

# **Mid-cycle Visiting Committee Summary Report**

**ACCREDITING COMMISSION FOR SCHOOLS  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

**FOR**

## **CHINO HILLS HIGH SCHOOL**

**16150 Pomona Rincon Road**

**Chino Hills, CA 91709**

**Chino Valley Unified School District**

**Date of Original Self-Study Visit: August 16-18, 2018**

**Date of Mid-cycle Visit: December 10-11, 2020**

### **Visiting Committee Members**

Brian Jensen, Chairperson  
Coordinator, ACS WASC

## SUMMARY

Chino Hills High School is part of Chino Valley Unified School District with the district serving approximately 32,000 students in the Chino, Chino Hills, and South Ontario areas. The high school is one of 33 schools in the district and one of four comprehensive high schools. The school's mission and purpose are aligned with the district's vision for students to possess the personal and academic skills to be successful, responsible and productive and to be motivated, self-confident and life-long learners exhibiting integrity and contributing to the well-being of the their communities. During the last three years, the school did close enrollment to any transfers resulting in an enrollment drop of over 3100 students to approximately 2774. For the 2019-20 school year, the school is now open to transfers and have begun to accept transfer students.

School administration and staff conducted a comprehensive WASC mid-cycle review process that followed protocols and included review of student achievement data metrics, input and feedback from all stakeholder groups. They regularly review schoolwide data, stakeholder feedback and identified growth needs and priorities to strengthen support for student success. They also reviewed the supports and partnerships they have through the district as part of their planning and priority identification process. They use their SPSA as their action plan and administration and stakeholders regularly meet to review progress on goals.

Since 2016, the enrollment data of subgroups have stayed relatively the same with the largest group being Hispanic/Latinx students continuing to grow. 30% of the student population is designated as socio-economically disadvantaged and 10% as a student with disabilities. Though their attendance area covers the southern portions of the district's three cities, 90% of students come from Chino Hills. CHHS has been the largest high school in the district for the last six years. Currently their EL population is approximately 3.7%. They do note that this population continues to be an area of focus for their staff and they have received EL training and PD in SDAIE strategies. They have also opened more sections of ELD support for students.

Administration and staff regularly meet with the district to review CAASPP data and progress on their site SMART Goals. They develop Schoolwide SMART Goals in the areas of ELA, Math, and PBIS. Administration meets with staff to determine Action Steps in the areas of Curriculum and Instruction, Assessment, and Professional Development that will support achieving the SMART Goal. Teachers analyze data and modify instruction as appropriate. Benchmark, pre-posttests, etc. (as per the district and RCD) data is looked at by English. Math uses a data analysis protocol developed through the PLC process to analyze various data points. They have common assessments across the board that promote uniformity and effectiveness, and collaborative teacher analysis. CAASPP data is also analyzed to identify student improvement needs.

Since the last visit, the school experienced some changes that they have accounted for in their planning processes. They have a new principal who began in the 2019-20 school year. Additional changes include a new Athletic Director and Activities Director. They also brought on a new intervention counselor. These changes have made positive impacts on the school culture based on feedback from students, staff and the community. For the 2018-2019 school year they focused on Essential Standards in math and language arts. These essential standards are what drive our common assessments, instruction and collaboration in departments. Embedding tier one intervention, learning targets, and "I can statements" have been integral components of learning and teaching campus wide. Currently the PBIS team is working towards proficient Tier 1 interventions and working to create meaningful rewards and incentives. Social emotional learning and a focus on wellness has been consistent since the last WASC visit as

Chino Hills High School has experienced an increase in mental health incidents in students.

The school has made significant progress in addressing the priorities of the last visit and on their SPSA Smart Goals. They also have regular review of their SPSA goals and progress in meeting those each year and throughout the year.

The areas left to address by the prior visiting committee were also integrated into their SPSA have been addressed through their review and follow up process. There is evidence they have implemented a number of strategies that have resulted in progress made in addressing each of their schoolwide goals.

In response to the school's findings of the Mid-Cycle review process, they identified appropriate schoolwide priorities of focus. These priorities were derived from analysis of a variety of data metrics including student academic performance. The process includes broad stakeholder review of these data points. It culminated in the integration of these priorities and strategies into an appropriate action plan.

The Visiting Committee has determined that the school has appropriately conducted the WASC Mid-cycle process focused on a quality program review that emphasizes the idea that all decisions are data driven, aligned with identified major student learner needs and focused on positively impacting students.

Administration and staff are to be commended for their continued support of their students' academic and socio-emotional success. During the visit there was strong evidence that staff is highly committed to the school's mission and purpose. They understand the unique needs of their diverse student population and recognize targeted priorities that are data driven to drive decision-making.

There is evidence the school has made sufficient progress in their areas for growth identified at the last visit, and there is verifiable evidence they have positively impacted student success.

### **Schoolwide Strengths**

1. Staff and administration are firmly committed to the success of each student's academic and social-emotional success and this was confirmed in conversations with students and parents
2. There is a culture of continuous inquiry by school staff in collecting, reviewing and interpreting achievement data to inform decision-making and growth priorities supporting student success
3. Students have demonstrated consistent student academic performance
4. They have maintained a strong and productive PLC format
5. The school fosters a positive learning environment for all students and a strong school culture that is focused on connectedness and belonging for all students
6. They have implemented data analysis processes that are ongoing and include broad stakeholder input

### **Growth Areas for Continuous Improvement**

The Visiting Committee recommends no new initiatives or growth areas at this time, and encourages the school to continue moving forward in addressing their schoolwide priority areas identified through this process and that are integrated into their updated school plan and SMART goals.