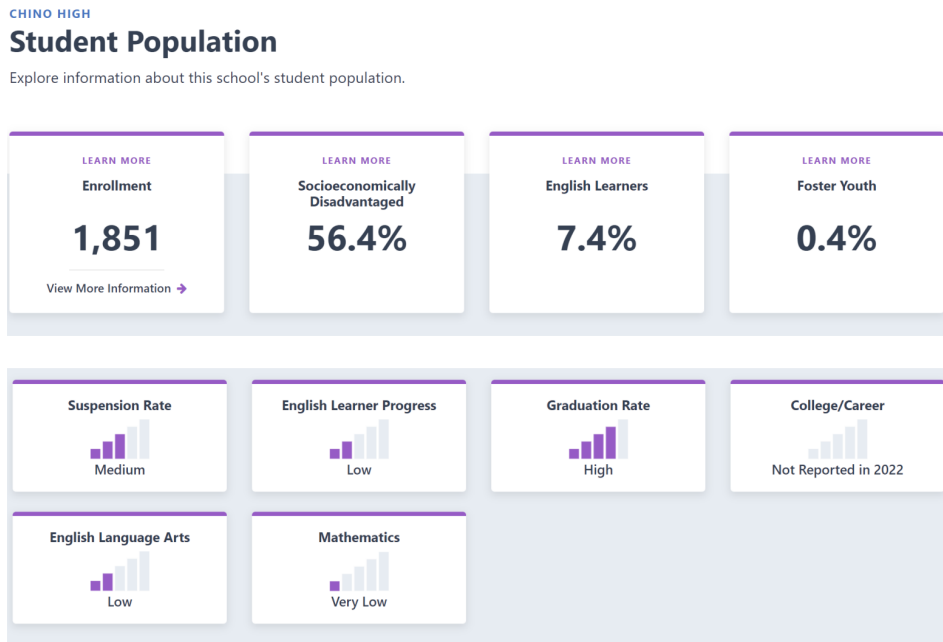
CAASPP Results are below:

Chapter 3: Quality of the School's Program
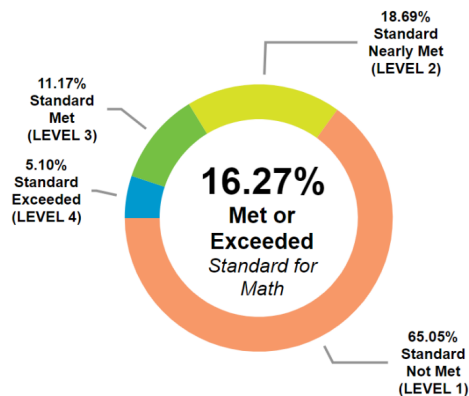
CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

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

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

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

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

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

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

Visiting Committee Comments

Chino High School has identified a clearly stated vision and mission. The mission and vision is based on the environmental and academic needs of all students. The vision states that the school, through collaboration, will use innovative methods of teaching to prepare students for their post-graduation goals. The mission and vision are directly aligned to the District LCAP goals and are ambitious in supporting high achievement for all students. The pandemic had interrupted the school's structures for professional learning and introduced new student needs. So to guide the school's recovery, the ILT helped establish a PLC progress driven by SMART goals. In addition, as a response to the changing needs of students, extra staffing for student social emotional needs were added. The report states a clear alignment between the District's learning goals and the school's learning goals through ESAs and CFAs. Administration uses data to create SMART goals which are shared with faculty, staff, and the School Site Council. Staff and members of the School Site Council discuss the implementation of the SMART goals and the School Site Council votes on how funds will be spent. The understanding of and commitment to the vision, mission, the SLT and the District LCAP by parents can be seen through parent groups like the School Site Council, ELAC, and CHAPSS and other various events. The understanding and commitment of the community members can be seen through their support of projects and programs.

> *Vision and Purpose* that supports high achievement for all students. Defining of the school's vision and purpose through schoolwide learner outcomes/graduate profile and academic standards.
>
> **Visiting Committee Rating (select one)**: Highly Effective **Effective** Somewhat Effective Ineffective
>
> **Narrative Rationale:**
>
> The school's vision and purpose is clear, supports high achievement, and is shared with all stakeholder groups as evidenced by their participation and support of the school and its students.

A2. Governance Criterion

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

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

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

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

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

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

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

Visiting Committee Comments

Stakeholders have access to the Board of Education via regular meetings. Information about the meetings is accessible on the website and through a YouTube channel. Communication between the school board and the school's stakeholders is regularly dispersed. The school board's philosophy is accessible on the District's website. The site follows a district uniform complaint procedure that is detailed on the website.

> *Governance* that supports high achievement for all students.
>
> **Visiting Committee Rating (select one)**: Highly Effective **Effective** Somewhat Effective Ineffective
>
> **Narrative Rationale:**
>
> The governing board supports high achievement for all students. There is a well established relationship between the board, district administration, and the site. This was evident in that all parties were involved in the WASC visit.

