Chino Hills High School

Western Association of Schools and Colleges

Self Study Report
April 2018

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Chino Valley Unified School District

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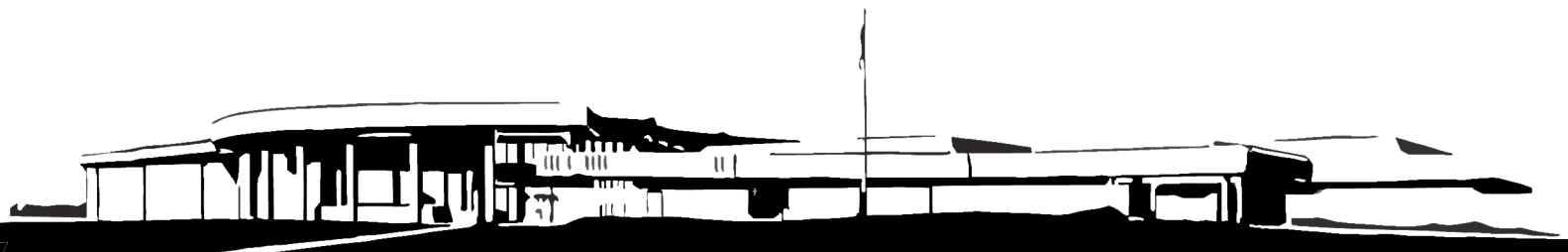**Anna Purcell, Assistant Principal**

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Preface

Self-Study Process for the Progress Report

Since the last WASC visitation, Focus Groups have continued to meet during common planning time (CPT). In the last two years, Focus Groups have met on average twice a month. While there is a new WASC coordinator, a few modifications in Focus Group leaders, the CHHS staff has banded together showing their Husky PRIDE in collaboratively completing the self-study.

Additionally, there have been a number of new hires (certificated and classified) since our last WASC visitation. The Focus Group Leaders have been diligent in ensuring that their groups welcome new members and remain focused on carrying out this collaborative effort. All departments are still represented in all groups, and there is still a mix of "old" and new staff members.

Moreover, thanks to the efforts of our assistant principals' secretaries there has been more consistent parent members in attendance for our meetings this year. Every year CHHS invites students and parents, though it is still difficult to get them in at 7:30 on Monday mornings. Administrators and teacher members regularly sit on School Site Council and Parent Teacher Student Association.

Furthermore, all Focus Groups have been exposed to the Visiting Committee Report, used the updated WASC Criteria to re-assess programs, updated Areas for Growth and Areas of Strength, and evaluated the Action Plan for what's done and what still needs to be done. Annually, the staff is provided with the opportunity to give their input on the Evaluation Summary pages of the Single Plan for Student Achievement (SPSA), which all departments contribute to updating via discourse between administration and department chairs. CHHS' SPSA annually reflects the Action Plan, and all staff members have contributed in some way to the WASC Report, which represents a progressive struggle of research, rich discourse, collaboration and consensus.

I would be remised if I failed to mention he Focus Group leaders, department chairs, instructional coaches, and especially the WASC writing team who all deserve special thanks for the untold additional hours spent planning, guiding, and monitoring CHHS' continuous self-study process. Finally, an individual thank you is deserved by Char Lindemulder who has ensured that this process stayed on track despite have three different WASC Coordinators in the last year.

Rich Moore, Assistant Principal/WASC Coordinator

Focus Group Leaders:

A.   Karen Reyes & Kori Teper

B.   Jennell Acker

C.   Melissa Hughes & Mike Rolland

D.   Char Lindemulder & Doug Connell

E.   Sean Casey & Kerri Rupe

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Consumer & Family Science	Jennell Acker
Counseling	Anjel Gutierrez & Shelley Bateman
English	Robyn Hernandez & Char Lindemulder
Foreign Language	Gilbert Lanathoua & Socorro Vazquez-Alvarado
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Science	Mike Kopecky
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Technology	Craig Lindemulder
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Activities Director	Michelle Chiotti
Athletics Director	Sam Sabbara
Self-Study Coordinator:	Rich Moore
Writing Team:	Char Lindemulder
	Craig Lindemulder
	Mike Rolland

Administrators: Isabel Brenes, Al Bennett, Rich Moore, and Anna Purcell

CHINO HILLS HIGH

VISION...
Be a school that encourages personal and academic achievement and integrity for all students in a challenging, safe, and supportive environment.

MISSION...
Provide an environment of respect and cooperative learning among students, staff, and parents, where all students engage in relevant standards-based curriculum and activities that fosters responsibility and academic excellence.

WE BELIEVE...

PASSION
drives life-long learning.

RESPECT
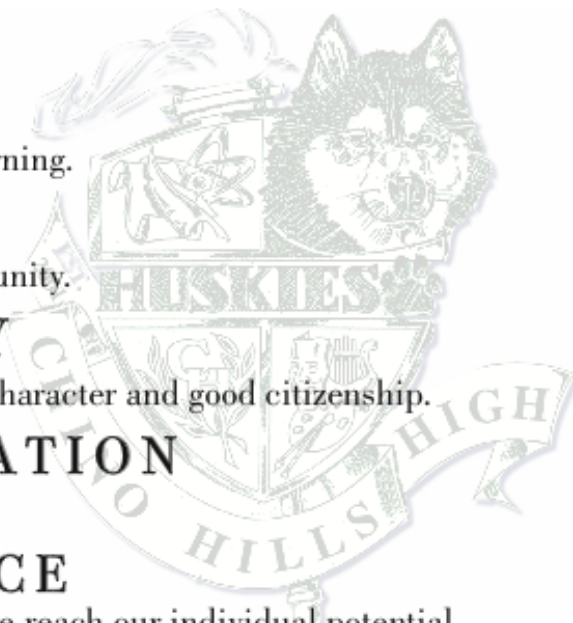fosters growth and unity.

INTEGRITY
promotes positive character and good citizenship.

DETERMINATION
cultivates success.

EXCELLENCE
is achieved when we reach our individual potential.

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Progress

Chapter One – Progress Report

SIGNIFICANT DEVELOPMENTS

Since the last full WASC visit in the spring of 2012, and the one-day visits in 2015 and in 2016, many significant developments have taken place on the Chino Hills High School campus which have impacted student achievement. While the changes have largely impacted student achievement in a positive manner, other changes and the number of concurrent changes have slowed or delayed growth.

Administrative Leadership and Staff Changes:

Most notably, changes in CHHS' principal has slowed dramatically. While the previous full study reported four changes in principals during the scope of that study, during the last six years, CHHS has only seen one change in principal when Isabel Brenes replaced Jackie Perez in 2013. Such stability has helped the school march steadfastly toward a focused outcome and vision.

Significant changes in assistant principals have continued to occur since 2012, although changes have been occurring more slowly, with eight changes in administrators since the last full study. Also, CHHS has continued to experience change in athletic directors since 2012, with six changes in athletic directors and an interim athletic director, compared to three changes between 2005 and 2012. Fortunately, CHHS has only had one change in the activities director. Administrative and classified staff, faculty, and parents have been instrumental in facilitating smooth transitions during these shifts in staffing and strive to maintain strong leadership for the benefit of students and the community.

CHHS has continued to experience turn over in staff, especially in math. Although the school currently begins hiring staff at the beginning of summer—a change from the previous full study when hiring occurred a few weeks before school started—CHHS often begins each school year with at least one open position with a long-term sub. For example, 2014-15 began with long-term subs in Science, SPED, band, and two in math. Science and math were filled in November, and SPED was filled in December of that year. English and French required long-term substitutes (English from October through December, and French from September through early November) due to a teacher transfer and shifts in teaching assignments. CHHS struggled to secure a long-term band instructor due to a lack of qualified PE and band credentialed applicants until 2016-17. For a large part of fall 2017, CHHS struggled with finding a proper substitute and permanent replacement for the Chinese teaching position, which was left open after the previous World Language teacher resigned a few weeks before school began. The number of long-term substitutes, along with the length of time needed to find permanent replacements, has been a cause of parent concern and complaint in previous years. Although CHHS has and continues to struggle to

secure teachers each fall, this has been less of an issue caused by not beginning the hiring process early enough for the last two years, and more of a problem finding qualified applicants for hard-to-hire positions or having to replace teachers who unexpectedly resign or transferred, sometimes mid-year. No matter the reason, CHHS experiences quite a bit of staff replacement each year. This year, CHHS is also preparing for heavy retirements in the science department at the end of this school year, with over a quarter of the department needing replacements. Furthermore, other key positions, such as CHHS' only ELD teacher, have undergone fairly continuous change since the last full WASC self-study. The current ELD teacher is the fourth teacher in that position since 2012, and although the site's Read 180 and Math 180 courses are in their second year, there have been two different teachers in each discipline leading those programs. Furthermore, the district librarian's position, which services all four high schools, has been filled by three different people since the last WASC self-study. Other specialty programs have had few changes in teachers, such as the AVID coordinator, which has had only one change since the last full WASC self-study. Fortunately, the addition of Instructional Coaches to the staff in 2014-15 and the use of PLCs has added an additional layer of support for long-term substitutes and new teachers. However, the constant search for qualified applicants and the concomitant shifts in the master schedule have created complications that affect students for the first semester of each school year.

The upper positions in the district office have been relatively stable since the last full study. Wayne Joseph has remained the superintendent since the 2009-2010 school year, and only a few changes in assistant superintendents have occurred since the last full study. There have been several changes in directors and coordinators in many departments this past year. This combined with changes in state curriculum has created some ripples affecting CHHS, but not any more than at other schools in the state. However, given the size of the district and the number of changes in district positions, as well as the many changes in education, there is often a lag in communication as decisions are made and programs are refined. Fortunately, although the district's superintendent, Wayne Joseph, will be retiring at the end of this school year, his replacement, Norm Enfield, has been with the district for many years as the Deputy Superintendent, which increases the likelihood of a smoother transition during this change than otherwise would happen with the appointment of a person from outside the district.

Other staffing changes since the last full WASC reporting cycle include the addition of key positions on site. In May of 2014, the district created Intervention Specialist (IS) positions at each site (a total of one FTE per site). Principals could determine which area of support was needed for the site, although most sites focused on ELA. During the first few months this position existed, the title and job description changed as both the district and site administration determined how this support position would be utilized. Originally, most sites were using the IS as a support for the changes in ELA curriculum and included IS in the RCD teams. At CHHS, two ELA teachers share the IS position. In 2016-17, the district rewrote the Intervention Specialist job description and renamed it Instructional Coach (IC). Instructional Coaches support the staff by assisting the long-term subs and new teachers, providing release time for teachers in all departments to observe peers and collaborate on instructional strategies, training some staff on SchoolWires and the Aeries.net gradebook,

redesigning non-ELA curriculum to meet the new science and social science literacy components, working with collaboration teachers and any teacher requesting help or feedback about their teaching practices, running site PD and assisting with off-site PD requests, participating in site and district data chats, PLC supports, and other duties as assigned, including participating in CHHS' literacy program. The responsibilities of the IC teachers are expected to shift as the needs of the staff and site administration change. CHHS' two Instructional Coaches receive monthly trainings in professional coaching models and curricular shifts, and are involved in planning and implementing some of the district's professional development release days.

In addition to supporting teachers in building student success, during the 2015-16 school year, CHHS gained an intervention counselor whose job, in conjunction with site administration and other members of the leadership team, focused on creating tiers of support for students who struggled, either behaviorally or academically. As a result, CHHS developed a Multi-Tiered System of Supports (MTSS) in 2016-17 and began adding a Positive Behavioral Intervention System for Academics and Behavior in 2017-18. As part of MTSS, the intervention team created several tiers of support for students: PLUSS classes in ELA and math; Read 180 and Math 180 for intensive skills instruction for at-risk ninth graders; and after school tutoring (began in the fall of 2016).

In addition to staffing changes, CHHS is working with very high position-to-members-serviced ratios compared to our sister schools in the district and comparable schools in neighboring districts. CHHS' four security officers, 7 custodians, and 12 clerical staff are identical in number compared to the other high schools in the district, even though the number of students at each school is substantially different. For example, CHHS has a 1:933 ratio of assistant principals to students, while sister schools in the district have much lower ratios: Ayala HS 1:833, Chino HS 1:475, and Don Lugo HS 1:500. The inequity in staffing also affects security (CHHS 1:700 ratio of security to students; Ayala HS 1:625; Chino HS 1:475; Don Lugo 1:375) and clerical staff (CHHS 1:233 ratio of clerical personnel to students; Ayala HS 1:208; Chino HS 1:158; and Don Lugo 1:125). These staffing ratios are based on a definition of equity as having the same number of personnel in each position, not ratio, which has not changed as the high school enrollment at each school has changed over the years. This strain on resources has affected the speed at which issues can be addressed on campus, as well as communication with all stakeholders, concerning daily operations. The resulting loss of margin in each staff member's day has affected morale and led to concerns about CHHS' ability to address emergencies on site. As a result, in early Spring 2018, Principal Brenes proposed a new staffing guidelines to the district. As of this report, the district hasn't yet responded to the proposal.

The amount of personnel changes occurring at Chino Hills High School and the district since 2012 has been considerable at times; however, staff continues to move forward and assist new colleagues in learning CHHS's culture and community by supporting the husky way—resilience, commitment, and dedication. The district creating an additional position – instructional coach—and revising its new-teacher orientation program to include professional development have lessened the potential negative effect of staffing changes as compared to the effect during the last full WASC study.

Changes that Affect Instructional Time: Changes in Academic Calendar, Approach to Professional Development, and New On-Site Testing

In addition to keeping the extended Thanksgiving break to an entire week, the school has changed the start date of school to the second week of August and the end date to the end of May in order to end the first semester before the winter break. CHHS is in its second year of this change. Due to the change in calendar, first semester (17 weeks) is several weeks shorter than second semester (20 weeks), which was by design in order to account for the extensive testing that occurs during second semester.

The district has also created a more robust professional development schedule for teachers; professional development is no longer optional, as teachers receive district and site professional development during instructional time (a pullout approach, better use of Common Planning Time (CPT), and a shift in viewing faculty meetings as avenues to Professional Development, instead of only a dissemination of information), as well as after school hours and on the weekend. This shift in approach does necessitate a heavier use of substitutes, and teachers are pulled out of class more; however, the coordinated approach to professional development is keeping teachers abreast of the changes in curriculum and introducing a battery of instructional strategies, approaches to differentiation, and shifts in pedagogy into the classroom. All PD must align with the district's Areas of Emphasis (AOEs), which are determine yearly by the district's Teaching and Learning Task Force (T & L TF) comprised of district administration and representative teachers from the district. This task force began during the 2015-16 school year, creating long-term plans for the district, which are revisited and revised each year. That same year, the district also created a Professional Development Committee, comprised of subject area and administrative representatives throughout the district. This committee takes the AOEs, district survey results from the T & LTF and district PD to plan district PD each year. In addition, site administration, instructional coaches, and intervention counselors meet multiple times a year to present site data and programs, and site level PD plans. These plans are part of a site PD report, which is created yearly by administration and site leadership. This plan is also reviewed yearly by district's PD Coordinator.

In addition, new teachers no longer have BTSA support within the district, due to the elimination of the district BTSA program in 2012. New teachers must now seek BTSA support programs outside the district. However, administrators, PLCs, and Intervention Specialists have provided orientations and support for new educators, and the district hosts a series of new teacher PDs throughout the year.

The district has also extended the district's SAT/PSAT testing program since it was adopted in the fall of 2015. As of the 2016-17 school year, sophomores and juniors take the PSAT on campus and seniors take the SAT. As of this year (2017-18), juniors and seniors take the SAT (seniors in fall, juniors in spring) and freshmen and sophomores take the PSAT (both in spring). Beginning this school year (2017-18), the district is also sponsoring a spring PSAT exam for eighth graders, the result of which can be used as part of identifying AP potential in students earlier to increase the number of students taking AP classes. In

addition, the early exposure to the rigors of the PSAT text can be part of the district's and school's overall goal in increasing student success. Although students may opt out of testing, taking the test is an expectation of the school. Students who qualify with College Board for testing accommodations receive them, and counselors work with case carriers and students to assist students in the College Board accommodation application process. The testing schedule only affects students who test, as the rest of the school continues with daily instruction. Given the number of students tested, problems in test administration and operations do exist, but the site is continuing to revise procedures with each test.

Changes Due to Changes in State Testing

The transition to CCSS and the new assessments represents a major change for all schools. The district changed the curriculum vendor midway through the 2013-14 school year at the request of the English teachers at all four high schools. Math teachers adopted a textbook series to support the shift to an integrated math sequence. The science department is in the transition phase of adopting the Next Generation Science Standards, and although the transition to a three-class science sequence will begin next year, the change in curriculum for the last two years has created ripples in the science department with this change layered upon all the other changes at CHHS. State changes in curriculum have led to the adoption of new textbooks, which has led to some delays in acquiring textbooks.

As with the rest of the state, state assessment tests and methods have changed for CHHS. The necessity to use computers for the SBAC tests has impacted student learning because of the limited access to computers in relation to the size of the school. With the first operational SBAC test in spring 2015, CHHS struggled with testing all juniors while minimizing the impact on non-testing students. In fall of 2015, the district began supplementing site computers during the SBAC testing window with laptops borrowed from sister schools. With each passing year, the district purchased additional laptops and laptop carts, so by the fall of 2017, CHHS possessed 13 mobile carts with 20 laptops (260 computers) in each cart to supplement the 36 computers in the library and 36 computers in the computer lab (room 258). These carts are also supposed to be used with Interim Assessment Blocks for math and English throughout the year, as well as support the curriculum needs of 2800 students. After blocking out the time necessary for SBAC testing and IABs, the availability of computers for curriculum needs is greatly reduced.
This year (2017-18), when the state science test is given has changed from the sophomore year to the senior year, a year when the majority of students are not taking science since only two years of science are required for graduation. The staff is aware that most students do not test as well in discipline areas when there's a gap in when instruction is provided and when students are assessed; however, the issue hasn't been addressed, yet.