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

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

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

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

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

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

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

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

Visiting Committee Comments

Several groups are involved in the site's planning process. PLCs examine data from the ESA and CFAs to determine needs. PLCs work collaboratively to implement strategies and actions and analyze the impact of those strategies. Math and English analyzes its ESA 3 times a year. This process involves district and school leaders. A similar system is implemented by counseling staff. The school's SPSA is developed through the District's LCAP goals. These goals inform the development of the school's SMART goals. The school's system for collective accountability of student learning is done mainly through staff meetings, PLC meetings and the SSC. The emphasis on the process is through the PLCs and with the ILT. The school uses many tools to facilitate communication like email, Remind, Google classroom. The staff reports that communication is effective. PLCs share data and materials through Google classroom. Regular PLC meetings and shared drives facilitate the school's structure for planning. There is also a system by which district information is passed down to the staff through a series of meetings. The school has a strong sense of community and has a culture of resolving differences through open communication.

> *Leadership: Data-Informed Decision-Making and Continuous School Improvement* **that supports high achievement for all students.**
>
> **Visiting Committee Rating (select one)**:   Highly Effective   **Effective**   Somewhat Effective   Ineffective
>
> **Narrative Rationale:**
>
> Some departments are ahead of others in the PLC process, but all departments are progressing. This was evident in the data informed decision making and collaboration in PLCs.

A4. Staff: Qualified and Professional Development Criterion

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

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

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

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

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

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

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

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

Visiting Committee Comments

The report states that 98% of the teachers are fully qualified and there are board and district policies that ensure teachers are recruited and selected based on their qualifications. The school reports to have a collaborative process between department chairs and administration to ensure teachers are given appropriate assignments. Professional development is conducted through the school's PLC process. The PLCs review the results of assessments provided to them by the ESA review committee and use that information to inform future instruction. Professional development on this process is offered to a group of teachers through the District. The school has hired outside consultants to evaluate the co-teaching model which have identified strengths and areas of growth. The school states that it will continue the partnership with the consultants and will pursue future training in UDL. In summary, the school supports professional learning through late start Fridays, personnel through the ESA Review Committee, Janel Keating, instructional coaches, and School's Instructional Leadership Team, and through a relationship with 2Teach LLC. Professional development has been focused on the PLC process of using common assessments and data analysis which is conducted by the Instructional Learning Team (ILT). This group also presents methodologies. Other workshops are available as well. This includes a group of about 10 teachers who were trained in AVID strategies. The school hopes to train more teachers in AVID in future years. There is a process by which teachers are supervised

and evaluated on a 2-5 year cycle by the administrative team depending on the teacher's years of service. The District has resources for teachers who need more support. The school has policies that align with the Board Policies and Administrative Regulations. Staff is given a Faculty Handbook and are mandated to complete courses on Vector. Minutes and notes regarding academic instruction and expectations are maintained in folders.

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

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

Narrative Rationale:

Qualified staff begins at the district during the selection process. There is a process and cycle for review of assessments and future instruction. Staff have access to professional development to improve student learning. Faculty Handbook communicates district and school policies and procedures.

A5. Resources Criterion

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

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

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

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

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

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

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

Visiting Committee Comments

Resource Allocation Decisions are made through the groups like the School Site Council, ELAC, WASC Committee and School Safety Team. The SSC members review the budget each year. The minutes of the SSC meetings indicate an evaluation of how funds are being spent. There is a district and school process by which money is allocated and accounted for. This process involves the principal, the principal's secretary, a finance clerk, the ASB, and a district accountant.

Software is used to monitor the movement of funds and to provide reports in the case there is an audit. The school recently relocated to a newly constructed campus which was designed to meet the students' learning needs. The District maintains a cycle for textbook adoption. Supplementary materials may be purchased through principal approval. Students and teachers have been provided access to updated technology and this technology is maintained by the Technology Support Department. The District has a District Human Resources department to maintain personnel. The District also provides a team to support new teachers. Professional learning is regularly provided to all staff members.

Resources that supports high achievement for all students.

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

Narrative Rationale:

The District and School Board has provided necessary resources for quality instruction. Budget allocation includes input from stakeholder groups. The school occupied new, state of the art facilities in the 2022-2023 academic year. Resources to support new and veteran staff are available for professional development.

A6.   Resources Criterion [Charter Schools only]

To what extent has the charter school's governing authority and the school leadership executed responsible resource planning for the future?

To what extent has the school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?

To what extent is the school fiscally solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)?

Chino High School is a public high school in the Chino Valley Unified School District; therefore, this criterion is not applicable.

Resources that supports high achievement for all students. [CHARTER SCHOOLS ONLY]

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

Narrative Rationale:

Criterion not applicable.

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

Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

- 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.
- The administration team, teachers, and parents are all involved and aligned with the governing board. There is regular attendance to district-wide meetings and school board meetings.
- All resources are allocated in alignment with schoolwide learning outcomes. Decisions are student centered and ensure students have what they need to learn.
- Administration is supportive in supplying teachers with the resources needed for best instructional practices.

Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

- Improve communication to all stakeholders about the SLOs, especially with students.
- Continue on the path of accountability in PLCs to improve student learning.
- Increase opportunities for individual and staff-wide reflections on the effectiveness of teaching practices.

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

Posters and signage of the school's vision are clear and are embedded into some aspects of the school's cultural structure (like PBIS). The board and district work with the school site on their goals. Parents participate in District meetings and parent groups. Staff reports that the process for getting resources, though time consuming, is efficient and effective.

Staff reported the need to improve communication of SLOs to stakeholders. The PBIS committee is in the process of integrating school goals into its Cowboy Cash system. The school reports that its PLC system is becoming well established. To further improve, Staff report needing to help make students more aware of their own progress and achievement so they can take more ownership of their learning. Students similarly reported feeling a disconnect with the relevance of what they are learning. Self reflection can be incorporated into the PLC structure to improve teaching practices.

CATEGORY B. CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

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

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

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

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

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

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

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

Visiting Committee Comments

Chino HS has created a plan of action to provide effective, rigorous, relevant, and coherent support in all departments. Each department uses PLC time to collaborate and synthesize learning goals throughout all the departments. Chino has created a Biomedical Science and Technology (BST) Magnet program to allow students to participate in high aptitude courses specific to their choice of pathway.

Chino HS defined the academic standards as the target indication of their career and college readiness for each of their subject areas. The A-G requirements are classified for college preparation and the CTE/ROP courses respectively for career preparation. This requires students to meet either college or career readiness and exceed post-secondary development. Chino HS includes various opportunities for IEP, 504, SPED, Foster, and Unhoused youth to have their own road to college and career.

Chino HS teachers improve instruction and the congruence between concepts and skills taught by regularly established times for PLCs and opportunities for Professional Development. Most classes post their daily objectives and standards in the classroom where it is visible. As a group, most departments agree on the objectives and learning targets allowing there to be consistency in the classrooms. The Biomedical Science and Technology program at Chino High School creates opportunities for collaboration between educators, creating opportunities to work with one another and analyze the data and implement best practices. AP courses provide students the opportunity to experience rigorous curriculum that will prepare them for college and careers.

Chino HS has various instructors that provide integration and alignment amoung the CTE disciplines. Chino HS should continue to include the CTE classes in collaboration time in order to set these alignments. This will allow students to understand the importance of an integrated curriculum that will relate to the real world.

Chino HS has set articulations with feeder schools and has a pathway of consistency for underclassmen before they attend the school.

> *Rigorous and Relevant Standards-Based Curriculum* that supports high achievement for all students.
>
> **Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective
>
> **Narrative Rationale:**
>
> The majority of departments have established essential standards. PLCs meet and work on objectives, learning targets, and consistency in courses. CHS has invested itself into the PLC process with the school reporting that adoption by departments is variable (from focus group and interview). The school should continue to work on cross-curricular integrations among the disciplines.

B2. Equity and Access to Curriculum Criterion

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

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

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

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

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

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

Visiting Committee Comments

Chino HS provides freshmen students with the opportunity to choose courses they wish to take during freshman orientation; incoming freshman students can also sign up for a transition course that will assist them with basic skills for preparing for high school and their lives after high school. CHS has various opportunities for extra curricular activities, clubs, and courses.

Real world experiences are embedded in most of the departments. Chino High School allows incoming freshmen to be able to elect their own pathway and have a say in their 4-year journey. The CTE, ROP, and Elective courses provide students with real world experiences and prepare them for a career path and college preparation.

Chino HS parents/guardians are very committed. The number of parents that participated in the stakeholder meeting with the visiting committee demonstrated the connection and

communication that the school has with their students' parents/guardians. Parent/guardian involvement is sought mostly through electronic lines of communication. This allows parents/guardians to be continuously informed at a rapid pace.

Chino HS has AVID, CTE, ROP, BST, AP Courses, ETS, and WBL. These programs allow students to prepare for post-secondary school or careers.

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

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

Narrative Rationale:

The school has excelled in providing a variety of programs and a great collaborative relationship with parents/guardians and staff. Students are informed of opportunities of courses, pathways, and options as they make course selections prior to their freshman year. The school has many options for academic challenge (AP, etc.) and growth (AVID, CTE, etc.) during the high school experience. Parents who were present at the stakeholder meeting with the visiting committee were active in their student's progress and in the school culture.

CATEGORY B: CURRICULUM

Areas of Strength for Curriculum

- 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.
- The school provides adequate time for professional development for teachers, including paid time out of the classroom.
- The school student proficiency goals align directly with the district LCAP 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).
- 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 for Curriculum

- Need all departments, including non-core subjects, to be writing/analyzing CFAs.
- Need to continue teacher training in analyzing student data and how to use it to direct instruction.
- Need data to show how effective programs are, including post secondary tracking.
- 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.

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

As a result of classroom observations, SMART goals are addressed in all PLC's. The visiting committee met with the administration team and professional development has been provided and will continue for UDL professional development of all classroom teachers. Upon meeting with all stakeholders all students' goals continue to be addressed in PLC's and focus on the 4 C's of common core. After meetings with focus groups all groups establish an overall goal in their PLC's by department to maintain consistency within all classrooms.

Focus group meetings noted that while some departments are further along in the PLC process, there is a need for all subjects to write and analyze CFAs, professional development in the analysis of student data and translating it into instruction. There is also a need for the collection of data on the effectiveness of programs and an interest in post-secondary tracking. Visiting committee observation in classes and interviews with faculty noted that opportunities for cross-curricular instruction/projects/experiences are not being utilized effectively.

CATEGORY C. LEARNING AND TEACHING

C1. Student Engagement in Challenging and Relevant Learning Experiences Criterion

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

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

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

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

Visiting Committee Comments

Faculty at Chino High School ensure that students enjoy rigorous and relevant courses and give consistent feedback. Many students participate in AP classes and score a 3 or better. Many students are also in CTE classes where they gain certifications as well as dual-enrollment courses through Chaffey College. Teachers regularly check for understanding. Additionally, faculty at CHS analyze data from their benchmark assessments during PLC time and use this information to improve instruction. Some SPED students are included in a least restrictive environment where they also receive support from a SPED teacher in addition to a regular education teacher. Students at CHS can participate in numerous extracurricular activities.