Loss of Summer School Options

For the first time since Chino Hills High opened, the district did not offer summer school on CHHS' campus in 2017. This cut negatively impacted our students because while summer school was offered at other schools in the district, no transportation was made available to

CHHS students. Summer school provides an avenue for students to make up credits and receive academic support. In addition, students formerly could take Health, Geography and World Civilizations to advance in credits. These offerings for earning credits have been cut. This lack of class availability has impacted students' ability to meet the A-G requirements by junior year and presents a challenge to take electives as required by the UC and CSU systems.

New Classes Added to the Master Schedule

To accommodate students' interests and needs, Chino Hills High School has added many new classes to the master schedule. When the current principal first came to Chino Hills High School, she asked staff to be self-reflective in what was needed to continue to meet the current needs of our changing demographics. After several opportunities to self-reflect, administration supported staff in writing new elective courses and encouraged teachers to modify their classes so that their numbers would allow the class to be sustainable. With this support, CHHS added new courses, such as Creative Writing and Career Exploration. In the Fall we will have two new additional courses created by staff that will be offered to our students: Media Studies and Financial Literacy. Other new classes for next year are English 11CP and World History collaboration classes, as well and a new honors course for the Health Science Academy (HSA). Additionally, such classes as Academic Decathalon, Dance, and Peer Leadership—which had low numbers and were in danger of being closed—were kept open due to countless meetings with various stakeholders and being strategic with how to grow class numbers. Existing classes, such Dance, grew by adding a boys hip-hop component to the all-girls competitive class. Defining the vision for Peer Leadership/Academic Decathlon, as well as working with both the teacher and counselors, improved class numbers in these courses. Other new classes offered since the last WASC visit are Gaming, Link Crew, Integrated Math 1, 2 & 3 collaboration classes, English 9CP and 10CP collaboration classes, Weights, PLUSS classes in Math, English & Study Skills, Integrated Math 1, 2 & 3 courses, Math 180, Read 180, ROP Forensic Science, ROP Event Planning, and Business, Hospitality, and Tourism (BAHT) courses. The school has increased the number of honors and AP classes, adding AP Physics and AP French, Chinese, and Japanese.

CTE Pathways/Academies

Perhaps the most significant development in relation to the master schedule and course offerings has been the focus on Career Technical Education and the decrease in the amount of Academies and the district moving away from Linked Learning as its guiding approach to academies. Currently, Chino Hills High School has four CTE Pathways: Design, Visual and Media Arts, Biotechnology, Food Service and Hospitality and Hospitality, Tourism and Recreation. Each of these courses have a CTE Introductory Course, CTE Concentration Course and a CTE Capstone Course. Chino Hills High School as two active Academies: Health Science Academy (HSA), Business, Hospitality, and Tourism (BAHT). However, the district's and the site's approach to academies and pathways have undergone many changes in the past six years to reach its current rendition.

In 2012, the district began a relationship with Linked Learning (an industry sector aligned academy training organization) through a grant. CHHS' four academies began shifting to a Linked Learning infrastructure as part of the district's commitment to creating Linked Learning academies on each high school. A site representative from one of CHHS' academies and an administrator attended several training days the first year. Part of the training included a visitation to a leading district in the academy educational movement. During the 2013-14 school year, all four CHHS academies began shifting to a Linked Learning construct. Two academies were designated in the implementation phase, and two were designated in the planning stage. Meanwhile, all four academies continued to offer a non-Linked Learning academy program for students in its academy prior to 2013-14. Each academy lead participated in an initial multi-day institute designed to provide an overview for Linked Learning, while the two academies in the implementation phase attended additional institutes along with academy leads from sister schools and district and site administration. The first year of training focused primarily upon the district and site infrastructure required to create Linked Learning academies; some of the training also targeted developing foundational elements in each academy, as well as training in using the Connect Ed Studios support materials and website. Academy leads in the implementation phase were provided a release period in their teaching day to collaborate and build their academy's infrastructure. In addition, monthly district meetings for all academy leads and designated administration continued the training initiated in the institutes. At the end of the first Linked Learning year, all four academies sent academy teachers to an institute focused on project-based learning and academy-linked cross-curricular training.

The 2014-15 school year began with a change in the Linked Learning district administrator. Due to the changes at the district level and the loss of the Linked Learning grant, the district's monthly Linked Learning meetings began in January 2015 as opposed to the beginning of the school year during the previous year. In addition, all four academies were placed in the implementation phase, with each academy receiving a Linked Learning release period for academy leads. The release period during both the 2013-14 and 2014-15 school years were used to work on individual academy needs (e.g., course sequence, recruitment materials, academy curriculum, fieldtrips, guest speakers, etc.), as well as the beginning stages of a school-wide academy guide, application, etc. Beginning in 2013-14, site administration also provided a release period for one teacher to assist in scheduling fieldtrips and guest speakers, as well as taking the lead in setting up and monitoring job shadowing and internships for each academy. Currently, although the district has moved away from Linked Learning, parts of the Linked Learning program have been retained, such as an academy lead release period.

Changes in Special Education

Special Ed has also encountered several changes in IEP procedures in SEIS (Special Education Information System), the online IEP system. New forms were adopted in 2013-14, but new teachers did not receive training since they were hired in November or after the year began, as problem existed in the training: training was informal, incomplete, and was not delivered by an expert in the technology. The result was CHHS experiencing the highest number of out of compliant IEPs in the district that year. In response to additional

requests for training, CHHS administration created a systematic orientation and training process for all new teachers, to be implemented as a part of the Action Plan beginning in the 2015-2016 school year

Special Ed also revised its SPED Passport system to include an IEP At-a-Glance with more student-specific IEP information, as opposed to the general accommodations listings in the previous version of the SPED Passport. The At-a-Glance is also presented to teachers using a more organized SPED department folder system, as opposed to individually delivered IEP Passports from each SPED teacher. In 2016-17, the SPED department began using SEIS (Special Education Information System) to create and house its IEPs.

AVID

Since the last full WASC self-study, CHHS' AVID population has vacillated quite a bit: 237 in 2012-13; 303 in 2014-15; 266 in 2016-17, 216 in 2017-18. In addition, the number of AVID students in Advanced Placement classes has also shifted each year, but generally in an upward direction: 9.3% in 2012-13; 21.8% in 2014-15; 13% in 2016-17; and 19.9 % in 2017-18. This vacillation is partly due to a lack of funding to support college tutors and a strong fidelity to the program's enrollment criteria by exiting students who fell below the 2.5 GPA standard and or students with extreme discipline issues. In addition, the program is currently undergoing a restructuring of the Coaching and Certification Instrument (CCI) with the goal of building AVID school wide. In fall of 2017, CHHS's AVID program's evaluation metrics are greatly changed, and the school is working to implement the changes by the end of the two-year evaluation window. In the past, AVID evaluated 11 domains with varying criteria to access the site's growth. Now there are four domains (Instruction, Systems, Leadership, and Culture) with variant subdomains with indicators that determine CHHS' level of implementation. Simply put, there are 64 areas the school needs to assess in the next two years. With that information, CHHS' AVID is revamping its goals to build college readiness on the campus. Finally, although the AVID site team still contains members from each content area, a counselor, a coordinator, and an administrator, this year all CHHS' science and social science teachers have been AVID trained in their content area. Before, CHHS would have to pay for the training, meals, and hotel expenses. This year, the district has organized AVID training by having the AVID coaches and instructors come to the district to minimize the cost. This training will help align AVID's vision across the campus instead of in just the elective class.

Changes in District and State Curriculum and Approaches to Intervention

With the advent of Common Core, curriculum in all core classes has undergone and continues to undergo changes. The changes in each department at the beginning were difficult and contained missteps; however, both the district and site adjusted the approaches to shifts in curriculum based on data from frequent surveys. This approach to curriculum change has become part of the district and site's formalized approach (survey-reflection-changes in approaches) to PD and shifts in curriculum. For example, English began in 2011-2012 with an approach to Common Core utilizing Synced Solutions and Action Learning Systems to lead a redesign of the ELA pacing guide, curriculum,

assessments, etc. This approach was filled with problems; as a result, the district made the decision to move away from Synced Solutions midyear and transition to Rigorous Curriculum Design (RCD).

In the spring semester of 2014, CVUSD math teachers were given the option to write their own curriculum (similar to the English RCD process) or to adopt a textbook series with predesigned curriculum. Teachers chose textbook adoption, but the training in how to use the texts was ineffective. Since the initial shift in the math curriculum, math teachers have attended several district PDs as a team, and individual teachers have attended trainings outside the district. Each new Common Core math class adopted has brought with it changes in textbooks, so the problems with math texts that occurred earlier in the shift to Common Core are not the same issues today. All math courses have shifted to Common Core; however, the department is split in its comfort level with this shift.

Social science has also shifted to include Common Core literacy standards since the last full WASC self-study. This shift began in spring 2015 with an introduction to the UCLA Blueprint. More intensive trainings for this approach began in the 2015-16 school year, and follow-up trainings have occurred each year since. The social science department reports that the trainings have resulted in some modules and curriculum for social science courses; however, the use of and comfort with this curriculum varies by teachers. The department as a whole does not have a systematic approach to using the new materials.

For the science department, the shift to the Common Core literacy standards has been largely unstructured until this year. The science department has begun Next Generation Science Standards (NGSS) training this year, and follow-up trainings are scheduled for subsequent years. In addition, Literacy Shift Three, building knowledge through content-rich non-fiction texts, is a focus for PD for most core subjects, including science.

In addition to subject-specific shifts in curriculum, CHHS recognizes that using a whole-school systematic approach to literacy would strengthen student literacy on campus and assist students with adjusting to the discipline-specific differences in approaches to literacy. To that end, CHHS has assembled representatives from each core discipline as part of a literacy team currently receiving PD on cross-disciplinary literacy from a nationally recognized literacy consultant (Sue Beers), with the end goal being the development of a whole-school literacy program. Although the current team is comprised of core disciplines only, the plan is to include representatives from all disciplines once the foundational work (assessment of needs, similarities and differences in literacies in core subjects, etc.) has been completed. This year (2018) the goal is to identify similarities in approaches to discipline literacy and develop a 3-5 year plan for a literacy program.

Contractual issues led to the elimination of the Learning Intervention Period and administrative changes have impacted the school's development of a targeted system of support. In the 2013-14 school year the school began an intervention academy for low-performing ninth graders called Division I. Individual teachers and departments have provided some levels of tutoring and intervention; however, the school recognized this was insufficient and an intervention committee began addressing the issue in 2014-15. A new

intervention system classed called Positive Learning Utilizing Study Skills (PLUSS) was the result of that intervention re-visioning. Beginning in the 2016-17 school year, the school restructured its whole school approach to intervention with a new focus on the classroom as the Multi-Tiered System of Support in Academics and Behavior (MTSS A & B) Tier 1 source of intervention. Site PD began to focus on differentiation and other intervention strategies to support teachers in this paradigm shift. Although various forms of PD (site PD, instructional coaching, district PD) have addressed Tier 1 supports for the last two years, this is still an area of need. In addition, in spring 2017, the district adopted Positive Behavioral Intervention and Supports in Academics (PBIS) as part of its MTSS system. CHHS has added to its MTSS pyramid of supports since the 2014-15 school year:

- Tier 1 Supports (primarily supported by teachers to varying degrees):
  - Rules, routines, and physical arrangement of the classroom
  - Research-based, scientifically validated early interventions
  - Differentiated instruction
  - Common formative assessments used to inform instruction
  - Academic accommodations
- Tier 2 Supports:
  - PLUSS classes
  - Read 180 classes
  - Math 180 classes
  - Credit Recovery (1.5 hours two days a week after school on campus for 5-6 weeks)
  - Husky Tutoring (college tutors one hour two times per week)
  - Peer Tutoring (peer tutors two times per week)
  - Health Science Academy tutoring (lunch time tutoring three times a week, open to all students)
  - Counselors meet with every student with a D or F after each grade reporting period
- Tier 3 Supports:
  - Student Study Teams
  - Individual counseling for students
  - Group counseling for students
  - PLUSS Parent-teacher conferences every grading period (beginning 2018 to provide more access to school supports)

New District Software and Technology Systems

At the end of the 2013-2014 school year and start of 2014-2015, the district introduced a series of new technology programs. The first was SchoolWires, an educational website and content portal, that replaced the previous SchoolFusion web system. Trainings were offered after the end of school in June of 2014 and again before school began in August. Additional trainings have been given since then, including individual and group technology support from the district's technology instructional coaches. Though the SchoolWires website has been up and running since August 2014, some teachers have incomplete or inactive webpages or use alternative websites, such as Edmodo; however, the district is working to increase the amount of content on the site available to students and parents.

CVUSD also made the switch away from Easy Grade Pro to an online gradebook hosted at Aeries.net, in conjunction with the AERIES attendance and student database systems. This change was announced after the start of the 2014-15 school year; although initial trainings the first year were limited in comparison to the number of teachers needing training, the district continues to offer periodic trainings and support through a district-sponsored program called Techsploration and through the technology instructional coaches.

Initially, the Aeries.net switch was problematic largely because it did not allow teachers to input grades or provide achievement progress information to parents and students until the final week of the first progress report period the year it was introduced. Parents were given access via a parent portal at the end of October that year, ten weeks into the school year. However, for security reasons due to access to student records, parents cannot simply sign up or call the school to receive access to the site. Instead, they must visit the campus with legal identification in order to receive an access code that will allow them to create an account online. This process has made it difficult and inconvenient for many parents to sign up; therefore, the number of parents with access to the Aeries parent portal is still very low. CHHS has attempted to address this with administrator-led parent workshops on a Saturday and having Aeries portal codes available during registration and during other on-campus events for parents. The district currently has no estimated date for students to gain access to their own accounts. Although the district did improve the Internet infrastructure on campus several times since the last full WASC report, problems with slow Internet service still exists at times given the large volume of mobile devices on campus as more teachers and students use technology on site.

The district also purchased Microsoft 365 in 2014-15, switching CVUSD's email program and introducing new features, such as OneDrive for Business and Word Online. The Microsoft software offerings have slowly grown since 2014, and staff and students are provided copies of the Microsoft suite of software through the district's contract with Microsoft. In addition, several groups of teachers have received technology training on the various Microsoft offerings, and although this suite of software can support student learning and training does exist if teachers request it through the technology instructional coaches, faculty is only using some of the programs offered.

The district also purchased a district license for Turnitin.com this year, a website portal for online submission of essays and assignments, online grading, and prevention of plagiarism. Other schools in CVUSD that have previously purchased site licenses with fundraised money have reported great success and satisfaction with this website. Though the English department as a whole is highly interested in using Turnitin.com's services, most teachers report difficulty in finding time to self-train and implement new online submission procedures in their classes. In response to this request, formal training in Turnitin.com was provided to English teachers at a student-free professional development day in 2015. Unfortunately, due to miscommunication at the beginning of this school year and some teachers not having access information, the program is not being used to its full extent.

In addition, the district has introduced a series of additional software programs and systems that will eventually support teachers, parents and students more efficiently, but

there have been some programming and training issues which have made the transitions frustrating and problematic since the last full WASC cycle. Changes includes the following: the library computer program for textbooks; EduSoft software for data access was replaced by Illuminate; IXL Learning was opened up to the high schools; the district purchased a more robust version of Aeries that included more options for communication, such as auto dialers, texting features, and more options for stakeholders in their preferred method to receive communication; and special education teachers experienced changes in the SEIS system for IEPs. In addition, because the of increased reliance on technology for state testing and the continual emphasis of technology in 21st century learning, the district established a three to seven year technology refresh policy in 2015-16; however, the district now has a new director of technology, and it's uncertain when some of CHHS' technology will be refreshed, although some labs have been upgraded in phases within the last four years. In addition, CHHS utilizes social media as part of its avenues of communication with all stakeholders. CHHS' Activities Director and her staff utilize several social media platforms to keep the CHHS' stakeholders updated on CHHS news and announcements. CHHS social media accounts include @chinohillsasb on Twitter and Instagram, and the school's Facebook account is Chino Hills High School—Pride of the Hills. Although these accounts are not officially run by the school, since the district doesn't officially acknowledge site social media accounts, the district does run its district accounts and tags CHHS' accounts to extend district communications. Finally, CHHS has also runs and curates two YouTube Channels: Chino Hills Husky Highlights run by the Husky Highlights class and Chino Hills High School account run by CHHS DIGITAL pathway. Both accounts address school events and student interest stories.

Access to Textbooks and Core Materials

Since the last WASC full self-study, some problems in access to textbooks and core materials have existed. One of the district changes in personnel during the last six years involved the department in charge of course materials, and as a result, both math and English departments experienced issues regarding student access to textbook materials, especially during the shift to Common Core. Though the district purchased the new Carnegie textbooks for math in 2014-15, too few books were sent to Chino Hills High, and Integrated Math 1 and Geometry were short several class sets. New books arrived for Algebra 2 (books are consumable and must be ordered every year), but no books were ordered by the district or delivered for Algebra 2 Honors. All missing books were ordered immediately, but did not arrive until just before Winter Break in December, and were distributed to classes in January. The district also did not order enough of these books to account for transfers between schools or districts. As students transfer out of the school or district, they do not return the consumable portion (workbook) of the textbook series. Then, as new students transfer in, only textbooks, and not the consumable workbooks, are available to them. In addition, although the school sends textbook needs to the district at the end of each year, there's usually a course that ends up not getting books until a few weeks into the semester; one year, Psychology didn't have enough books, and this year IM1 was short texts.

In English, though ERWC workbooks (the core text of the 12th grade English class) were

ordered at the end of the previous school year, books are typically not delivered to CHHS at the beginning of the fall semester. It often takes several communications with the district to get the books, usually with a reminder to the district that we were in violation of the Williams Act, and then class sets of ERWC books would begin arriving. Books have arrived in the past sometime between a month to three months into the school year, depending on the year. The district earnestly attempts to provide ERWC texts on time, but the texts are consumables printed by the district and logistical issues and surprises that occur at the district have made getting ERWC consumable books a reoccurring issue. In addition, in 2014-15 in both 9th and 10th grade, RCD units required an increase in the number of core novels needed in the library. Novels were not delivered to school sites until after the start of the units in which they were needed by students; in response, teachers used class sets rather than allowing students to check out novels, which changed instruction as more focus was shifted to in-class reading of novels. Since then, problems getting novels has largely been resolved, except for the AP English courses. During the 2016-17 school year, a complaint was filed against the district concerning student fees. Previous practice in AP English classes since the school opened strongly encouraged students to purchase their own novels, so that they could write in them to better replicate the college experience and increase close reading opportunities. Students who could not afford or chose not to purchase books were instructed to inform their AP English teacher, who would then procure (buying them or through donations) a book for students to write in. Since the school opened, the district had never purchased novels for any of the AP English Literature and Language classes. As of May 2017, CHHS' AP English classes were instructed to only use school provided texts. Since the school did not have any texts, AP course curriculum was reshuffled and revised. English 11 AP (English Language and Composition) no longer has extended texts in it. English 12 AP (English Literature and Composition) has half the number of texts in it compared to previous years. Many of the texts taught were shifted to new titles based on what was available from other senior curriculum. The site purchased one of the texts needed. AP English classes are next in line for new text adoptions next year, but as of this report, it's unsure if the new texts will include additional full texts. Although the novel deficit has impacted AP English classes, administration and AP English teachers have worked to ensure that students are learning and succeeding in class.

The district librarian is on campus once to twice a week, as the position services four high schools in the district, and CHHS' library staff also includes one full-time and one part-time Library Media Assistant II. In addition, during the 2014-15 school year, the district's librarian position remained unfilled. Student library and textbook needs were handled by the rest of the library staff. The librarian's position was filled by the beginning of the 2015-16 school year; however, the librarian resigned at the end of the 2016-17 school year, and the new district librarian was hired in December 2017. The library was also equipped with a new automation program (Destiny) for checking out and inventorying textbooks, library books, and teaching materials in the fall of 2014. The library staff received training on the new software after the 2014-15 school year began, but the training did not cover integral parts of the new technology, including inventorying, checking in, or checking out materials. Because of this, the process for checking in and out new materials was delayed; all book and material check-outs had to be tracked by hand, without the use of the computer system. Once the computer system was fully running, staff discovered that student and staff

electronic records were corrupt, making material checkout more problematic, one requiring check-outs to be reentered manually. Book checkouts resumed without interference at the start of the 2015-2016 school year. In addition, the school's electronic card catalogue became defunct in 2014-15 when the new automated program was installed. From 2014-2017, students could only access the library's electronic card catalogue through library staff. When the new librarian came at the end of the fall 2017 semester, student access to the electronic card catalogue was reinstated on one computer.

Sports League Change

In 2014-15, CHHS' sports moved from the Sierra League to the Baseline League, creating some changes on campus. Because most of the schools in the Baseline League are further away from Chino Hills than the Sierra League schools were, the travel time and release time demanded of student athletes is increased. Buses must leave CHHS much earlier than in previous years, meaning that athletes now miss both 5th and 6th periods, rather than only 6th or a portion of a class period. Because of the cost of transportation, teams often share buses, meaning that some teams must leave campus early, even if their games are not until later in the evening. The travel time and bus-sharing also result in student athletes returning home later at night, reducing the amount of time they have left for studying, homework, meals, and rest. With over 1,000 projected student athletes on campus this year, this is a major change affecting students' academic achievement, stress levels, and health.

Additional Changes

In preparation for the scheduled growth on the south side of Chino Hills, the district closed the school to student transfers in 2015-16. For the last three years, new housing (1,281 single story homes, townhomes, and high density housing) has appeared around the school or will be completed within the next few months. Although the school's population has been decreasing because of the closing of the school to student transfer, student numbers are beginning to increase. For example, at the beginning of this school year, CHHS registered over 200 new students. This issue impacts CHHS as the master schedule needs constant adjustment, sometimes into the second month of school, which impacts student schedules and classroom learning.

Although CHHS has previously experienced a high amount of success in various programs (academic, activities, and sports), the school was thrust into the spotlight with success of the 2015-16 basketball team winning the state championship, and the media attention surrounding several high profile star athletes. During that time, managing increased community expectations and traffic during varsity basketball games added to the daily operations of the school. Although the spotlight was not as intrusive this year, CHHS' basketball team will be going to the state championship this year.

Finally, since the last full WASC report, CHHS' funding has changed with the advent of LCAP (Local Control and Accountability Plan). Each year, Chino Valley Unified School District (CVUSD) publishes a schedule for community input (November to May each year) and

LCAP Parent Advisory meetings (in January). Addition information concerning LCAP is posted on the district's website, and auto-dialers are sent out through the Aeries Communication system by CHHS site administration to apprise the community of opportunities for LCAP input. Staff has had opportunities for input into LCAP; however, they are often scheduled at times that make it difficult for teachers to participate, such as in evenings or right after school without enough time to travel to where the teacher LCAP meeting is being held. As a result, the teacher's union (ACT) administered a survey asking for feedback for LCAP at the end of a recent faculty meeting.

Overall Effects of Changes

Although many of these changes currently challenge all schools in California and across the nation, the layers of change occurring at Chino Hills High School have created complications in school operations. Though CHHS has a strong staff, conscientious students, and an involved community, the previous consistent change without adequate and sustained support, communication, and training from the district during the first three years of the current WASC cycle undermined the staff unity previously present. The year of the WASC midterm report followed two contentious years of contract negotiation between the teachers' union and the district, fostering a distrustful relationship between site and district and compounding the effects of these changes. Fortunately, the district and site administration have taken steps to move past this contentiousness, including the district's addition of teacher directed Common Planning Time (CPT) opportunities into the site calendar. In an effort to continue motivating staff, CHHS' principal has adopted the motto, "Be the change. See the change. Embrace the change." To that end, the administration has initiated an expansion of teacher involvement in leadership opportunities through the creation of several committees (e.g., Academic Honesty Committee, Technology Committee, Safety Committee, PBIS committee, etc.) designed to create and revise site approaches to issues at the school. The largest obstacle at CHHS is developing and communicating systems that will support staff and students during the many changes occurring in education, the district, and on its site. CHHS staff hopes to continue embracing change in a positive way, while striving to create the support for each other and students needed to survive site, district, and educational changes outside its control; CHHS staff understands this is necessary to build its sense of optimism and increase staff morale, in an effort to fulfill the school's Action Plan and address the needs of all students.

SCHOOL-WIDE CRITICAL AREAS FOR FOLLOW-UP

In 2012, Chino Hills High School was granted a six-year accreditation term with a one-day midterm review.

The school identified three critical areas for follow-up during the 2012 WASC visit:

1. Differentiate instruction to meet the needs of all students, especially Special Education and EL students.
2. Restructure the Intervention Period

3. Improve Communication between Staff, Departments, and Parents

In addition to the school's identified areas, the 2012 Visiting Committee recommended the following:

4. Deepen the implementation of course-alike PLC work as the vehicle for systemic change through:
   - Creation of common formative assessments and analysis of the data that will inform the cycle of: teaching, assessing, re-teaching, and providing multiple opportunities for students to demonstrate mastery of content standards.
   - Consistent sharing and implementation of best practices around the consistent use of research-based instructional strategies that will improve student mastery of standards and engagement in the learning process.

5. Determine how the FOL period can best meet the needs of students, especially the under-performing sub-groups.

6. Develop a plan for the replacement of existing technology and expansion of new technologies that will enhance instruction and engage learners to be implemented as funds become available.

Additional Mid-Term WASC Recommendations from 2015:

7. Priority needs to be the deeper development and implementation of the PLC's as the vehicle to drive instructional decisions based on data. PLC's are the foundation for the work the school has identified, specifically:
   - Identifying and addressing the needs of special education and English Learner students
   - Providing a system of interventions and support to all students
   - Creation and use of various assessments, particularly common formative assessments, and of analysis of the respective data that will inform the cycle of: teaching, assessing, re-teaching, and providing multiple opportunities for students to demonstrate mastery of content standards.
   - Consistent sharing and implementation of best practices around the consistent use of research-based instructional strategies that will improve student mastery of standards and engagement in the learning process.

8. Define an organizational structure that streamlines school-wide communication and decision-making, including the revising and monitoring of the school-wide action plan.

9. Seek support from the district to provide the monetary means for time and resources for site-based professional development, improve access to technology and data.

Commendations Related to Progress from the Mid-Term WASC Report:

1. Survival and perseverance! Despite dealing with many challenges the school maintained an API above 800 and continued work to decrease the achievement gap among sub-groups.

2. Implementation of the collaborative model for special education students.

3. The maintenance of a mutual climate of respect and positive attitude among faculty, students and parents.

Summary of Progress on Critical Areas for Follow-up within the Action Plan

The last full self-study spoke about changes in leadership (both at the site and district levels) affecting the relationships and trust between staff, administration, parents, and students. Significant administrative changes have occurred since the last visit which created a challenge for the school in pursuing Action Plan goals, since it has been primarily the responsibility of the administrative team to oversee progress. Although data was distributed and discussed annually, it wasn't until half way through this last full WASC cycle that a cohesive process for monitoring the action plan was created as different visions and philosophies among district and site administration came into play each year. When the current administration came to CHHS, this issue was addressed this right away and structures are now in place to prevent this from happening again. A WASC coordinator position was established and Focus Groups began meeting at that time. Although meetings have continued throughout each year to look at progress, after the mid-cycle report, few WASC meetings occurred each year due to the time demands of the many changes in curriculum, PD, and programs at the district and site levels.

1. **Differentiate instruction to meet the needs of all students, especially Special Education and EL students.**
Since the last full WASC visit, the school has created multiple collaboration sections in ELA and math for mainstreaming of RSP special education students. CHHS is planning to extend collaboration into science and social science classes in the next two years. Initially, there has been some difficulty in getting all the teachers appropriately trained, as well a delay in hiring new special education teachers. Preliminary data, however, does show a reduced number of D's and F's and an increase in A's for the students who are in the collaborative classes when compared to students in a more sheltered program. This is an ongoing goal in the Action Plan. There have been several teachers responsible for monitoring the English Learner students since the last full WASC visit; however, although there has been a delay in training initially, the creation of ELD Instructional Coaching positions have assisted with training needs for both the ELD teacher and whole staff. Since 2015, CHHS has been developing its Multi-Tier System of Supports for Academics and Behavior (MTSS A & B) to support the varying needs of all students. In addition, beginning in the fall of 2017, CHHS

staff have been undergoing ELD training by department. In addition, beginning the spring of 2017, on-site staff PD has focused on differentiated instruction.

2.   Restructure the Intervention Period

This structure had tremendous potential, so it is unfortunate that the school had to abandon it because of a teachers' union contractual issue and San Bernardino County Office of Education issues with instructional minutes. With all the changes in leadership, the school struggled with finding an alternative means of providing targeting intervention. Currently, tutoring and support are provided after-school by academies and intervention programs on campus, and teachers who are willing to do so. With the current administration has come a renewed desire to develop a system of support for students beginning with the creation of a committee in 2014 and the development of the MTSS A & B program since then. This area continues to be a focus in CHHS' current critical areas of need.

3.   Improve Communication between Staff, Departments, and Parents

Since the last full WASC report, many structures were put in place to facilitate communication, particularly between parents and staff. The staff have been trained on current communication avenues, and steps are being made to communicate to all stakeholders. The current challenge is that not all stakeholders are accessing current communication methods (Aeries Communication, parent portal system, etc.), so although steps in the communication process are occurring, the current system is not meeting the needs of all stakeholders. Communication between all stakeholders has improved in some areas since the last full WASC report partially as a result of fewer changes occurring at the administrative level and increased communication avenues; however, the number of changes in education and at the district and site require that require that administration, faculty, staff, parents, and the community find avenues to not simply communicate changes, needs, and progress, but to use strong communication systems as an instrument to support and transform learning.

In addition to the school's identified areas, the Visiting Committee recommended the following:

4.   Deepen the implementation of course-alike PLC work as the vehicle for systemic change through:

- Creation of common formative assessments and analysis of the data that will inform the cycle of: teaching, assessing, re-teaching, and providing multiple opportunities for students to demonstrate mastery of content standards.
- Consistent sharing and implementation of best practices around the consistent use of research-based instructional strategies that will improve student mastery of standards and engagement in the learning process.

Little progress was made in this area for the first three years of the WASC cycle, partially due to the changes in administration and on campus. Administrative changes caused

changes in direction for the CPT days which impacted the time teachers had to meet. In addition, not all teachers were using the Illuminate program, so the data that is needed to drive the PLC conversations and work was not readily available, and many teams that were utilizing data struggled with how to analyze the data. Since the mid-term WASC report, the district has established a data analysis protocol and site administration has included that protocol in PD. Data has been analyzed during the last three years using the district data analysis protocol. Also, although many courses have created common formative assessments, this is not true for all courses, especially as course curriculum changes. Staff has been more successful with sharing best practices and is beginning to use research-based instructional strategies.

5.   Determine how the FOL period can best meet the needs of students, especially the under-performing sub-groups.

Contractual issues led to the elimination of the Focus on Learning Period and administrative changes have impacted the school's development of a targeted system of support. This item is continued into the refined Action Plan. The FOL period goal has been abandoned in favor of developing a systematic approach to intervention.

6.   Develop a plan for the replacement of existing technology and expansion of new technologies that will enhance instruction and engage learners to be implemented as funds become available.

The district has been systematically replacing older equipment and upgrading software programs and has established a refresh cycle. They have also addressed upgrading the Wi-Fi on campus several times since the last full WASC cycle. In addition, the district has pursued access to new software throughout the district and has developed a Techsploration Committee with representatives from each site in order to explore innovative uses of technology. The district has also developed additional supports with periodic technology trainings, technology instructional coaches, ChET Day (Chino Education Technology, a Saturday technology PD), supporting site representatives at CUE (Computer Using Educators) PD, and CHET Bits (follow-up PD to disseminate learnings form trainings outside the district).

Additional Mid-Term WASC Recommendations from 2015:

7.   Priority needs to be the deeper development and implementation of the PLC's as the vehicle to drive instructional decisions based on data. PLC's are the foundation for the work the school has identified, specifically:
- **Identifying and addressing the needs of special education and English Learner students**
- **Providing a system of interventions and support to all students**
- **Creation and use of various assessments, particularly common formative assessments, and of analysis of the respective data that will inform the cycle**

of: teaching, assessing, re-teaching, and providing multiple opportunities for students to demonstrate mastery of content standards.

- **Consistent sharing and implementation of best practices around the consistent use of research-based instructional strategies that will improve student mastery of standards and engagement in the learning process.**

Since the WASC mid-term year, the site has sent a team of representatives from departments to additional Solution Tree PLC trainings in 2015-16, held administration run site PD concerning PLCs in 2016-17, and began the 2017-18 school year with a four-hour Solution Tree PLC training. The administrative team has also developed collaboration classes (a team of a general education teacher and a special education teacher) in ELA 9 and 10 and Integrated Math 1. Furthermore, CHHS has hired an intervention counselor who oversaw the development of tiered interventions in the school's MTSS A & B approach to intervention, as well as a development of PBIS as part of that intervention. Although the site's use of PLCs is stronger than previously, PLCs are not fully the vehicle through which data-driven decisions are used to drive instruction. Problems with consistent PLC meeting days, especially due to the number of days lost because of holidays and student-free days, and the many changes in curriculum that often shift the focus of PLC discussions to curricular elements instead of instructional issues.

8. Define an organizational structure that streamlines school-wide communication and decision-making, including the revising and monitoring of the school-wide action plan.

Given the size of the school and the many changes occurring at the district and site levels, communication continued to be a problem for the first few years after the midterm WASC report. Although administration used several strategies, such as emails and Remind.com, to increase communication with stakeholders, the large size of the school, number of changes on campus, and high student-staff ratio led to delays in communication. The district's implementation of Aeries Communication in 2017-18 has increased communication with stakeholders; however, delays with some communication due to staffing ratios is still an issue.

9. Seek support from the district to provide the monetary means for time and resources for site-based professional development, improve access to technology and data.

From 2012-2014, site PD was largely left up to the site; however, since the 2014-15 school year, the district has created district PD infrastructure—a district PD coordinator; the Teaching and Learning Task Force, which establish PD areas of emphasis each year; a district PD committee, which created the PD plan for the year and reviewed post-PD surveys to refine district PD; a required site PD plan with periodic data chats with the district to refine site PD plans and determine necessary district PD supports; and district PD that complements site PD. Instructional coaches are also part of the district and site's PD infrastructure. District technology supports have already been discussed earlier in this chapter.

Ongoing Follow-Up Process

Since the 2011-12 Self-Study, CHHS' administrative team, consisting of a principal and three assistant principals, has been primarily responsible for overseeing the progress of the school's action plan. The WASC Leadership Team, comprised of administration, WASC writing team, and focus group leaders (ten teachers), are also involved in the preparation for the mid-term visit and 2018 full WASC visitation. After some changes in staffing, new WASC focus group leaders have assumed leadership roles. The assistant principal who formerly filled the WASC Coordinator position left CHHS after the 2011-2012 visit, and a new coordinator was hired in the current 2014-2015 school year. An administrator was appointed as the new WASC Coordinator in 2015-16, and when that administrator left the school, a new administrator was appointed the WASC Coordinator in 2017-18. WASC teams have met approximately once a year to reflect on progress, but CHHS held no WASC Leadership meetings in the 2012-13, 2013-14, or 2015-16 school years. CHHS did not produce an annual progress report or update the Action Plan, demographic information, or achievement information annually, and no report was sent between 2012 and 2015 to the school board or any other governing agencies, as transitions within administration shifted the focus of the school, or between 2015-2017, as many changes at the site and district level made it difficult to attend to writing formal WASC report updates. However, though there were not any WASC Leadership meetings until the 2014-15 school year and no changes were made to the Action Plan after receiving the initial visiting committee's recommendations for follow-up, the site did attempt to address elements of the Intervention period in the Action Plan. WASC focus groups met at the end of the 2013-14 school year to review the school's progress, the findings from this meeting were forwarded to the new WASC coordinator once that position was filled in 2014-15, and utilized in creating the mid-term's plan for WASC reflection.