It was evident while doing classroom observations that there is some department collaboration. For example, student written work, video presentations and digital, culturally inclusive assignments were visible. Some departments incorporate Project Based Learning. Library studies

are completely on Google Classroom which then becomes their professional portfolio. During focus group discussions, teachers elaborated on some of the strategies they use in their classrooms to assist EL students like working with a partner, small group instruction, sentence frames. For SPED students, some teachers use a specific seating chart where students are partnered by student population. Teachers expressed that they consistently have instructional aides for EL students, guided note taking, Kami notes with annotations, which help all students.

Students receive challenging work in their AP classes, but there could be an increase in the level of rigor in some of the other classes. Challenging is defined as more work in quantity, not more rigorous. Students that have gained mastery in a concept could serve as peer tutors, for example. It is clear that most staff members try to make learning relevant to students' lives but more work is needed in this area.

The math department at CHS prepares students for Essential Standard Assessments (ESAs) in numerous ways such as tying every lesson to an essential standard and writing "I can" statements where they are visible to students. Most members of the math department use the ESA in some fashion to aid students with their learning as well as adjusting their instruction to suit their learners' needs. However, the ESAs are not in sequence with the math pacing guide, so students may be tested on standards they have not mastered yet. Furthermore, departments (especially English) may need more time in their PLCs to analyze the ESA data more effectively and to come up with strategies to help their students. The social science department and science departments do not receive great direction from the district office as there are some teachers that do not administer the ESAs or do not even know when to give them. After surveying the faculty about whether or not they use "I can" statements, it is clear that more faculty need to do this on a consistent basis so students know what they are learning and to self-reflect on their own achievement.

During classroom observations, a majority of classrooms had "I can" statements posted. Some teachers even referenced them throughout the lesson. Some students expressed that they were able to meet the "I can" statements. During focus group discussions, it was apparent that some students did care about those objectives and others did not. More teachers need to ensure that they consistently refer to the learning objectives/standards that students are supposed to know. Though the departments all meet for PLCs weekly, the collaborative team actions are approached in a different way to develop common formative assessments. Based on group discussions, the core content teachers use creativity in the lessons prior to the instruction. The English and Social Science Departments expressed that they are pacing in a similar manner and the Math and Science shared they are working on vertical instructional alignment on a district secondary level (6th-12th).

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

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

Chino HS provides a challenging and relevant learning experience that supports all students. Students reported needing additional feedback on their learning progress.

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

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

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

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

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

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

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

Visiting Committee Comments

Technology is consistently used at CHS, especially since they are now 1:1. Technology has helped ELs at CHS because teachers can more easily differentiate instruction. The majority of classes have smart boards which easily allows teachers to pull up information needed during a lesson. Students can also follow along on their chrome book if the lesson is posted online via Google Classroom. Many teachers use various visual aids such as photos, props, and manipulatives throughout their instruction. One strategy that is used at CHS is to validate all student responses throughout a lesson. Some teachers have had the opportunity to take professional development in Universal Design for Learning (UDL) and Co-teaching.

While at Chino High School, the visiting committee observed that most teachers use a variety of technical tools, videos, the Google flipped classroom, digital boards, textbook-based worksheets and verbal formative checks for understanding as facilitators of learning. Students commented that they would prefer less lecture style powerpoints and instead participate in guided interactive discussions. More teachers need UDL training as was evident in focus group discussions, so it is easier to differentiate instruction at CHS. This is a necessary component needed for instructional improvement at CHS. Students confirmed that most teachers make assignments and other classroom resources available on Google Classroom. Students generally know where to go to access the work and feel comfortable asking questions as well as asking about their grade or what they missed if they were absent the day before. Students need more explanation of assignments/notes when they are absent.

Teachers at CHS are using various websites to make learning more engaging such as Quizlet, Edpuzzle, Quill, Kami, Padlet, and Kahoot. Quill gives students personalized learning sessions based on a diagnostic test. Teachers and students use Powerpoint. The pandemic forced teachers to improve their technological skills, which is one positive outcome from the pandemic. Students are also movie-making in various history classes. The math department continues to use

DeltaMath and Desmos. The science department is utilizing technology by using virtual labs through phet labs as well as using GoFormative or Google Forms for quizzes and tests. They are also using online interactive labs and YouTube for some chemistry videos.

Through classroom observations, it is clear that teachers use a variety of methods to encourage student creativity. Student work is posted in many classrooms including many projects for student choice and expression. For example, classrooms in the Foreign Language department had numerous examples of student work posted that demonstrated creativity. There was also evidence of critical thinking such as the analysis of available facts, class presentations, newspaper creation, and a silent film edited by students in US History. Many teachers integrated common core standards and taught concepts and theories, not just procedures.

Teachers at CHS intend to be facilitators of students' learning. They ensure that students use successful learning strategies prior to taking an assessment. CHS prides themselves on project-based learning so that students are able to demonstrate their understanding and apply the knowledge and skills they have learned. Units within the English curriculum have strategies for differentiating, intervention and enrichment, as well as interdisciplinary connections. English also uses graphic organizers to help students organize their ideas prior to writing. CHS also has a Read 180 intensive reading class that helps students read at their own pace and at their level, but also gives instructor feedback so that they can provide necessary clarification of concepts, interventions, etc. Within the science department at CHS, students have access to PowerPoints and are expected to take notes as well as make infomercials or role play to facilitate learning of content. The math department at CHS offers two intervention Math 180 classes. Similar to the English intervention course, the teacher is able to monitor a student's progress. Courses within the math department at CHS also use modeling of performance tasks to make content relevant to students.