CHHS spent 2014-15 school year dedicated to more systematic reflection on the school's issues and the creation of a refined Action Plan to guide the last three years. Since 2016-17, focus groups did meet at least once a year to review progress in each respective area, but those discussions were not overtly connected to the school's action plan. However, from 2015-2018, CHHS' administration continued to use the WASC action plan to guide changes on campus, and data was continually used to guide site program and infrastructure changes. It was also communicated to the district through periodic data chats and PD Plan reviews with the district each year. In short, although the WASC mid-term report findings, annual progress reports, and SPSA were not formally discussed with all stakeholders in a formalized WASC process, they did guide site administration's decisions each year. CHHS' administration realizes that it's best to pull all stakeholders directly into annual discussions of WASC-related progress reviews, the number of changes in education at the state, district, and site levels made this difficult to do. Site administration is, however, dedicated to making an overt inclusion of the yearly WASC review process part of the site's formalized systems in its new WASC Action Plan.

The principal and assistant principals have been the primary leaders responsible for guiding staff through Action Plan steps. However, with the high turnover in administration

at CHHS, as noted earlier in this chapter, the focus of staff development and support has changed often. Each new administrator brought his or her direction and goals for the school, and this constant change (along with change in district directives and programs) has challenged the staff in following up on the Action Plan in a more explicit manner. As the district has developed and refined its new approach to PD, some of these issues have been lessened. The site is now at a place to more overtly pull all stakeholders into a systemized and visible WASC process.

In the ongoing battle to address the Focus on Learning intervention period goal, CHHS has introduced several intervention programs in place of the fifth period Focus on Learning intervention program, and the staff has expressed interest in a school-wide systematic intervention program, with a commitment to reaching those students currently in need of intervention. In 2014-15 at the time of the mid-term report, plans were in progress to create an Intervention Committee led by an administrator, intervention counselor, instructional coaches, and any teachers who wish to join. The responsibilities of Intervention Committee members included providing feedback on intervention needs, sharing intervention suggestions from peers to committee members, attending committee meetings (after school), visiting other campuses to view successful intervention models, completing research into successful intervention models and theories, and attending professional training if available. By 2016, the Focus on Learning intervention period goal was abandoned in favor of creating a full MTSS A & B intervention program.

Current WASC Report Development Process

In July of 2017, part of the writing team met with the WASC Coordinator and began a plan for the self-study process and drafting of the report. Beginning in August 2017, CHHS returned to the focus group meetings held in previous years, and faculty and staff member assignments to focus groups were updated. When the new WASC Coordinator took over WASC in mid-August 2017, the WASC writing team met with him to plan focus group meetings and develop materials to assist focus group leaders in completing each of the focus group meeting tasks held in the fall of 2017. About once or twice per month, focus groups met as teams or within whole-school meetings to address focus group tasks: to analyze data; reflect upon student achievement data, significant schoolwide changes, critical academic needs, and progress made on the Action Plan; and to assist with the revising of parts of the new WASC document, such as areas of strengths and goals for each focus group and critical areas of need. In November 2017, the WASC Coordinator and members of the WASC writing team met individually with each focus group's leader(s) and began the initial drafting of focus group reports. Information from these meetings were returned to the WASC Coordinator and writing team to begin writing the final WASC document. Some of the administration also assisted with the WASC revising process to ensure that the administrative perspective was present in the document.

Progress report progress, particularly in sections requiring data, has been slowed this year by the lack of updated yearly data. Without readily accessible yearly reports showing demographic and achievement data, the task of collecting this data was expanded (data

must be found for all three years since the mid-term report, rather than only one year). Since there have been five WASC coordinator since the last WASC full self-study, and without an established system for WASC and protocol for storing yearly data and updated WASC reports and reflections, the entire WASC process becomes more cumbersome while each new WASC Coordinator researches previous processes and attempts to locate data and reflections from previous years. Fortunately, the WASC writing team for the last full self-study and the current self-study are the same team, which allowed the team to begin an intensive WASC writing process this past fall (2017).

In January, CHHS faculty discussed and provided feedback on all of the focus group areas of strength and growth. The faculty also discussed and provided feedback on the potential Critical Academic Needs from the current self-study. The finalized version of the Critical Academic Needs became the basis of the Action Plan, which was created by administration and the WASC writing team. Unfortunately, the Action Plan will be shared with the full staff shortly after the WASC report is sent to the visiting chair instead of prior to the finalizing of the report, due to time constraints created by the many changes in WASC coordinators and their varied approaches to WASC. Not following a yearly WASC protocol was also a concern in the mid-term WASC report. This issue is also part of the current WASC action plan. The March WASC meeting will be focused on reviewing the completed progress report, especially the Action Plan.

There is a strong focus in the revised Action Plan draft on creating a systematic approach to WASC review as part of the communication goal of creating visible systems, in order to avoid falling behind on progress in the face of potential future change. The current WASC writing team is saving the report and relevant documents in a Microsoft Sharepoint, so future WASC Coordinators will have immediate access to each part of the WASC process. In addition, CHHS' PD Plan now has key WASC process moments schedule to ensure that WASC becomes a more prominent part of each year's reflection and look at data. Finally, the WASC process will be one of the first campus systems the school codifies and communicates under the new communication protocols the staff and administration will develop this school. CHHS plans to present this midterm progress report to all governing boards, and begin a systematic end-of-year review, which is now part of CHHS' PD plan, in order to reflect on each current year's progress and create plans for the following year. These plans will be presented to all stakeholders and published on SchoolWires, possibly connected to online surveys that allow for students and parents to provide feedback to the school.

Progress on the Critical Areas for Follow-up within the Action Plan

In summary, the 2012 and 2015 WASC self-studies, as well as recommendations from the Visiting Committee, identified the following Critical Academic Needs and areas for focus:

1. Differentiate instruction to meet the needs of all students, especially Special Education and EL students.
2. Restructure the Intervention Period
3. Improve Communication between Staff, Departments, and Parents
4. Deepen the implementation of course-alike PLC work as the vehicle for systemic change through:

   - Creation of common formative assessments and analysis of the data that will inform the cycle of: teaching, assessing, re-teaching, and providing multiple opportunities for students to demonstrate mastery of content standards.
   - Consistent sharing and implementation of best practices around the consistent use of research-based instructional strategies that will improve student mastery of standards and engagement in the learning process.

5. Determine how the FOL period can best meet the needs of students, especially the under-performing sub-groups.
6. Develop a plan for the replacement of existing technology and expansion of new technologies that will enhance instruction and engage learners to be implemented as funds become available.
7. Priority needs to be the deeper development and implementation of the PLC's as the vehicle to drive instructional decisions based on data. PLC's are the foundation for the work the school has identified, specifically:
   - Identifying and addressing the needs of special education and English Learner students
   - Providing a system of interventions and support to all students
   - Creation and use of various assessments, particularly common formative assessments, and of analysis of the respective data that will inform the cycle of: teaching, assessing, re-teaching, and providing multiple opportunities for students to demonstrate mastery of content standards.
   - Consistent sharing and implementation of best practices around the consistent use of research-based instructional strategies that will improve student mastery of standards and engagement in the learning process.
8. Define an organizational structure that streamlines school-wide communication and decision-making, including the revising and monitoring of the school-wide action plan.

In addition to the Critical Academic Needs identified by CHHS staff and the Visiting Committee, the Visiting Committee also recommended the following nine critical areas for follow-up:

1. The Focus on Learning period needs further revision to meet enrichment and intervention goals.

2. There is a need to address the achievement gap between Hispanics, Students with Disabilities and English Learner subgroups that are not achieving at the same rate as other in the school's population.

3. Staff needs to continue to work collaboratively within course-alike PLCs to determine key content standards and align curriculum pacing.

4. There needs to be training devoted to improving data analysis of benchmarks and common formative assessments.

5. The school needs to increase opportunities for staff to attend trainings and professional development especially in the area of technology.

6. There is a need to increase and refine communication at all levels, especially with a focus on underperforming groups.

7. Expand consistency in use of research-based instructional strategies that build student engagement within the classroom.

8. Develop a plan for the replacement of existing technology and expansion of use of new technologies that will enhance instruction and engage learners to be implemented as funds become available.

9. There is a need for a systemic structure on the campus to communicate student progress to all parents in a simple, easily accessible method.

Because of the constant change on campus and the lack of WASC meetings following the 2011-2012 WASC visit and the 2014-15 mid-term review, CHHS did not formally integrate the new Visiting Committee recommendations into the Action Plan created during the self-study process. However, CHHS has addressed needs related to the nine areas of focus for improvement in ways that differ from the originally designated Action Plan steps. Some of these efforts include:

- The purchase and distribution of teacher laptops, document cameras, and LCD projectors & bulbs at the end of each school year (Follow-up Area 8)
- The purchase of Rosetta Stone and Renaissance Learning to support EL students (Follow-up Areas 2, 8)
- Trainings provided for some teachers over summer and during the 2014-2015 and during district technology PD from 2015 school year to the present. PD included trainings on SchoolWires, Office 365, Aeries.net, and Turnitin.com, IXL Learning, and specific, contextualized uses of technology in the classroom during the district's yearly ChET (Chino Educational Technology), and teacher-led technology PD during specific PLC times (Follow-up Areas 5, 8)
- Teachers sent to AVID trainings and CUE (Conference on Education Technology) (Follow-up Areas 5, 7, 8)

- Teachers from CHHS are represented in the district's new technology and professional development committees (Follow-up Areas 5, 8)

The focus this year is on reflecting on the previous Action Plan to determine areas of success and which areas that still need addressing; if anything in the latter exists, then new approaches and clear processes may be need to address these areas of academic need. In order to identify the needs that still remain on campus, as well as emerging needs representative of changing demographics and shifts in education nationwide, CHHS staff has identified the following progress that has been made in regards to the nine critical areas for follow-up:

Integrated Critical Areas for Follow-Up	Action Plan Progress	Supporting Evidence
Goal 1: Differentiate instruction to meet the needs of all students especially Students with Disabilities and English Language Learners.		
1.1 Utilize strategies and provide teacher training to more effectively serve English Learners.		
2, 7	• Teachers in BTSA receive SDAIE training • ELD training from district ELD instructional coaches in spring 2017 to spring 2018	• New teachers' BTSA portfolios • PD materials
2, 6	• An initial draft of an EL "passport" was created, and is being redesigned	• Draft of EL passport, revised EL passport
2, 7	• Advanced ELD students currently enrolled in both ELD and mainstream English take common assessments in English; some teachers utilize Illuminate to assess student progress	• Illuminate data, student work in English classes
2, 3, 7	• RCD English PLCs design curriculum using SDAIE strategies & suggested scaffolding techniques	• RCD Unit Planning Organizers (UPOs)
2, 6, 9	• Counselors use CELDT score and communication with ELD teacher to place students in an ELD class level; students' schedules can be changed mid-semester according to progress in class • SPED students are placed as a result of communication between counselor and case carrier, utilizing IEP recommendations • Mainstream students are placed based on self-selection of courses, utilizing communication with parents and conversations with counselors, and through meeting pre-requisite requirements; all students have one-on-one meetings with counselors to select courses and ask questions	• Counseling four-year plans with students • Counselor visit schedules • Communication between counselors, EL teacher, SPED case carriers, and parents • AP contract
1.2 Use CPT more effectively.		
3, 7	• English RCD unit plans contain multiple strategies per unit task detailing suggested differentiated strategies for several levels of students.	• ELA RCD Unit Planning Organizers (UPOs)

	RCD writers were trained in curriculum design and given differentiation resources during the writing process.	
7	• Training in Direct Interactive Instruction (DII) was provided to the English department in the 2012-2013 school year, and the math department in 2012-13, 2013-14, and 2014-15	• DII training materials & co-plan/co-teach lesson plans
3	• Academies facilitate discussions between departments for inter-disciplinary communication and planning • Instructional Coaches investigated professional development training for Social Science teachers in Literacy/Writing Across Disciplines • A literacy team was created to develop a literacy program on CHHS to support student literacy as students shift from discipline to discipline; the literacy team is currently receiving PD concerning cross-disciplinary literacy from a nationally known literacy consultant • Social Science teachers and Instructional Coaches designed a new inter-disciplinary course approved by curriculum council in 2014-15 entitled Foundations of Social Science and Literacy; with the changes in curriculum due to Common Core, this course is currently not being taught • Several additional new courses were designed by CHHS teachers and approved by curriculum council and will be offered next year: Career Exploration and Job Readiness, Creative Writing, Media Studies: Film, Television and Radio Appreciation, and Performing Arts Theories	• Academy meeting minutes and lesson plans • Meeting minutes & emails between Intervention Specialists and Social Science department chairs • Curriculum for all newly designed and approved courses • Sue Beers literacy PD materials • PD requests
3, 6, 7	• Many departments and PLC groups share best practices and techniques in department meetings • A team of teachers representing each department was sent to Solution Tree training over spring break in 2015-16 • On-site PLC Solution Tree PD was administered on the teacher work day in August 2017	• Department & PLC meeting minutes • Solution Tree materials
3	• Common assessments are currently in use in Math, English, Social Science, and Science. ELA is using new CCSS-aligned assessments formative assessments, and math is using summative final exams; social science and science are using district benchmark assessments; social science is also using assessments from its UCLA Blueprint training (Common Core literacy in the social sciences)	• Illuminate data • ELA RCD Common Formative Assessments (CFAs) • Math finals • Social science and science district benchmarks • UCLA Blueprint materials
3, 6, 7	• The CPT calendar from the last three years includes more dedicated CPT meetings for PLC; faculty meetings during 2014-15 have shifted from CPT to after school to allow this change. Since the 2015-16 school year, faculty meetings have focused more on PD than simply a communication avenue of operational logistics,	• Department chair meeting minutes • 2014-2018 CPT calendar • PLC meeting minutes

	which are now largely communicated via email.The beginning of 2014-15 & 2015-16 utilized PLC meetings to define a PLC and discuss meeting norms and expectations.	
1.3 Utilize strategies and provide training for teachers to more effectively serve our students with disabilities		
1, 2, 3, 6, 7	• Collaborative classes were implemented in 2013-14 and then revised and re-implemented in 2015-16 to improve collaboration between general education and special education teachers and maintain consistency in instruction. This implementation was initially problematic due to a lack of training in teaching collaboration classes, but this issue was addressed and the program was re-envisioned and re-implemented. Training is ongoing. Also, the ratio of SPED to general education student did not initially follow research recommendations • Re-envisioned collaboration classes (a class with 25-40% SPED students and the rest general education students; the class is taught by a team consisting of one general education teacher and one special education teacher) in IM1 and ELA 9 and 10 • Math 180 and Read 180 classes created as a support for students needing additional support in math and English	• 2013-14 Collaborative SPED/CP classes: ENG 11, ENG 12, Integrated Math 1 • 2014-15 Collaborative SPED/CP classes: ENG 9, ENG 10, Integrated Math 1 • 2015-16 re-envisioned Collaborative SPED/CP classes: ENG 9, ENG 10, Integrated Math 1 • Master schedule
2, 6	• In 2013-15, the SPED department chair began taking time during staff meetings to train teachers & support staff in specific strategies that work for Students with Disabilities, covering one specific disability at each meeting. • Differentiation of learning became a campus focus in the spring of 2017-present. Differentiation PD has occurred several times each year for the past two years during faculty meetings	• Faculty meeting agenda/minutes, strategy handouts & resources
2	• SPED students are placed in classes as a result of communication between counselor and case carrier, utilizing IEP recommendations	• Communications between counselor, case carrier, and parents
Goal 2: Restructure the Intervention Period to meet the needs of all students.		
2.2 Continue to implement the Pyramid of Intervention for all students.		
1, 2	• Given the elimination of the FOL period, in 2014-15 new curriculum that integrates freshman study skills into the geography class was approved • Freshman study skills are integrated into select academy classes • AVID study skills are being untiled in many classes outside AVID courses	• "Foundations of Social Science and Literacy" coursework • Academy classes • AVID strategies embedded in curriculum
1, 2	• Though the FOL period no longer exists, CHHS has continued to identify low performing students and provide intensive interventions for them through the Division 1 academy and collaboration classes	• Division 1 classes • Collaboration classes • MTSS & PBIS plans

	• The focus on intervention shifted to MTSS A & B (PBIS) • A PBIS behavioral matrix is being developed • Staff PD on differentiation of learning as an MTSS Tier 1 support • PD from instructional coaches (faculty meeting PD, teaching-learning cycle supports, Coaches Corner strategies postings) supports the intervention in instruction	• PD on the classroom as a part of Tier 1 intervention • PBIS Matrix • Coaches Corner

Goal 3: Continue and improve communication among all stakeholders.