It was expressed in focus group discussions that most teachers provide feedback to students in a timely manner. Some have them peer grade and meet with students one-on-one, particularly if they are not doing well in class. Teachers also discuss class data with students and ask for feedback on improving instruction. Students expressed that most of their teachers have them apply what they are learning in the classroom. For example, while studying trigonometry, a teacher had students walk outside to try to calculate the height of the buildings using their knowledge of angles. Students in science also do projects relating to fossilization, car races, and creating a structure which demonstrates their knowledge of focal point using a concave lens. In a SPED classroom, students were able to light a lightbulb using lemons using alternating current. CTE/ROP courses also provide another way for students to apply what they have learned in their core classes.

Students at CHS are able to be a part of numerous activities that will help them prepare for careers upon graduation. CHS has a work experience program where students can receive help with interviews, creating resumes, evaluations and obtaining references for employment. Two of their CTE pathways (Library Science and Culinary Arts) are increasing in enrollment, and students are also able to obtain work experience through these two pathways. The ROP courses at CHS are numerous. CHS works hard to ensure students are able to gain information from guest speakers and through people in the industry through their Career Fair Day. The special education department also aids students in planning for after high school. They have a workability program and also sign students up with the Department of Rehabilitation (DOR); DOR helps students throughout their life with things like tuition payments, purchasing of goods,

etc.

Through classroom observations and focus group discussions, it was abundantly clear that career preparedness and real world experiences is a definite strength at Chino High School.

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

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

Narrative Rationale:

Many teachers are providing a challenging and creative learning environment. However, teachers need to improve student-centered instruction using a variety of strategies.

CATEGORY C: LEARNING AND TEACHING

Areas of Strength for Learning and Teaching:

- A variety of learning opportunities in core courses, ROP/CTE, and pathways, including BST Academy
- 1:1 Chromebook distribution
- Continual growth of Math and English ESAs
- Continual technological advancements in the classroom (ViewSonics)

Growth Areas for Continuous Improvement for Learning and Teaching:

- A higher percentage of teachers need to utilize "I Can" Statements
- Continuing growth of technological advancement training needed for all teachers
- Teachers need a larger amount of hands-on training via district ledclasses/tutorials, such as UDL training.
- Teachers need to use more 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.
- Teachers need continued growth and district training/professional development (ESAs).
- Continuing growth in the PLC process to support student learning & connection, not just data analysis

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

Evidence for Strengths:

- Master schedule supports numerous courses/options for students
- Data shows improvement in student achievement in English and Math ESAs
- Students all have chromebooks at a 1:1 ratio
- Clear observation of some teachers using ESAs
- Continuous use of Viewsonics and Google Classroom during instruction

Evidence for Growths:

- "I can" statements not visible in some classrooms
- Some teachers do not use enough technology to help students learn or stay engaged
- Some departments did not demonstrate true PLC collaboration but are on the right track
- Some departments are not using the ESAs effectively

CATEGORY D. ASSESSMENT AND ACCOUNTABILITY

D1. Reporting and Accountability Process Criterion

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

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

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

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

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

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

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

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

Visiting Committee Comments

Chino High School has Essential State Standards Assessments (ESAs) for Math and English. They are in the process of creating ESAs for Science and Social Science. The PLCs have a plan to set a timeline for the ESA implementation and look at the data to determine reteaching or enrichment. The district collects the data from the ESAs and works with the school leaders to analyze and disaggregate it. Then, PLCs discuss the results of the data and possible interventions.

District Regulation 5121 states the grades are based on the A – F standard: A - 90 – 100%, B - 80 – 89%, C - 70 – 79%, D - 60 – 69%, F - 59% and below. Most departments have common percentages for weighting assessments and weighting class work categories. Achievement bands

for the ESAs are calculated by the District and given to the school.

The ESAs and Common Formative Assessments (CFAs) are being consistently used in PLCs to monitor student growth and progress. The majority of Chino High School teachers use AERIES or another gradebook platform to inform students of their academic progress at least every 6 weeks. If a student is in danger of failing, teachers will indicate it on students' progress reports to inform their parents/guardians.

CHS leadership team meets with district leadership for a week-long session to assess all program goals and graduation requirements. CHS counselors then meet with the assistant principal to assess all program goals and graduation requirements at the site level. It was reported that 93.8% of teachers at CHS revisit their grading policies every year. During the Covid lockdown, school leadership encouraged teachers to be more flexible with grading policies and err on the side of compassion for students. These policies included accepting late work, retaking assessments, and a 50% bottom in the gradebook.

Due to the performance of EL students on standardized testing, additional funds and resources have been allocated to support them. To support the performance of special education students, additional collaborative classes have been added to the master schedule. The school recognizes the need for professional development in UDL and intervention strategies based on student performance on assessments.

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

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

Narrative Rationale:

Chino High School teachers have collaborated to identify essential standards in each department and have created ESAs/CFAs from them. The PLCs then work in unison to analyze the data to modify instruction for student growth.