3.1 Establish clear, focused goals communicated from leadership team.

6	• In 2012-13 and 2013-14, former Principal Perez sent weekly to biweekly Principal's Newsletters to staff via email	• Principal's Newsletter emails
6	• Dress code and student conduct policies are clearly written in the handbook and addressed at discipline assemblies (all students, by grade level) and Back to School Night at the beginning of each school year • Teachers are given reminders about enforcing dress code at monthly staff meetings	• Back to School Night and Discipline assembly materials
6	• WASC meetings in the 2014-15 school year are preceded by detailed agendas to all staff; focus group meetings in the 2017-18 school year are preceded by detailed directions to focus group leaders; whole-school WASC meetings during the 2017-18 school year begin by clarifying meeting outcomes • PLC meeting agendas are determined by PLC members and leads; PLC minutes are shared and sent to the administrator in charge of each discipline • Many teachers and administration began using Remind.com to communicate with stakeholders more frequently • In 2017-18, the staff and administration began using Aeries Communication to communicate (texts, phone blasts, etc.) with stakeholders	• WASC meeting agendas • PLC meeting agendas • Faculty meeting agendas • PLC notes • Remind.com messages • Aeries Communication messages

3.2 Continue to increase staff morale.

6	• Each year, the Activities Director leads the staff in a welcome-back activity and ice breaker activities	• Staff meeting agendas
6	• ASB students deliver announcements to staff and students several times a week, often with celebrations of sports victories, academic awards, and events such as Kindness Week. • Daily bulletin announcements are emailed to all staff	• Daily bulletin announcements
6	• WASC Coordinator sent staff survey in January 2015 and a WASC admin survey in February 2015 to assess faculty & staff perceptions • The WASC writing team sent out staff surveys in January 2018 to assess faculty & staff perceptions	• WASC staff surveys • District climate surveys

	• The district has sent out yearly climate surveys for the last three years	
6	• Husky Highlights and daily bulletins acknowledge student and program successes • DIGITAL YouTube channel highlights student programs and presents public service announcements; staff is often part of the videos	• Principal emails • Daily bulletin announcements • Husky Highlights • DIGITAL YouTube channel
6	• Frequent emails are sent from Principal Brenes celebrating student and staff successes, such as our recent sweep of the CVUSD Science Fair and our five newly approved courses	• Emails to staff
6	• "Throwing the Bone," coffee & additional "prizes" raffled off at staff meetings; ELA and other discipline periodic Friday socials	• Faculty meeting notes • Discipline social emails
6	• Monthly staff potlucks	• Potluck reminder emails
3.3 Continue clear communication with all stakeholders		
6	• Counselors visit junior high feeder schools each year to register students and talk about high school requirements and electives. Academy representatives make presentations to 8th graders about CHHS academies.	• Counselor registration materials • Academy PPTs
6, 9	• CHHS has increased communication with parents and community by providing several Parent Nights covering areas of interest for parents of high schoolers (including information on drug/alcohol awareness, monitoring use of social media, accessing & using Aeries' parent portal, etc.) • CHHS offers a Back to School Night during 1st semester and a Parent Conference Night and AP Parent Night during 2nd semester. • Mrs. Brenes uses Aeries Communicate to make parents aware of upcoming events or major changes (such as calendar changes, parent interest nights, etc.)	• Parent Night, Back to School Night, and AP Parent Night materials • Aeries Communicate messages • School webpage
6, 9	• The former website (GroupFusion) was successful in keeping parents aware of their students' progress • CHHS encourages parents to use the new Aeries parent portal. Parental access has improved since the new website interface began in 2013-14, but many parents have not received their access codes. Teachers are encouraged to use the Aeries.net gradebook and publish grades online regularly and create a SchoolWires webpage to communicate with parents and students.	• Aeries parent portal • SchoolWires
6	• The Activities Director has utilized social media (Facebook, Instagram, Twitter) to communicate with students and the community	• CHHS social media accounts

PROFILE

Chapter Two – Student/Community Profile and Supporting Data and Findings

Community and School

Chino Hills is well known for its high quality of life and beautiful rural atmosphere. The community, with its growing population of 80,676 boasts 3,000 acres of publicly-owned open space, 43 parks, 47 miles of trails, and five community buildings.

Chino Hills' reputation is known in the national arena as well, the City of Chino Hills has been ranked #34 on Money magazine's 2012 list of the "100 Best Places to Live." According to the CNN/Money website, the list includes "the top 100 terrific cities that offer what American families care about most - strong job opportunities, great schools, low crime, quality health care, plenty to do, and a true sense of community." Cities with a population between 50,000 and 300,000 were considered. Chino Hills appeared on the list before -- in 2005 with a ranking of #68.

America's Promise Alliance announced that Chino Hills was named as one of the "100 Best Communities for Young People" for 2012. Thanks to great partnerships and the hard work of many agencies and individuals who make a difference in the lives of young people, this is the second year Chino Hills made the list. The national award recognized our community for providing outstanding and innovative services and programs that make Chino Hills an outstanding place for youth to live, learn and grow. Not only is Chino Hills a place where people want to live, it's also a safe City in which to live. Based on FBI crime statistics for 2016, Chino Hills is ranked #4 safest city relative to violent crime and 13th safest city for property crimes. The ranking compared 106 cities in California with a population of 50,000 to 100,000.

According to the Income, Earnings, and Poverty Data from the 2007 American Community Survey conducted by the U.S. Census Bureau, Chino Hills ranked 6th in the United States with a Median Household Income of $100,371.

Chaffey Junior College has opened new facilities in south Chino, including a Health Science Center, providing CHHS with more opportunities for articulation, and students with many more options. Programs offered are nursing, culinary arts, and fashion.

Chino Valley Unified School District serves 32,000 students in Chino, Chino Hills and south Ontario. After years of rampant growth, enrollment has somewhat stabilized. The district supports thirty-three schools, including four comprehensive high schools, and two continuation schools. Community expectations for schools and their children include high academic achievement, a safe learning environment, and positive school atmosphere.

CHHS opened its doors to the freshman class of 2005 in September of 2001, as a two-story modular campus with 500 students and 35 staff members. Construction of tennis courts and a stadium, with 3,935 seats, restrooms and snack bar, completed the permanent facilities in September 2007. Construction of an aquatic complex that included permanent restrooms, locker rooms, and a snack bar was completed in the fall of 2013. This addition completed the campus facility plan set forth when the school opened. The school has dropped enrollment from an average of over 3000 students a year to 2800 students and 175 staff members, and the student body continues to reflect both ethnic and economic diversity. Although CHHS' attendance area covers the southern portions of the district's three cities, from the hills to the agricultural preserve, 90% of students come from Chino Hills. CHHS has been the largest high school in the district for the last six years.

There is one Small Learning Communities (SLC)/academy and AVID on our campus. The academy is Health Science Academy (HSA), which is in its tenth year. Next year we are looking to add a pathway called the Business Academy of Hospitality and Tourism (BAHT).

From the beginning, CHHS' focus has been to establish and promote a positive and welcoming school climate. The high level of trust and respect between administration, staff, parents, and students—once the hallmark of the school's culture—has been shaken by changes in leadership resulting from having three principals in one year (2010-11 school year). Additionally, changes in the district's administration and policies, as well as the state's reclassification of CVUSD's status as a Program Improvement district have created a stressful and challenging environment. Although CHHS is not a Program Improvement school, the combination of these factors with the uncertainty in budgets and education across the nation has created an atmosphere of distrust and uncertainty between staff, site administration, and the district. However, CHHS is actively addressing these concerns. Staff, students, and community are still proud of the foundation and traditions of Husky Pride previously established. Maintaining trust and improving communication between stakeholders will continue to be the staff's priority to help CHHS perpetuate its reputation as "the pride of the hills." Although there have been climate issues since the last full report, CHHS is moving in a positive direction.

Facilities and Technology

CHHS' facilities have aged since its opening in 2001. The 415-seat theater is the only one in the district. All teachers are issued personal laptops each year, and the district continues to provide email accounts to all staff. There are two 36-seat computer labs: one is available in the library and one is in a classroom for classes to use. There are 13 mini labs, pods of laptops housed in the library that teachers can check out for their class.

Many teachers and departments, including special education and ELD, have purchased their own digital projectors and wireless Mimeos, which make standard classroom dry erase boards interactive. On campus, there are also nine class sets of wireless responders that are available for checkout from the library, which give instant feedback on assessments to both teachers

and students. Moreover, every class is equipped with a projector and document camera. As of 2011, teachers are being trained in Illuminate, a software data system, and the use of document cameras. CHHS' technology department is equipped to offer career pathway courses in digital imaging, 3D animation, digital video, and publications. Due to the shift of common core and the goal of providing students with a 21st century education the school and district are making strides in providing more reliable technology to enhance student learning. The district continues to enhance resources available online and has completed major upgrades to online programs for schools, teachers, and students. In 2010, we opened a studio/computer lab on the modular campus to expand the growth of our Chino Hills Academy of Digital Design and Communication.

Most district-adopted textbooks in Spanish, English, Science, World and US History are now available online. This year, our website is averaging 10,027 hits per week, and over half a million total hits as of January 2018. Many teachers regularly post grades or contact parents electronically. Most teachers post assignments, calendars, reminders, etc., also on CHHS' website. Several teachers have also added links for students and parents to find information on test preparation, college, career, etc.

Parent / Community / Business Organizations

CHHS continues to benefit from a very supportive community environment and strong parent involvement in Booster Clubs, School Site Council, athletic events, fine arts and club activities, Back to School night, AP night, NCAA night, and many other events. The Parent Teacher Student Association (PTSA), has an email list of over 500 members to keep parents informed about volunteer opportunities, school activities, and topics of general interest, such as Internet safety. Weekly Bingo on Sundays continues to be supported by parent organizations. Last year, Bingo grossed over $200,000, of which the school gets about 75%. Around $100,000 goes straight back to programs that participated in Bingo. The boosters provide additional funds for other school needs. Boosters have approved Bingo funds to support sports and many academic, arts, library, and activities programs on the campus.

Since CHHS opened in 2001, the community has continued to demonstrate its support for schools in many ways, including passing the school bond Measure M; businesses donating a portion of their proceeds, providing free materials, and advertising in CHHS' publications; service groups sponsoring clubs on campus and mini-grants; and health and environmental groups providing materials and hands-on experiences.

WASC Accreditation History

Chino Hills High School was granted interim accreditation in October 2003, following an initial WASC visit for new schools. In 2006, following the first full visit, CHHS received a 6-year term with a one day review. In 2009, the Visiting Committee completed a one-day

review. All Visiting Committees particularly commended Husky pride, enthusiasm, involvement, and positive school climate. CHHS's most recent visit was in 2012, the school received a 6-year term with a one day review.

Enrollment History

Enrollment by Grade
Chino Hills High
CDS Code 36-67678-3631017

Select Options ⌄

- ■ Grade 10
- ■ Grade 12
- ■ Grade 11
- ■ Grade 9
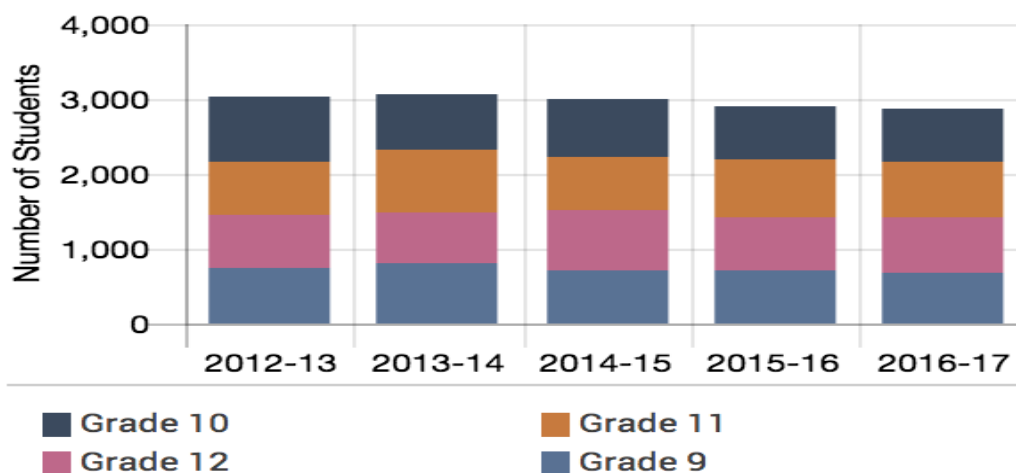
View Table Data ⌄

Enrollment by Grade	2012-13	2013-14	2014-15	2015-16	2016-17
Grade 10	851	729	784	731	715
Grade 11	728	834	709	777	738
Grade 12	715	707	811	699	753
Grade 8	0	1	0	0	0
Grade 9	728	792	708	705	680
Total	3,022	3,063	3,012	2,912	2,886

Chart Notes   Source

This graph shows the count of students at this school by grade.

CHHS enrollment for the 2017 – 18 school year is 2,778 students

Enrollment 2017 – 2018

Subgroup	Percent of Enrollment	9	10	11	12	Totals
African American	6%	42	36	47	43	168
Am. Indian or Alaskan	.07%	2				2
Asian	18.3%	128	145	120	118	511
Filipino	7.5%	41	53	51	64	209
Hispanic or Latino	40.2%	288	289	280	261	1,118
Multi-Ethnicity	3.8%	34	19	27	27	107
Pacific Islander	.14%			1	3	4
White	26.5%	165	171	189	212	737
Unknown	.03%		1			1
Totals						
Female	50.4%					1401
Male	49.6%					1377

The above numbers include students enrolled in:

Home & Hospital - 2

Independent Study - 41

Special Day Classes (SDC) - 60

Resource Specialist Program (RSP) - 196

AVID - 203

Health Science Academy (HSA) – 258

GATE – 308

Enrollment Analysis

 Since the last WASC full visit CHHS was averaging more than 3000 students enrolled per year. However, after the 2014 – 2015 school year the superintendent closed the campus to transfers except for younger siblings of students that were already enrolled. As a result of this, CHHS has lost FTEs resulting in larger classes, a higher pupil to counselor ratio (1:463), and the largest pupil to assistant principal ratio in the district and area (1:926). Despite this hurdle, CHHS has remained a collaborative learning environment with high expectations that continues to thrive.

Honors or Advanced Placement vs. Regular Course Enrollment

Course	2015 - 2016			2016 - 2017			2017 - 2018		
	Regular	Honors	AP	Regular	Honors	AP	Regular	Honors	AP
English 9	319	373	-	300	363	-	323	340	-
English 10	297	408	-	295	382	-	311	376	-
English 11	483	-	230	442	-	245	433	-	221
English 12	51	-	86	151	-	74	212	-	71
Int Math 2	288	101	-	464	201	-	456	191	-
Int Math 3	0	0	-	246	132	-	485	168	-
Trig/Pre-Calc	255	204	-	243	184	-	69	16	-
Calc AB	-	-	121	-	-	118	-	-	148
Calc BC	-	-	47	-	-	38	-	-	54
Stats	-	-	23	-	-	48	-	-	31
Biology	337	336	78	380	335	149	324	286	121
Chemistry	335	350	19	265	229	17	270	270	17
Environ Sci	-	-	62	-	-	43	-	-	63
Physics	-	86	-	-	91	-	-	86	-
Physics 1	-	-	38	-	-	42	-	-	40
Physics II	-	-	10	-	-	13	-	-	16
European History	-	-	175	-	-	117	-	-	109
World History	293	223	-	308	244	-	339	212	-
US History	484	-	205	213	-	154	480	-	156
Government	246	-	34	221	-	47	213	-	72
Economics	191	54	50	257	83	69	410	122	55
Psychology	99	-	194	132	-	189	122	-	201
Spanish 3	0	199	-	86	88	-	118	58	-
Spanish 4	-	-	27	-	-	28	-	-	23
Span/Span Spkers 2H	-	0	-	-	24	-	-	16	-
French 3	-	55	-	-	68	-	-	99	-
French 4	-	-	5	-	-	16	-	-	9
Japanese 3	-	26	-	-	23	-	-	33	-

Japanese 4	-	-	19	-	-	7	-	-	16
Mandarin 3	-	46	-	-	38	-	-	31	-
Mandarin 4	-	-	23	-	-	23	-	-	37
TOTALS	**3678**	**2461**	**1446**	**4003**	**2485**	**1437**	**4565**	**2304**	**1460**

Language Proficiency

English Learners
Chino Hills High
CDS Code 36-67678-3631017

%

English Learners	2012-13	2013-14	2014-15	2015-16	2016-17
Total	136	123	86	87	72

View Table Data

Chart Notes · Source

This graph displays the counts of students at this school who were classified as English learners when enrollment counts were taken. Use the # % button at the top of the graph to toggle between counts and percentages. (Note: In 2010-11, some 413 districts and independently reporting charters did not certify their EL data, resulting in an undercount of about 405,018 EL students statewide. In most cases, if a dip is seen in 2010-11, it is due to missing data, not a decrease in English learners.)

Close

Redesignated Fluent English Proficient
Chino Hills High
CDS Code 36-67678-3631017

%
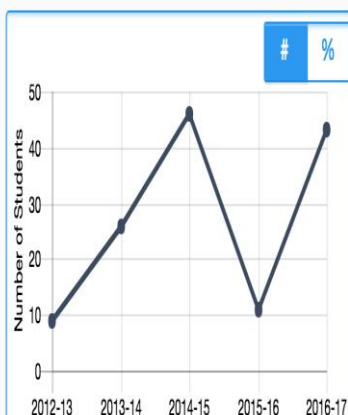
Redesignated Fluent English Proficient	2012-13	2013-14	2014-15	2015-16	2016-17
Redesignated FEP	9	26	46	11	43

View Table Data

Chart Notes · Source

This graph displays the students at this school who were redesignated as Fluent English Proficient (RFEP) each year. Students are redesignated when they achieve district-specified scores on state English language proficiency assessments and meet other academic criteria. The RFEP percentage is calculated by dividing the number of English learners reclassified since the prior year's Census Day by the English learner counts from the prior year.

Close

English Language Acquisition Status
Chino Hills High
CDS Code 36-67678-3631017

View by Subgroup

%

Legend: English Learner · Fluent English Proficient
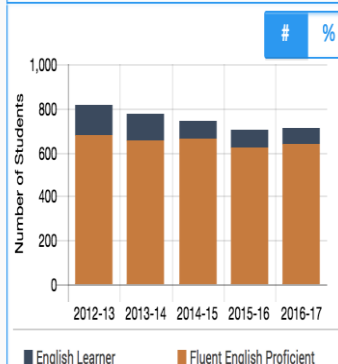
View Table Data

English Language Acquisition Status	2012-13	2013-14	2014-15	2015-16	2016-17
English Learner	136	123	86	87	72
Fluent English Proficient	675	654	659	617	635

Chart Notes · Source

This graph displays English learner students in this school by their English language acquisition status.

State and federal law require that all students whose primary language is other than English be assessed for English language proficiency. Students who are identified English learners stay in that category until they achieve district-specified scores on state English language proficiency assessments and meet other academic criteria. At that point, the district labels the student as Redesignated Fluent English Proficient (RFEP)*.

The Fluent English Proficient (FEP) category includes both students who were redesignated as fluent English proficient in the prior year and students whose primary language is not English but who scored high enough on a state test of English proficiency to not be classified as an English learner. *For RFEP data please see the Redesignated Fluent English Proficient graph.

The charts above reflect English Language Learner's (ELs) enrollment, resignation, and English language acquisition status. Comparative to our overall population, our number of ELs has decreased. However, with the exception of the 2015 – 2016 school year this subgroup continues to excel and get redesignated as fluent English proficient (RFEP). This designation indicates that a student has achieved district specified scores on the state English language proficiency assessments and meet other academic criteria.

Attendance

Average Daily Attendance

	2014 - 2015	**2015 - 2016**	**2016 - 2017**
Student Days Enrolled	531643	521523	514208
Student Days Present	513066	502432	494398
Truancies	1978	2318	415

Discipline

	2014 – 2015	**2015 – 2016**	**2016 – 2017**
Truants (unexcused absence or tardy 3+ days)	**1978**	**2318**	**415**
Truancy Rate (total/enrollment)	**62.63**	**74.34**	**13.77**

Suspensions

	2014 – 2015	**2015 – 2016**	**2016 – 2017**
Total Suspensions	233	122	109

Expulsions

	2014 – 2015	**2015 – 2016**	**2016 – 2017**
Total Expulsions	6	5	3

Infractions by Type

	2014 – 2015	2015 – 2016	2016 – 2017
(a1) Physical injury or Threatening Physical Injury	40	26	58
(a2) Related to use of force or violence			
(b) Possession or Use of Dangerous Object	3		3
(c) Marijuana/Alcohol – Possession/Use/Sale	33	18	31
(f) Damage to property / Vandalism	4	3	
(g) Theft of school / private property			
(h) Possession / Use of Tobacco			
(i) Obscene Act / Profanity	6		
(k) General Disruption	65	16	17
(l) Knowingly received stolen property			
(m) Replica Firearm			
(n) Sexual Assault / Battery			
(02) Sexual Harassment	2		
(03) Related to hate violence			
(04) Hostile Environment			
(c1) Related to possessing / selling a firearm			
Totals	153	63	109

Socioeconomic Status

2014 – 2015	2015 – 2016	2016 – 2017
821 (28%)	806 (27.9%)	758 (27.3%)

Free and Reduced-Price Meals
Chino Hills High
CDS Code 36-67678-3631017

Free and Reduced-Price Meals	2012-13	2013-14	2014-15	2015-16	2016-17
Total	818	843	821	809	806

Chart Notes   **Source**

This graph displays the total count of students at this school who were eligible for free/reduced-price meals when enrollment counts were taken.
Note: These counts include both primary and short-term enrollments. However, students with a short-term enrollment status are not included in the overall enrollment data for this school.

Staff

Certificated Staff

Certificated staff includes 4 administrators, 6 FTE counselors, Activities and Athletics Directors, a Teacher Librarian, .8 nurse,

	Total
African American	8
Am. Indian or Alaskan	0
Asian	9
Filipino	0
Hispanic	23
Pacific Islander	0
White	79
Two or more races	2
No Response	0
Total	121

Faculty Experience

CHHS attracts experienced teachers, with of staff having more than five years of experience in Education

Staff Education

Bachelor's Degree	121
Master's Degree	49

Staff Attendance
Daily certificated attendance rate varies between 86 – 92 %

Teacher Credentials
All CHHS teachers hold a valid teacher credential,
Classified Staff

Staff Development
For the last three years, the district has sponsored workshops for secondary teams of teachers and administrators targeting cross curricular literacy. These workshops have been facilitated by Sue Beers, renowned author, educator, and education consultant. Representatives from most CHHS departments have participated in developing a culture of literacy. Additionally, in the Prior to the 2017-2018 school year all certificated staff attended a training by Solution Tree on how to use data to guide your instruction and improving the effectiveness of PLCs.

Administration is also working to provide all certificated staff with extensive training in differentiating instruction. Currently, all teachers of core subjects have received the training and discussions have taken place to get the remaining teachers trained in differentiation.

In an effort to create a safe and welcoming learning environment the school is currently being trained in both Positive Behavior Support Interventions (PBIS) and Multi-Tiered Support Systems (MTSS). Both programs are derived from evidence based practices that encompass the ideas of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and apply the students' response to important education decisions.

The district has also sponsored a number of workshops for individual departments. Science teachers have participated in multiple trainings on implementing Next Generation Science Standards (NGSS). While our Social Science department has received training on implement new standards in the subjects of World History and United States History.

Student Participation in Activities and Athletics

CHHS' outstanding activates, athletics, and performing arts programs encourage better attendance, behavior, and academic performance. From the beginning, clubs, performing arts groups, and academic and athletic teams have been an integral part of student life at CHHS. There are seven major performing arts groups, four Leadership classes, 44 athletic teams, and approximately 65 clubs and academic teams on campus. 70% percent of CHHS' students hold ASB Cards and are involved in an organized group or club. Over 1,800

students are members of clubs and academic teams, and more than 1,200 students participate on an athletic team.

Husky athletics is a source of pride on campus. As previously stated, more than 1,200 students participate on an athletic team. The success in our athletic department is led by our boys' basketball team who were national champions in 2015 with an overall record of 35 - 0. Since our last WASC visit the Husky athletics department has won CIF championships in girls' soccer 2014, softball 2012, and three in boys' basketball (one sectional, one regional, one state and national championship in 2015).

School Financial Support

Funding Source	2015 – 2016	2016 – 2017	2017 – 2018
Title III Immigration	$4,642.60	$36,246.00	$40,407.00
AVID		$20,635.00	$45,757.00
Perkins	$22,500.00		

School Performance Data

CAASPP English Language Arts/Literacy Results

Chino Hills High
CDS Code 36-67678-3631017
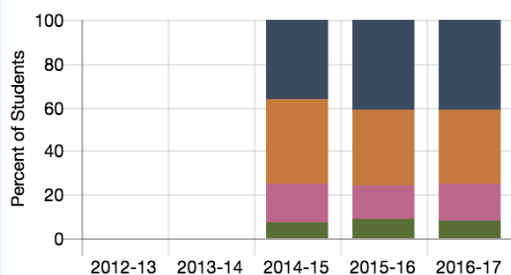
View by student group

- Std Exceeded Level 4
- Std Met Level 3
- Std Nearly Met Level 2
- Std Not Met Level 1

View Table Data

CAASPP English Language Arts/Literacy Results	2012-13	2013-14	2014-15	2015-16	2016-17
Std Exceeded Level 4	N/A	N/A	36 %	41 %	41.0 %
Std Met Level 3	N/A	N/A	39 %	35 %	34.1 %
Std Nearly Met Level 2	N/A	N/A	18 %	15 %	17.2 %
Std Not Met Level 1	N/A	N/A	7 %	9 %	7.7 %

Chart Notes   Source

This graph displays the distribution of CAASPP English language arts/literacy results by achievement level for all students at this school. Use the dropdown above the graph to view results for English learners, students with disabilities, economically disadvantaged students or migrant students. These tests, also known as Smarter

Read More

CAASPP Mathematics Results

Chino Hills High
CDS Code 36-67678-3631017
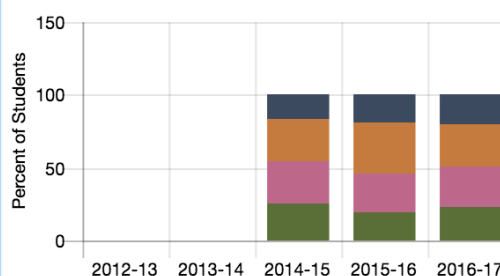
View by student group

- Std Exceeded Level 4
- Std Nearly Met Level 2
- Std Met Level 3
- Std Not Met Level 1

View Table Data

CAASPP Mathematics Results	2012-13	2013-14	2014-15	2015-16	2016-17
Std Exceeded Level 4	N/A	N/A	18 %	19 %	19.7 %
Std Met Level 3	N/A	N/A	29 %	35 %	29.4 %
Std Nearly Met Level 2	N/A	N/A	29 %	27 %	27.6 %
Std Not Met Level 1	N/A	N/A	25 %	19 %	23.3 %

Chart Notes   Source

This graph displays the distribution of CAASPP Mathematics results by achievement level for all students at this school. Use the dropdown above the graph to view results for English learners, students with disabilities, economically disadvantaged students or migrant students. These tests, also known as Smarter Balanced tests, are part of the California Assessment of Student Performance and Progress (CAASPP) System.

Close

Since the adoption of the Smarter Balance Assessment Consortium (SBAC), CHHS scores have increased annually with over 70% of students meeting the standard in English Language Arts and almost 50% of students meeting the standard in Math. While both English and Math scores did decrease this past year, we used our PLCs to focus on underachieving subgroups and feel that support is in place to see an increase this year and years to come. Additionally, with over 400 students enrolled in AP courses (16% of the total population) we have seen a pattern of students opting out of the assessment and instead focusing their attention on preparing for AP testing.

The two images below indicate areas of growth for CHHS as a whole. Over the summer, the whole staff received professional development from Solution Tree. We looked at our data for the last three years and noticed a drop in the number of students on IEPs that met the standard on the SBAC assessment in both Math and English. As a response to this data, we increased the number of full inclusive courses offered in Math and English on campus. In these courses, we have a core subject teacher and a resource specialist teacher co-teach. The goal of these courses is to include our RSP students in the least restrictive environment to receive specialized academic instruction (SAI). Moreover, the students enrolled in these courses that have IEPs are also enrolled in a study skills elective that is taught by a RSP teacher in collaboration with an aide. These courses assure that students on IEPs receive adequate, and in most cases more than their recommend SAI.
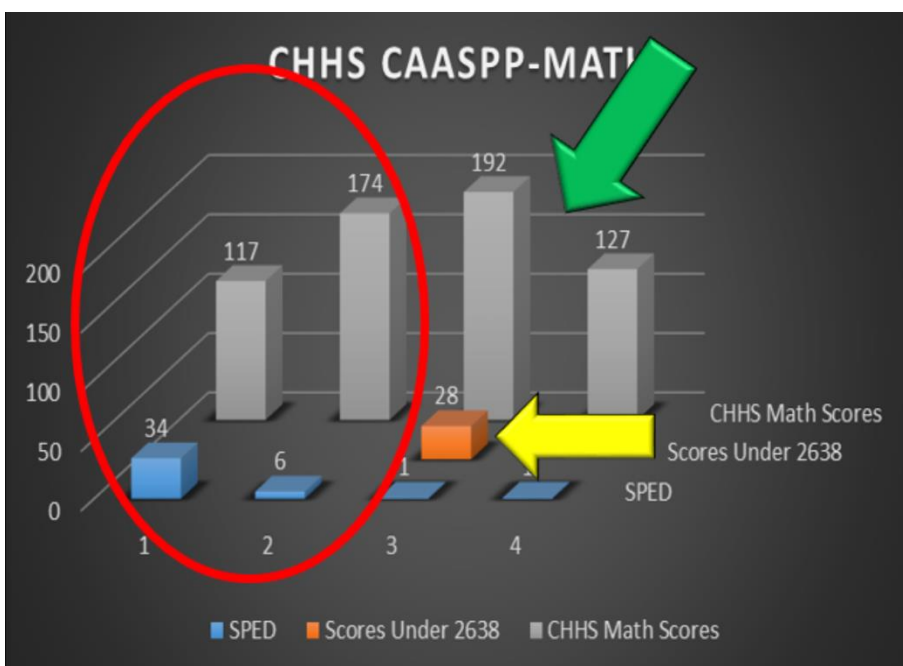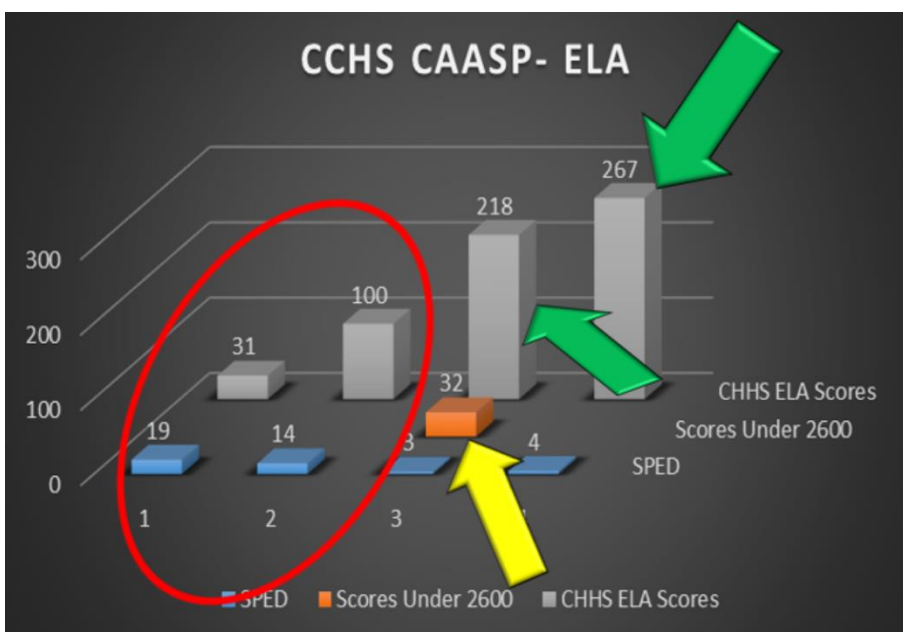
Additionally, at CHHS we have been working on increasing all teachers' capacity to differentiate instruction to meet the needs of all students. Over the course of the past two years our two instructional coaches have provided the staff with professional development on differentiation for all learners and they send out "Tuesday Tips" that teachers can refer to, to add various differentiation strategies to their tool box. Based on staff feedback administration has also brought in district EL instructional coaches to provide professional development on differentiating for EL students. While the professional development was focused on EL students the methods were strategies that could be implemented to benefit all students. The below charts show the data of our EL students on the SBAC over the past three years. Staff is anticipating that with the implementation of the professional development focused on differentiation we will see growth in all groups of students.

CAASPP ELA/Literacy Results for English Learners
Chino Hills High
CDS Code 36-67678-3631017

Select options ⌄

Std Exceeded Level 4 ■   Std Met Level 3 ■
Std Nearly Met Level 2 ■   Std Not Met Level 1 ■

View Table Data ⌄

CAASPP ELA/Literacy Results for English Learners	2012-13	2013-14	2014-15	2015-16	2016-17
Std Exceeded Level 4	N/A	N/A	0 %	0 %	Redacted
Std Met Level 3	N/A	N/A	33 %	0 %	Redacted
Std Nearly Met Level 2	N/A	N/A	20 %	23 %	Redacted
Std Not Met Level 1	N/A	N/A	47 %	77 %	Redacted

Chart Notes   **Source**

This graph displays the distribution of CAASPP English language arts/literacy results by achievement level for English learners at this school. These tests, also known as Smarter Balanced tests, are part of the California Assessment of Student Performance and Progress (CAASPP) System. Click "Select options" above the graph to view data for other student groups.

CAASPP Mathematics Results for English Learners
Chino Hills High
CDS Code 36-67678-3631017

Select options ⌄

Std Exceeded Level 4 ■   Std Met Level 3 ■
Std Nearly Met Level 2 ■   Std Not Met Level 1 ■

View Table Data ⌄

CAASPP Mathematics Results for English Learners	2012-13	2013-14	2014-15	2015-16	2016-17
Std Exceeded Level 4	N/A	N/A	18 %	7 %	0 %
Std Met Level 3	N/A	N/A	12 %	21 %	27.3 %
Std Nearly Met Level 2	N/A	N/A	35 %	7 %	9.1 %
Std Not Met Level 1	N/A	N/A	35 %	64 %	63.6 %
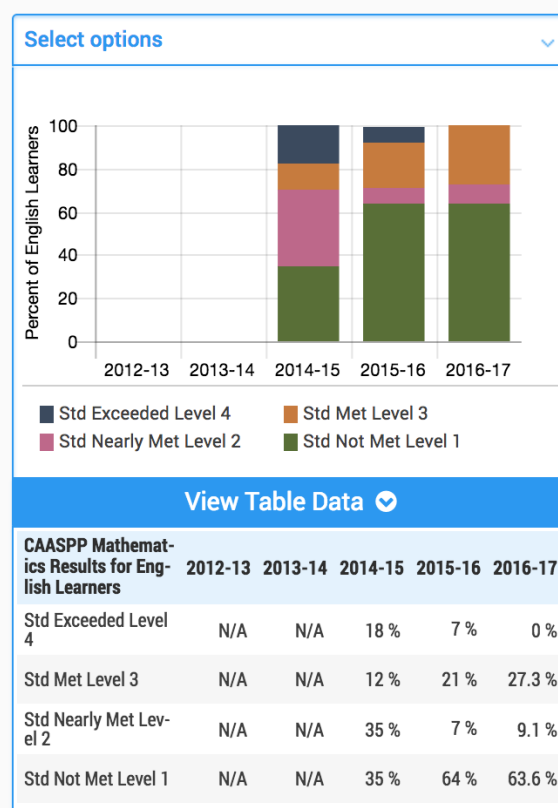
Chart Notes   **Source**

This graph displays the distribution of CAASPP mathematics results by achievement level for English learners at this school. These tests, also known as Smarter Balanced tests, are part of the California Assessment of Student Performance and Progress (CAASPP) System. Click "Select options" above the graph to view data for other student groups.

Scholastic Aptitude Test (SAT 1) Reasoning Test Results

SAT 1	2016	2017
Percent Tested	45%	23%
Reading	498	508
Math	475	503
Writing	473	496

SAT Reasoning Results by Subject
Chino Hills High
CDS Code 36-67678-3631017

View by Subject

Legend: Mathematics, Reading, Writing
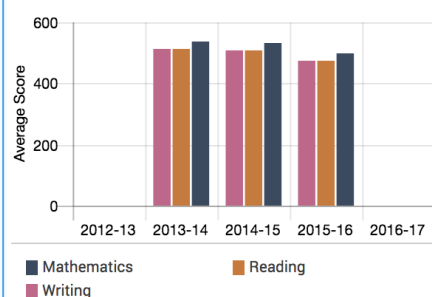
View Table Data

SAT Reasoning Results by Subject	2012-13	2013-14	2014-15	2015-16	2016-17
Mathematics	N/A	535	531	498	N/A
Reading	N/A	514	508	475	N/A
Writing	N/A	511	508	473	N/A

Chart Notes   Source

(2016-17 data pending.) This graph displays the average SAT Reasoning Test results by subject. The SAT assesses the reading, mathematics, and writing skills of college-bound students. The total possible score in each segment is 800. **Note:** Beginning with the 2013-14 school year, the California Department of Education (CDE) changed how it reported SAT data. Because these data cannot be compared with SAT results before 2013-14, prior-year data are not included in this graph but can be found on DataQuest.