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

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

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

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

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

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

Visiting Committee Comments

CHS teachers use a variety of formative assessments such as verbal checks, think pair share, exit tickets, white boards, quick writes, ESAs, and CFAs. CHS teachers also use a variety of summative assessments such as quizzes, section tests, essays, and final projects. In PLCs, CHS teachers use the data from formative and summative assessments to adjust their instruction to improve student learning.

CHS teachers provide feedback to students through Google Classroom, Illuminate, verbal one-on-one, and classroom discussions. CHS teachers use the Common Formative Assessment (CFA) to compile data and find areas where teaching/reteaching may be improved. CHS teachers receive feedback from students through Google Form surveys, thumbs up/down, Google Classroom comments, and check in with desk partners.

Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom that supports high achievement for all students.

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

Narrative Rationale:

Chino High School teachers use a variety of formative and summative assessments to collect data on students such as CFAs and ESAs. In particular, the data from the CFAs/ESAs are analyzed at PLC meetings to improve student learning. Teachers provide specific and timely feedback to students about their performance.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

Areas of Strength for Assessment and Accountability:
- PLCs have developed and implemented common formative assessments. They use data from those assessments to inform teaching practices.
- CHS teachers have effective systems to provide timely and specific feedback to students on their performance.

Growth Areas for Continuous Improvement for Assessment and Accountability:
- The Science and Social Science departments will continue with the district to establish essential standards if necessary and create ESAs.
- Teachers not using an online gradebook should update students on their current progress every 2 weeks.

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

Through the written WASC self-study and teacher verbal statements in WASC focus group meetings, CHS teachers reported that they have collaboratively chosen their essential standards and created their ESAs/CFAs. The teachers then use the data from the common assessments to

adjust their teaching practices to improve student learning.

Teacher and student statements during the WASC focus group meetings demonstrate that CHS teachers provide specific and timely feedback to CHS students.

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

E1.   Parent and Community Engagement Criterion

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

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

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

Visiting Committee Comments

There is recognition by the entire student population at Chino High School and its many stakeholders that describe the culture of the school as *family*. There is a rich history of more than 100 years of generational graduates. The community surrounds the school with positive energy and there is deep shared pride of connection. Many certificated or classified staff are alumni or have children or parents that attended and this has created a culture of supportive involvement. In recent years the perception of CHS has been changing in a positive way and the school enrollments and incoming district transfers have increased. The neighborhoods are invested stakeholders because they went to Chino and want to see it continue to be better in years to come.

The school utilizes a diverse range of culturally sensitive strategies to encourage family and parents to become involved regularly in the educational process. Options include communicating directly with teachers attending Back to School Night, Teacher Conferences, Open House or speaking to administrators with concerns. Parents can provide input through the School Site Council, Parent Institute for Quality Education (PIQE), Coffee with the Principal, and attending LCAP or SSC meetings. With the high population of Spanish-speaking families, the school welcomes all parents, the school and district offer opportunities for learning and CHS has hired a full-time Community Liaison to assist with understanding the high school process and available programs.

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

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

Narrative Rationale:

Chino High School continues to strive for more parent engagement from all student populations. The school recognizes the Spanish speaking population and strives to prevent language barriers for understanding by providing bilingual assistance for those not fluent in

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English. As a school, CHS has established connections with families through the Chino High Association of Parent, Student, Staff (CHAPSS) parent run organization, creating a welcoming culture of communication and partnerships with educational or social organizations. Many provide workshops on campus or offer grants to teachers designing enhanced lesson plans to foster intellectual student growth. The site uses a common practice where school operates from a wrap-around approach as collaborators for social-emotional and a range of educational and multi-tiered support services from tutoring, mental-health therapy from psychologists, behavior intervention counselors, foster-care youth agencies, homelessness support, when learners enroll they are identified and connected to resources through counselors. Administrators and teachers collaborate to support the student experience.

E2.   School Culture and Environment Criterion

To what extent does the school leadership focus on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and develops a culture that is characterized by trust, professionalism, equity, and high expectations for all students?

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

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

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

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

Visiting Committee Comments

Chino High School has existing policies and practices centered on continuous improvement to create a safe environment that nurtures learning. The Administrator leadership team, security and a Chino Police School Safety Officer are present and available before and after school creating a positive relationship with students on campus. As shared in the focus group forums, when any type of incident takes place, the overall consensus noted that the Administrators professionally interact respectfully with the students throughout the disciplinary process. To support behavioral and emotional needs, CHS has studied their suspension and discipline data which 4.3% students have been suspended at least once impacting the following groups: Hispanic, African-American, Socio-Economically Disadvantaged, White and Asian.

The new state of the art campus has a clean and orderly atmosphere with over 70 video cameras installed to monitor site safety, deter littering and vandalism. However, after observing the campus and listening to school staff focus groups there was a common need expressed for the request of more security to be hired and visibility present on site. As the hiring process continues for additional custodians to accommodate the larger campus needs, there is a sense of CHS pride at the school where staff leaders pick up trash to model cleanliness and to keep the campus looking beautiful. Another practice each year is that students receive instructional guidance

during the first week of school in their English classes on Internet and digital safety which is monitored for keywords that are dangerous or where students need emotional support.

The school safety motto is "see something, say something". Chino HS creates a caring warmth and students recognize that there are many staff that are approachable and kind. Students can relax in the peaceful library and the counselors are working to establish a new wellness center which will feature mindfulness, yoga and stress-reducing seminars. Psychologists provide mental health support and students also shared that sports coaches are compassionate mentors, in addition instructors are available by digital communication and direct text communication tool after class or before school.

The CHS school culture integrates high student learning expectations, care and concern through many elements of the learning environment. Chino HS demonstrates the school's commitment to support positive behaviors. It begins with the Chino HS expected school-wide learning results which promote and highlight the PBIS framework, academic standards, and "I Can" statements in the classroom. The Biomedical Science and Technology magnet program challenges incoming students with AP core courses. With teachers regularly meeting in PLC groups on a weekly basis, there is alignment in the formative, summative and District essential standards which drives standards-based learning and teaching practices.

Due to the stress that can come from the strain of students who are employed, extra-curricular activities while attempting to keep up high achievement, or school-life balance, Chino High School has a well-developed multi-tiered system of supports to encourage students to maintain mental health. Examples include: Care Solace, MTTSB, intervention peer groups, Link Crew peer mentors and access to Chino Human Services and Behavioral Health. Students are encouraged to enjoy the benefits from joining in membership with the diverse range of Clubs which serves a variety of interests, cultural celebration, and academic rigor like the National Honor Society and AVID. The SST meets and has a tutoring collaboration offered by Cal Poly Pomona's Educational Talent Search that gives academic, college, and financial aid assistance twice a week after school along with field trips. The CARE program serves homeless students, unaccompanied youth, and their families with Supportive Services and the CVUSD Health Center Clinic offers low and no cost medical care for the school population where 70% are socioeconomically disadvantaged.

Chino High School uses the district school website as the primary point of information sharing for the community, parents and students. Small learning communities are promoted through the parent Community Liaison for participation in the English Learners Advisory Committee (ELAC), and student study teams where decisions are made regarding academic and social success to support the individual learner. The school hosts open forums with the principal and school resource officer luncheons to bring the community together with law enforcement. The site counselor runs a grief group for students who have experienced trauma; this intervention is offered for 8 weeks. This program builds trust and connection among students who have gone through a similar situation. The administration announces to staff about professional development opportunities provided by LCAP funds. Teachers establish communication, trust, and professionalism through the use of the Aeries Parent Portal where families can check grades and attendance. The social committee works hard to maintain trust and respect and build camaraderie through healthy attendance and boost site culture.

> *School Culture and Environment* **that supports high achievement for all students.**
>
> **Visiting Committee Rating (select one):** <u>**Highly Effective**</u>   Effective   Somewhat Effective   Ineffective
>
> **Narrative Rationale:**
>
> The CHS school culture integrates high student learning expectations, care and concern through many elements of the learning environment and access to student information. Chino HS demonstrates the school's commitment to support positive behaviors, academic standards, and "I Can" statements in the classroom. The school safety motto is "see something, say something". Chino HS creates a caring warmth and students recognize that there are many staff that are approachable and kind. Teachers establish communication, trust, and professionalism through the use of the Aeries Parent Portal where families can check grades and attendance. The social committee and Renaissance club works hard to maintain trust and respect and build camaraderie through healthy attendance and boost site culture.

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

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

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

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

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

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

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

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

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

Visiting Committee Comments

Chino High School offers strategies and programs for personalized academic needs through support. Evidence includes a team of traditional or intervention counselors that reach out to students if their GPA falls below a 2.0. Chino HS uses an academic monitoring process as the strategy to support students acquiring English fluency. Plans are reviewed and adjusted each year until students meet and exceed learning standards. If needed, students at CHS are able to get back on track to graduate through options like Credit Recovery before school or after school or summer school, Adult School, alternative independent, virtual study programs and ROP.

As an example of multi-tiered systems that impact student learning in a positive way; the school academic counselors help students create a four-year plan with the academic counselor and set a college/career goal. The AVID college prep elective class for 9th through 12th graders and curriculum meets university requirements and offers a personalized approach and a small learning community. The dual enrollment program with Chaffey College provides students the opportunity to earn credits at reduced or no cost. Teachers use Google Classroom as another strategy to meet student academic needs and as support during absences by making assignments accessible and curriculum content available to prepare and improve learning.

Chino High School offers instructional strategies to keep students on track for graduation. There are alternative instructional options for personalized multi-tiered approaches for student support and social-emotional needs including: alternative educational routes to address gaps and credit completion due to poor attendance, make up of core classes, and an independent study route. General education teachers work with special education and instructors and specialists to provide accommodations and modifications based on IEPs and this is utilized in the co-teaching process. Students share a bond with their peers and tutors through team building activities, overall problem solving, oral and written communication which fosters an environment of achievement and success.

The CHS school 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*. School-wide expectations which establish a framework for learning are posted in classrooms, departments and facilities to remind students to: Be safe. Be responsible. Be respectful. Be resilient. The well-being of students begins with the Counseling department. Students have access to professional therapists or intern for counseling services or Behavioral Health Services for serious and chronic issues two times a week. The counseling team addresses chronic attendance problems, wraparound services and includes traditional, intervention, Tier-2 Counselors. Resources offered to students and families include: Hope Family Services, the McKinney-Vento CARE Program, and the Family Engagement Center. Educational Talent Search supports scholar success and is offered by Cal Poly Pomona to help provide experiences that allow learners to gain knowledge and pursue a college degree. Renaissance leadership class works alongside ASB to host student and staff recognition projects like pep rallies, student of the month and attendance awards. Students can gain leadership skills and become advocates for their own needs and supports through the school newspaper, yearbook, National Honor Society.