SAT Test Taking
Chino Hills High
CDS Code 36-67678-3631017

Filter Data

Legend: County, District, School, State
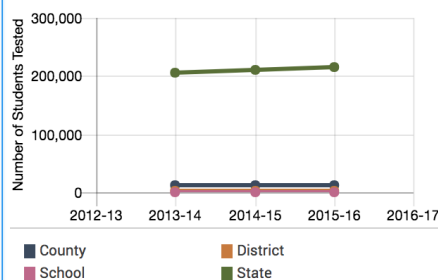
View Table Data

SAT Test Taking	2012-13	2013-14	2014-15	2015-16	2016-17
County	N/A	11,215	12,193	12,832	N/A
District	N/A	1,328	1,358	1,696	N/A
School	N/A	445	516	598	N/A
State	N/A	204,848	210,706	214,262	N/A

Chart Notes   Source

(2016-17 data pending.) This graph displays the number of students in the graduating class who took the SAT at some point in grades 9, 10, 11, or 12. The SAT is a standardized test that assesses the critical reading, mathematics, and writing skills that students need to be successful in college. It is one factor considered by many colleges and universities in making admissions decisions. **Note:** Beginning with the 2013-14 school year, the California Department of Education (CDE) changed how it reported SAT data. Because these data cannot be compared with SAT test taking before 2013-14, prior-year data are not included in this graph but can be found on DataQuest.

Advanced Placement (AP)

AP classes are open to all students at CHHS. Typically, the earliest students take them is in 10th grade beginning with our AP European History class.

White: 16.7% vs. total school enrollment of 26.5%. (Mean score: 3.19)
Asian: 30.8% vs. total school enrollment of 15.5% (Mean score: 3.86)

Black: 8.0% vs. total school enrollment of 5.4%. (Mean score: 2.69)
Hispanic: 9.7% vs. total school enrollment of 40.2%. (Mean score: 3.04)

Trends

- Although total school enrollment has decreased, AP enrollment has maintained consistent rates (686 in 2013, 698 in 2017).
- Passage rates (3 or higher) has increased over the last five years with the highest rate (502 students) this past year (2017).
- For 2017, CHHS had a very large passage rate (71.9%) vs. state (62.3%) and global (60.3%)

Next Steps

- Funds are needed to continue with professional development for teachers/counselors to increase access to all students.
- Explore new AP courses to increase student diversity and access to rigorous courses (Computer Science, Art/Music).
- Need to train and recruit new teachers (retirement, new courses).
- Testing requirements continue to be a challenge (space, equipment, proctors, sales process).

Advanced Placement (AP) Test Taking

Chino Hills High
CDS Code 36-67678-3631017
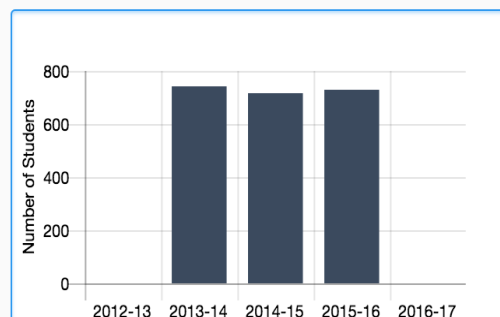
View Table Data ⌄

Advanced Placement (AP) Test Taking	2012-13	2013-14	2014-15	2015-16	2016-17
Total	N/A	742	719	727	N/A

Chart Notes | Source

(2016-17 data pending.) This graph displays the number of students in the graduating class who took one or more Advanced Placement (AP) exams. AP courses and the related exams enable students to complete college-level work in more than 30 courses while still in high school. One student may have taken multiple AP exams, but each student is counted only once. Students are reported in the year in which they are expected to graduate from high school, but they may have taken the AP course and exam prior to the 12th grade. **Note:** Beginning with the 2013-14 school year, the California Department of Education (CDE) changed how it reported AP data. Because these data may not be comparable with AP results before 2013-14, prior-year data are not included in this graph but can be found on DataQuest.

Advanced Placement (AP) Test Results

Chino Hills High
CDS Code 36-67678-3631017

View by Score ⌄

Legend: 1, 2, 3, 4, 5
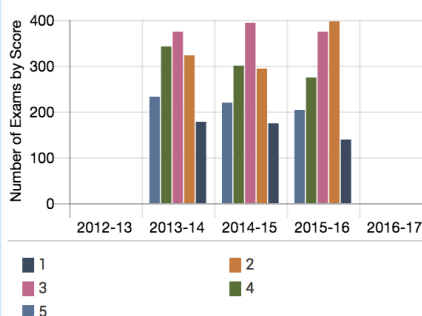
View Table Data ⌄

Advanced Placement (AP) Test Results	2012-13	2013-14	2014-15	2015-16	2016-17
1	N/A	176	174	139	N/A
2	N/A	323	292	396	N/A
3	N/A	374	393	375	N/A
4	N/A	341	301	274	N/A
5	N/A	233	218	203	N/A

Chart Notes | Source

(2015-16 data pending.) This graph displays the number of AP exams that had a score of 1, 2, 3, 4, or 5. Advanced Placement courses and the related exams enable students to complete college-level work in more than 30 courses while still in high school. AP examinations are scored on a scale from 1 to 5, with 5 the highest score. A minimum score of 3 is required for college credit.

University of California A – G Requirements

The percentage of senior who meet the UC/CSU A – G requirements for college entrance has steadily increased from in 49.8% 2015 to 62% for the graduating class of 2017.

Monitoring:

Outreach/education: Counselors/administration meet with feeder school students/parents.

- 8th Grade Night
- School Visits

Master Schedule:
- New courses to engage students (Creative Writing, Calculus AB, Internship).
- Electives to increase school connectedness (Peer Leadership, Link Crew, Academic Decathlon, Exploring Careers, BAHT/HSA courses).

Counselors/Career Center:
- Classroom presentations (evaluate transcript, register for next year).
- Parent Outreach (conferences, presentations).
- Partnership with teachers.
- 6, 12-week grade review and student conferences.
- College Visits.
- New counselor assignments: Athletic Counselor to provide NCAA requirement instruction.

<u>Next Steps:</u>

- Professional development to enhance (Tier One) instruction.
- Counselors to review transcripts annually to spot A-G trends.
- Evaluate tutoring programs and PLUSS results.
- Counselor ratio review and impact of new evaluation (review time devoted to tasks).

Graduates Meeting UC/CSU Course Requirements

Chino Hills High

CDS Code 36-67678-3631017

View by Race/Ethnicity, Gender and More ⌄

| # | % |

2014-15
☐ Graduates Meeting UC/CSU Course Requirements: 55.7

Percent of Graduates

60
40
20
0

2012-13   2013-14   2014-15   2015-16   2016-17
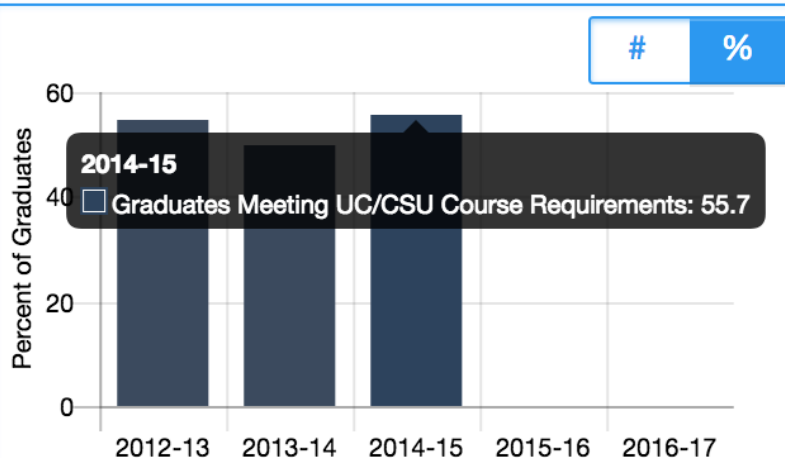
View Table Data ⌄

Graduates Meeting UC/CSU Course Requirements	2012-13	2013-14	2014-15	2015-16	2016-17
Graduates Meeting UC/CSU Course Requirements	54.9 %	49.8 %	55.7 %	N/A	N/A

Chart Notes   Source

(2015-16 and 16-17 data pending.) This graph displays the 12th-grade graduates who completed all the courses required for University of California (UC) and/or California State University (CSU) entrance with a grade of "C" or better. This represents only a portion of the entrance requirements for UC or CSU.

Read More

Completion Rates

Graduation Rates

Cohort Graduates
Chino Hills High
CDS Code 36-67678-3631017

View by Race/Ethnicity, Gender & More ⌄

| # | % |
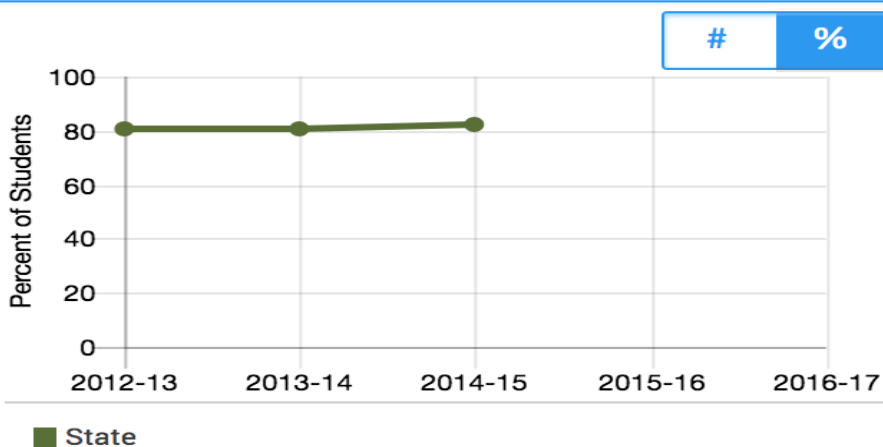
■ State

View Table Data ⌄

Cohort Graduates	2012-13	2013-14	2014-15	2015-16	2016-17
County	78.6 %	78.7 %	80.7 %	N/A	N/A
District	89.0 %	89.4 %	89.7 %	N/A	N/A
School	95.9 %	96.3 %	95.6 %	N/A	N/A
State	80.4 %	81.0 %	82.3 %	N/A	N/A

Chart Notes   Source

(2015-16 and 16-17 data pending.) This chart displays the students in a 4-year cohort who graduated in four years or less with either a traditional high school diploma, an adult education high school diploma, or have passed the California High School Proficiency Exam (CHSPE). Students who pass the General Education Development (GED) test,

Read More

Cohort Dropouts

Chino Hills High

CDS Code 36-67678-3631017

View by Race/Ethnicity, Gender & More ⌄

| # | **%** |

Percent of Students

15

10

5

0

2012-13   2013-14   2014-15   2015-16   2016-17

■ State
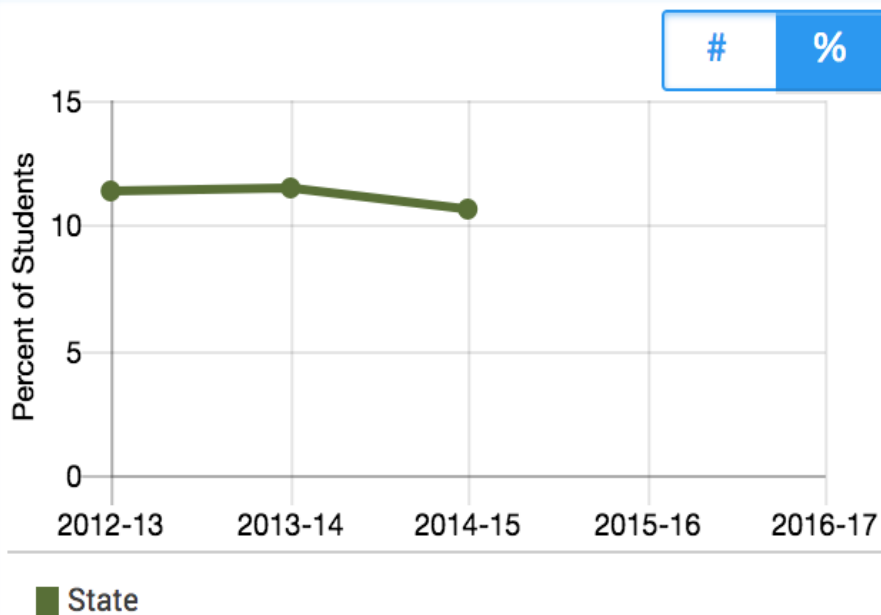
View Table Data ⌄

Chart Notes   Source

(2015-16 and 16-17 data pending.) This graph shows the students in a 4-year cohort who left the 9-12 instructional system without a high school diploma, GED, or special education certificate of completion and did not remain enrolled after the end of the 4th year. Students who pass the General Education Development (GED) test, complete

Read More

Trends
- Total Graduates: Has remained consistent (2013-2016) at 95%-97%.
- Drop out rate (over five years) ranges from 2014 (1.4) to 2016 (2.2).
- SPED: Improvement between 2015 and 2016 (86% to 96.6%),
- Socio Economically Disadvantaged: Consistent improvement over last four years (90.7% to 95.5%).

Strategies
Monitoring:
- The SST process has received additional administration/counselor support during the last two years, resulting in increased effectiveness (Alt Ed referrals, 504 and SPED assessment).

Intervention:
- Addition of Intervention Counselor role: increased parent outreach, conferences, and referrals to alternative education options.

Support:
- Increase in tutoring options for students.

Instruction:
- Instructional coaches focus on Tier One instruction strategies.

Next Steps
Monitoring:
- Need for additional Intervention Counselor to increase student and parent contact and connection to interventions.

Intervention:
- Instructional Coach for Math to support staff to help struggling students.

Support:
- Expand professional development for SPED and EL staff to engage students in learning.

Self Study

CHINO HILLS HUSKIES

ORGANIZATION

Chapter Three – Self Study

A.   Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

ORGANIZATION FOCUS GROUP MEMBERS

Leaders: Karen Reyes (Social Science) and Kori Teper (English)
Brenes
Teressa Moore online

NAME	HOME GROUP
Bacha, Karen	Classified
Bahena, Delia	Foreign Language
Bateman, Shelley	Counselor
Baun, Julianne	ROP
Benton, Megan	PE
Browning, David	Social Science
Chico, Laurie	Classified
Cole, Mirrya	Classified
Cosme, Melissa	English/Health
Dorado, Margo	English
Dorling, Lynette	Classified
Garnica, Al	Classified
Gomez, Raul	Foreign Language
Greenler, Diane	Classified
Harrison, Jeremy	Psychologist
Kopecky, Mike	Science
Macias, Alba	Classified
McGraw, Elizabeth	ROP
Miller, Marja	English
Nakamura, Nick	Social Science
McGraw, Elizabeth	ROP
Palmer, Robert	Social Science
Payne, Debee	Classified
Pennett, Wendy	Foreign Language
Peters, Deborah	Classified
Rodriguez, Shaun	Classified
Rolland, Mike	English
Roy, Mary	Classified
Ross, Sandra	Math
Saipramuk, Brian	Math
Schempp, Michelle	Math
Schuld, Jeff	Technology
Taylor, Mel	Classified
Tran, Cesar	Science
Turk, Maryann	Classified
Wyckoff, Jeff	Science

A1. To what extent has the school 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, and a belief that all students can learn and be college and career ready.

Chino Hills High School staff believes that it is their responsibility to ensure that all students are equipped with a 21st century education preparing them to excel in college and or a career post high school graduation. The commitment to this is reflected in the Chino Hills High School mission and vision statements. The administrative, classified and certificated staff at Chino Hills High School are highly qualified and committed to providing a learning environment that encourages critical thinking, collaboration, creativity, and communication (Common Core's four C's) while striving for academic achievement. The goal is to ensure that students are engaged in rigorous, standards-based curriculum that will ensure that all students have the opportunity to meet A-G requirements. The belief is that by implementing Common Core's four C's, students are being equipped to make positive academic and social choices, thus resulting in a culture that fosters responsibility and academic excellence.

FINDINGS	EVIDENCE
Chino Hills High School's mission and vision statements state that the school will provide a collaborative learning environment with high expectations for student academic and personal achievement. CHHS has an ongoing process for reviewing and revising the mission, vision, and school-wide expectations every two years and/or as needed. During the 2016-2017 school year, Chino Hills High School stakeholders examined and revised its vision and mission statements and school wide expectations. In order to make this a collaborative effort, WASC focus group leaders, along with administration, initiated the process. Then staff worked in groups to examine the mission and vision statements and the school-wide expectations. Parents and student representatives were also invited to these meetings and were part of this process. At these meetings, the staff spent considerable time discussing revisions they wanted to make that would more accurately reflect the beliefs about Chino Hills High School's mission. Chino Hills High School's vision and mission statements clearly outline its purpose and responsibility to all students. It is the school's mission to provide an	• Common planning time(CPT) • PRIDE Posters • Sign in sheets from Focus Group Meetings • Mission Statement • Vision Statement • Common Assessments • Department meeting minutes • Benchmark Exams and Common Formative Assessments from Units • Classroom rules posted and/or in course teacher syllabus • Student Agenda • Parent/Student Handbook • Course Offerings • Counseling Office/Services • Professional Learning Communities • CPT Mondays

atmosphere that is conducive to student learning and promotes academic achievement. CHHS' vision is to create a community of learners that pursue personal and academic achievement with the support of the school staff and parents. By ensuring the atmosphere is conducive to student achievement, the goal is to ensure that all students have the opportunity to meet graduation requirements and prepare all students for college and or a career post high-school graduation.

CHHS' staff believes that all students should be engaged in rigorous standards-based curriculum and activities that promote academic excellence. In order to ensure that the school is meeting the needs of all students, teachers regularly use student achievement data to drive their instruction. Common assessments are given in a variety of subjects to monitor student progress and provide feedback to teachers. Teachers, counselors, and administration use data from common assessments to monitor student learning and revise instruction as needed. However, some staff is more comfortable analyzing data than others. To support staff in their use and comfort with data, site administration has provided professional development on the Data Analysis Protocol, as well as discussed ways to pull various forms of data and has had Solution Tree speakers discuss how data fits in to the PLC process. All of these supports were done to increase whole school data analysis during the past few years.