Chino High School offers students to use their voice, expression and interest through more than 33 diverse clubs, organizations and co-curricular activities including: Advanced Placement and Dual Enrollment courses where students can earn college credit. The AVID classes offer a support program for 9th-12th grade which prepares students for college eligibility and takes field trips to local universities. Career and Technical Education courses provide hands-on learning in a wide range of high wage, in demand career skills.

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

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

Narrative Rationale:

School-wide expectations at Chino HS establish a framework for social emotional and personalized learning outcomes. Posters in classrooms, departments and facilities remind students to: Be safe. Be responsible. Be respectful. Be resilient. CHS is building student leaders on a journey to take challenging academic courses, build a transcript for high achievement and create a learning experience that prepares them for college in the future growth towards work readiness.

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

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

- Safe and respectful learning environment, new state of the art campus.
- Multiple programs and services providing Mental Health services and awareness along with built-in academic support strategies.
- Silver PBIS award for the past 2 years.

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

- Improve and expand opportunities for parent engagement.
- Strive for PBIS gold award by expanding social-emotional interventions.

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

While obvious evidence for an area of strength is the new Chino High School campus, occupied at the beginning of the 2022-2023 academic year, it is not the only strength. The visiting committee noted that there is a definite "Cowboy Culture"which runs throughout the school and community. This is expressed by all stakeholder groups, from administration, faculty, staff, parents, and students. This "family" culture provides ties and support for the school and its students. Another strength noted is the school's response to student needs by providing supports and services both on-campus and with community partners. PBIS Tier Level I and II currently in place and moving toward Level III. CHS monitors student progress and has multiple interventions and options available for student academic support, credit recovery, college entrance and career planning.

The school, while providing several avenues for parents to become engaged with their student's academic progress, has challenges. The visiting committee, in meetings with administration noted that results have been limited, and seeks to increase parental engagement. A positive area for growth is the school's goal to achieve PBIS gold award status noted in the school plan as well as from interviews and meetings.

Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

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

The visiting committee identified the following <u>specific</u> schoolwide strengths and their rationale for the identification:

1. Sufficient resources are provided by administration and available for all teachers to implement best instructional practices.
2. The school leadership has created a strong community and appreciation of the history of Chino High School which unites all stakeholder groups.
3. Teachers have embraced the PLC process and are effectively implementing it using data from common assessments to share best practices to improve student learning.
4. The school effectively provides multi-tiered support services for social-emotional wellness and academic achievement.
5. The school provides a variety of opportunities for college and career readiness through BST, CTE, AP, and dual enrollment programs.

Schoolwide Growth Areas for Continuous Improvement

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

The visiting committee <u>concurs</u> with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below:

Chino High School has identified the following growth areas for continuous improvement:

1. 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
2. Staff use data to drive enrichment and re-engagement opportunities for students
3. Continue staff training of UDL strategies

4. Continue MTSSB supports and services and create Tier III PBIS Level and strive for Gold status
5. Continue to expand opportunities for parent engagement
6. Increase student involvement in the WASC self study process
7. Continued expansion of co-curricular activities

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

● That site administration review the current security plan for the campus and adjust resources appropriately (evidenced by comments in stakeholder meetings regarding concern for open accessibility to the campus).
● Building a sense of community between CHS students and CHS students in specialized programs (evidenced by comments in stakeholder meetings regarding relationships between programs)

Chapter 5: Ongoing School Improvement

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

Chino High School has presented a schoolwide action plan based upon the continued development of its Professional Learning Communities as follows on the next page:

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.

CHS is heavily committed to the PLC process to assess student achievement as a method to examine student achievement data, identify strengths and areas for improvement, develop interventions and adaptations, and to reassess as new data is produced by the interventions and adaptations.

While this detailed plan over a three-year period was presented, the linkages to continuous student improvement and application to all the school's selected areas of growth were not always clearly apparent to the visiting committee. Meetings with the leadership team of the school clarified the rationale and effect expected on student achievement.

It was noted that this plan for Professional Learning Communities addresses the first four of the seven areas for continuous improvement, while the school's Single Plan for School Achievement (SPSA) addresses the final three areas. LCAP Goal 2 is that staff, parents, families, and students are connected and engaged at their school to ensure student success. The school SPSA contains strategies for actions to address these final three growth areas.

The visiting committee after these meetings found the school's process for follow-up and monitoring of its progress in accomplishing the goals of the school action plan to be sound.

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

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

Narrative Rationale:

Overall, Chino High School has been making progress during the last term of accreditation. A setback occurred with the pandemic and return to in-person instruction. The school has adjusted its plans to address this and to continue to improve. The use of PLCs to inform instruction is a core strategy in the school plan for continuous improvement.

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

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

Narrative Rationale:

The school has presented a three-year plan to develop and grow in its capacity to support students in academic as well as social-emotional learning. This plan is aligned to the needs the school has listed as its areas of growth.

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

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

Narrative Rationale:

Chino High School, in its school wide action plan and PLC process, has the capacity to devise, implement, assess, and monitor the plan and to provide continuous school improvement. There is evident stakeholder and community interest and involvement in the school and its plans for continuous school improvement.

Accreditation Status Factors Summary

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