Chino Hills High School staff has continued the process of working in Professional Learning Communities (PLC) in order to work collaboratively to improve student learning outcomes. This past summer the whole staff received professional development on using data to inform instruction within a PLC, creating SMART goals for under achieving sub-groups, and delivering first best instruction. Prior to this, a select number of teachers from various departments were taken to the PLC's at work summit and a full day PD from Solution Tree was given to the Chino Hills High School Instructional Leadership team, while the remainder of the staff received a two-hour PD from Solution Tree. This is a direct reflection of the mission statement, and of administrations commitment to ensure that CHHS staff

- Academic academies
- Student Clubs, activities, and sports
- Special Education "Passports"
- 504 Acknowledgement Forms
- Link Crew
- Student Success Teams (SST)
- Alternative Learning Center (ALC)
- Teacher referral process
- Credit Recovery
- Teacher lessons plans
- Illuminate
- PBIS team
- MTSS-A/B
- California College Guidance Initiative (CCGI)
- District data analysis protocol
- PBIS Behavioral Matrix

work-collaboratively to effectively analyze student data and improve teaching and learning practices. Teachers work together to share knowledge and best practices in order to ensure that students are benefitting from the suggestions and positive results that other teachers have seen in their classrooms. The practice of using PLCs at CHHS has been a continuum of improvement to meet the needs of all students.

The school district has guided the process of implementing common assessments by providing time and compensation to some teachers in order to create common tests. Although, at first it has been a slow process with varied levels of buy-in by staff members, now with Professional Development money that was provided by the district, Chino Hills High School as seen an influx of teachers taking time to collaborate and plan common assessments. More work is still needed in this area, especially as new textbooks are adopted and curriculum changes.

Although Illuminate has been available to the staff since 2011-12, more, although not all, staff has used this service to access data for its data chats than during the previous WASC cycle. Most data chats at the PLC level, however, tend to focus more on localized sources of data (teacher tests and observations) than the types of data Illuminate accesses. Whole, school data analyses experiences do rely on the use of this service.

Chino Hills High School has replaced ESLRs with PRIDE, an acronym to promote school wide expectations. These expectations are embedded in teachers' classroom management techniques and curriculum. Teachers ensure that students become responsible and active participants in their classrooms by communicating expectations to students. Teachers have explicit expectations of student behavior because we believe that a safe and welcoming classroom environment is imperative to student achievement. The site is also developing a behavior matrix aligned with PRIDE as part of its Positive Behavior Instructional Support (PBIS) program. Teachers also provide students with course syllabus and some teachers post their rules in their classrooms. These expectations are for the classroom,

common areas, and during all school activities. Furthermore, CHHS has developed a program (Link Crew) to assist freshmen with the transition to high school expectations. Several other programs (e.g., Peer Leadership, Safe School Ambassadors, etc.) on campus are also used to assist students who struggle with CHHS' mission or expectations. The staff at CHHS believes that by placing high expectations on student behavior, we are helping students develop the character traits needed to be successful in their future endeavors. CHHS also utilizes district areas of emphasis, such as the four C's (critical thinking, collaboration, creativity, and communication) and 21st learning skills, as curricular components that support CHHS' vision and mission.	

A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A2. The governing board a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the school wide expectations and academic standards based on data-driven instructional decisions for the school; b) delegates implementation of these policies to the professional staff; and c) regularly monitors results and approves the single school-wide action plan and its relationship to the Local Educational Association (LEA) plan.

Chino Hills High School (CHHS) works with its governing board to develop policies and by laws that serve its student population, staff, and community members to support achievement of school wide expectations (PRIDE) and academic standards. Decisions to implement policies are driven by data that is collected and analyzed by administration, department leaders, teachers, counselors, data teams, and school site council (SSC). CHHS has identified action steps it will use to support the Local Education Agency (LEA) Plan and meet the district goal for improving student achievement. The steps are stated in the Single Plan for Student Achievement (SPSA). These, including the CHHS WASC Report, are written based on input from staff members at monthly staff meetings and some Common-Planning Time (CPT) days, and oftentimes student academic data is used to determine the direction of the school's focus. CHHS is also developing concrete communication procedures as part of its building of site informational infrastructure. At CHHS, each department has the ability to access data (through Illuminate and department common assessments) to review and collectively determine the strengths and weakness of each department. However, staff is at various stages of comfort with individually accessing and using data to inform instruction; consequently, CHHS is addressing this issue through its professional development (PD) plan.

FINDINGS	EVIDENCE
CVUSD's Board of Education consists of five members whose terms are staggered; one half of the members shall be elected in each even numbered year. The Board of Education members are elected into office by the community and serve a four-year term. The role of the President is rotated yearly. CVUSD's Board of Education meetings are held the first and third Thursdays of the month. The public is invited to attend meetings. The meetings begin at 7:00 p.m. in the Boardroom at the District Service Center, unless otherwise posted. The Board President announces additional board meetings on an as needed basis. The Superintendent in conjunction with the cabinet, and school board selects our school's administration. The selection process involves a selection committee comprised of staff members, parents, and other administrators. The Superintendent with the support of the cabinet, school board, Deputy Superintendent, Assistant Superintendent of Curriculum and Instruction, and school site administrators outline goals for California Assessment of Student Performance and Progress (CAASP), growth and are supported by school staff. Information is available to the public on the district and school's websites as well as California Department of Education website. Chino Valley Unified School District (CVUSD) has recently reviewed the ability of school site staff to access data and improve student academic growth. Professional development (PD) for the district centers around Areas of Emphasis (AOEs) for the district, and the AOEs are determined after reviewing district data and after discussing each site's own reflections on site data with a leadership team (administration, intervention counselor, and instructional coaches) from the site. The district also uses subcommittees, such as the Professional Development Committee and the Teaching and Learning Task Force, to refine the AOEs each year, which become part of the district's and site's PD plans.	• District website • Board agenda and policy • District assessments • CHHS Data Chat report to the district • School Board meeting minutes • Focus Groups Sign-In Sheets • Focus groups notes • Department meeting minutes • Staff meeting minutes • CHHS website • Staff handbook • PRIDE posters are posted in every classroom • SBAC scores • PTSA meeting minutes • School Site Council (SSC) meeting minutes • General Boosters • School Site Council minutes posted on website • Williams Act is posted in every classroom • Local newspaper – Chino Champion • Data from common assessments using *Illuminate* program • SPSA • Health Science Academy newspaper • Department Chair meeting agendas/minutes • Focus Group rosters • Math 180 roster • District AOEs • District and Site PD plans • Focus group leader directions

CHHS has focus groups in place for the WASC process. Groups are made up of administrators, classified personal and certificated (teachers/counselors), parents, and students. WASC groups consist of certificated and classified staff members, parents, and students. However, it is often difficult to include more than a handful of parents or students, due to stakeholders' scheduling conflicts, although the WASC writing committee has been discussing avenues to include more parents and students in the focus groups. Focus Group Leaders periodically meet as a group with administration to plan before meetings with their focus group members. After the focus group meetings, Focus Group Leaders discuss progress and any concerns or questions. WASC leaders, department chairs, and administration collaborate on issues as well as on feedback from WASC focus groups. CHHS has used WASC focus groups in the past as a periodic part of its process to review the results of school programs and data; the school is working on coordinating its various program and data evaluation systems to create a more systematic and efficient process.

Since the vision statement and ESLRS were originally developed, focus groups have reviewed and revised the ESLRs and vision statement. ESLRs are now PRIDE (Passion Respect Integrity Determination Excellence). PRIDE is now part of the school's approach to evaluating and reflecting upon school and program progress. As of 2017-18, PRIDE has become connected to CHHS' developing Positive Behavior Intervention and Supports (PBIS) initiative, which is also being implemented throughout the entire district. Although the CHHS staff and administration is technically in year one of implementing PBIS, many of the tasks included in year one has already organically been completed in previous years at CHHS due to the perceived need seen by administration and community stakeholders. Staff members are given explanations of PBIS and take live surveys to generate discussion during some monthly staff meetings. Currently, an effort that will enable a stronger demonstration and understanding of schoolwide PRIDE by providing explicit expectations of what PRIDE looks like at all times and in any environment on campus. Additionally, a PRIDE poster is in every classroom and common area, and the elements of PRIDE are beginning to

- Teaching and Learning Task Force documents
- CHHS Literacy Team PD materials

be integrated into the school culture via avenues such as Husky Highlights, ASB, the first day of school, etc.

The district has used benchmarks, pre-tests, Interim Assessment Blocks (IAB), and Culminating Learning Experiences (CLE) in core subject areas to assist teachers and staff in monitoring school and program progress; these monitoring systems were given on a regular basis prior to this school year and used in evaluation of teaching and learning. This year, some departments' benchmarks, pre-tests, and IABs have not been made available by the district or administration. Most of the core disciplines are in transition due to changes in curriculum, which accounts for some, but not all, of the reasons benchmarks, re-tests, and IABs are not available. PLCs also write common assessments used to guide instruction. However, common assessment creation is not at the same level of attention or completion in each PLC. Some disciplines have common district formative assessments, and some of such assessments are used for PLC monitoring of teaching and learning only. Furthermore, some PLC's utilize professional development take advantage of funds for all day release to collaboratively work on creating common assessments more than other PLC's do.

Two former critical areas the school desired to address were the improvement of teaching students with disabilities and differentiating instruction for the school's English Learner population. Data shows that although these two subgroup scores have improved, they still lag below the main populations on campus. It is the hope with such interventions as Math and English collaboration courses, coupled with professional development that the gap is lessened and these subgroups show improved scores. Professional development for both of these areas of instruction were provided for teachers in core subjects, both during district training and site PD. Training that addresses differentiation for all students is a current area of emphasis. In addition, the district and CHHS have designated literacy across disciplines as a major focus for PD, and CHHS has begun the groundwork to create a literacy program that will assist students in making the appropriate shifts in literacy (reading and writing) from discipline to discipline. Furthermore, administration has

been vocal in their support of our English Learner teacher and Special Education teachers to attend professional developments and organize needed PD for staff.

CHHS values community involvement in the school and sees such involvement as part of "supportive environment," which is an element of CHHS' vision statement. There are multiple ways to be involved at CHHS to improve instruction and student achievement. At the school site level, parents are involved with the WASC process. Parents are involved as members of Focus Groups as well as School Site Council (SSC), PTSA, and booster clubs. Currently, Chino Hills High School has 8 booster organizations (General, Dance, Spirit, Football, Baseball, Aquatics, Music, and Grad Nite). Parents have also volunteered their time to work on senior activities, during registration, and in the library.

School Site Council (SSC) is made up of staff members (classified/certificated), school site administration and community (parents, students) members. SSC members are elected by their peers and serve a two-year term. SSC meets once a month.

All stakeholders (students, parents, teachers, and administrators) are involved in the SPSA process, including in the School Site Council (SSC), which helps determine the passage of the SPSA, and thus the allocation of funds and resources and the distribution of responsibility. The weekly community paper, *Chino Champion*, reports the activities of the school board and CHHS. Both DIGITAL and Husky Highlights also communicate to the on/off campus community of the many activities, athletic events and school initiatives.

At each board meeting, representatives from certificated and classified employee union are in attendance and a report is given publicly to the Board. The community is given an opportunity to address the board on any concerns or questions relating to the school district. Principal Brenes meets with site ACT representatives every other month to discuss campus needs and ensures that ACT is on every staff meeting

agenda so they can communicate updates with the Husky staff.

Any complaint related to textbooks or instructional materials will be resolved pursuant to the district's Williams Uniform Complaint Procedure.

Department meetings are held at least one to two times a month to discuss any school-wide issues or concerns. Department chairs are elected by peers and serve yearly. Department chairpersons meet monthly to discuss issues generated from departments that can be resolved and addressed school-wide.

Before the first day of the school year, the CHHS staff (certificated and classified) assembles in the school theater to hear the principal's announcement of expectations of the school year, review CAASP data, and introduce new staff members and new policies that will affect classroom procedures.

Responsibilities of CHHS staff are also presented during CPT, through the staff handbook, staff lounge, website, staff meetings/agenda's, Department Chair meetings/agenda's, and communication through email. In addition, staff is given the opportunity to provide feedback on programs, analyze whole-school data, and participate in PD during staff meetings (I.e. ticket out the door, survey's, feedback forms).

The district has and continues to establish a systematic formative assessment in each of the core areas. ELA, Math, and Social Science are currently focusing on revision, while Science is focused on the creation and adoption of Next Generation Science Standards (NGSS).

Illuminate data and assessment are continuing to be implemented. Illuminate gives educators access to assessments, such as CAASP data and CELDT data. It also acts as a tool by which teachers can assess student achievement. In conjunction with a document camera, assessments can be scored and measured, and the results can be analyzed. Staff, however, use Illuminate data to differing degrees, some using data from common

formative created by grade-alike groups, and others needing more guidance and comfort with analyzing data. CHHS monitors CAASP exams for purposes of placement into intervention programs. They have also used this exam along with other data to place students into CHHS' intervention PLUSS program as well as the Read and Math 180 programs. To maximize effectiveness and equity, some teachers are assigned to advanced classes (e.g., AP, Honors) and intervention classes (e.g., Read and Math 180, Collaborative, CP)	

A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A3. Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards. The school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs.

Chino Hills High School's leadership team and staff use student achievement data to make decisions that focus on all students achieving the school wide expectations and academic standards. Based on the review of data and in collaboration with other stakeholders, the leadership team initiates activities that the staff believes will best serve the needs of all students at Chino Hills High School. Under the leadership of the administrative team, the school staff works together to revise the Single Plan for Student Achievement (SPSA) and the school wide action plan on an annual basis. The focus of our annual goals is to meet the needs of and best serve all of the students and to ensure that all students meet proficiency requirements by improving our ability to differentiate instruction, especially for our students with disabilities and our EL population.

FINDINGS	EVIDENCE
The staff at Chino Hills High School works together under the leadership of the principal to make decisions based on student needs. The administrative team has promoted activities that will enable teachers to meet the needs of students and help them achieve the academic standards and meet learning goals. A weekly late-start for students is built into the school bell schedule in order to provide time for staff to collaborate. The staff at Chino Hills High School has regular meetings to analyze data and discuss activities that will promote student learning. The administrative team meets weekly to discuss student needs and to initiate or revise activities as needed. The administrative team meets with department chairpersons monthly to discuss findings and gain input. Department chairpersons then communicate with their departments each month and discuss critical information with teachers in their departments. Department chairs take the input received back to the administration, and the administrative team makes decisions based on the input of staff.	• Bell Schedule • Administrative Meeting Agenda • Department Chair Meeting Agenda • Department Meeting Agenda • School Site Council Minutes • WASC Focus Group Sign In Sheet • Staff Meeting Agenda • Single Plan For Student Achievement • Intervention embedded in classes in conjunction with the implementation of MTSS • Student Achievement Data • Benchmark Exams and result

At the beginning of each school year, the principal in collaboration with the School Site Council and input of the administrative team reviews data and begins the process of creating the Single Plan for Student Achievement (SPSA).

CHHS is currently in the process of implementing Multi-Tiered System of Support (MTSS). MTSS is the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and keeping the students' best interests in mind when making important educational decisions.

The MTSS team at Chino Hills High School meets monthly to review this problem-solving model and consider environmental factors as they might apply to an individual student's difficulty and to ensure that students are receiving intervention as soon as a student demonstrates a need for it. The Chino Hills High School Intervention Counselor also reviews data to ensure students are provided with additional tiers of interventions. Intervention is provided through several available tutoring dates on campus, including Health Science Academy (HSA) sponsored lunchtime sessions on Tuesdays and Thursdays, and co-sponsored sessions by AVID and Link Crew in the AVID classroom Mondays through Thursdays from 2:30-3:30.

Starting in 2015, CHHS began the process of using CPT collaboratively revising the school's vision and mission statements. They were both finalized and implemented for the 2016-17 academic year.

At Chino Hills High School, the Single Plan for Student Achievement (SPSA) is collaboratively developed each year. Beginning in March of the previous academic administration works with the SSC to continue to monitor the SPSA and begin to analyze additional needs for the following academic year. Any new available data is shared with the SSC to sharpen the focus for the following fall discussions. Beginning in August, the administrative team asks the department chairs to discuss critical issues and analyze data within each department and to come up with department specific goals based on the data analysis. As

- Common assessments
- Staff meeting PowerPoints
- Student Schedules
- SSTs
- Link Crew (a mentor program for all freshmen)
- Intervention Meeting Agenda
- SLC Brochures
- SLC Meeting Agenda
- School calendar: Renaissance Rally
- Renaissance Cards
- Student of the Month Awards
- Scholar athlete awards

departments discuss critical areas of need, teachers develop subject specific goals. To monitor the progress toward these goals, common assessments are created and revised as needed. Teachers, counselors and administration consistently analyze results to monitor student progress towards the achievement of the academic standards.

The administrative team meets regularly with counselors to analyze academic grades, graduation rate and standardized test scores. The information gathered at these meetings is periodically presented to staff. The information is used to determine the effectiveness of the intervention and to initiate change to ensure student success.

The Chino Hills High School leadership team, teachers, counselors and staff are committed to ensuring that all students meet the A-G requirements. Counselors use data to place students appropriately and monitor their progress toward this goal. Counselors will meet with students yearly to identify and reassess students' schedules, college readiness, and goals, with at least one of the counselors also meeting with students struggling in their coursework. Students who are not achieving minimum proficiency are placed in an intervention program to provide extra support and tutoring. Students still struggling after initial intervention attempts may be called to an Student Success Team (SST) where parents, teachers, administration, counselors, and the student meet to develop a plan for improvement.

The staff at Chino Hills High School recognizes the unique needs of 9th grade students as they transition to high school. With this in mind, the following activities have been initiated to ensure that Freshman students make a successful transition to high school.

   1) 8th grade Orientation: Freshman and their parents are invited to attend this information session in the spring to learn more about their transition to high school. At this time, students and parents will have an opportunity to see the

many clubs and organizations available for participation. Tours of the school will also be available as everyone comes together in the "Center Ice" Quad.

  2) Freshman Day: Freshmen are invited to a Freshman Day the week before school starts. They begin with a welcome rally and assembly. They are given a tour of the school and introduced to the upper classmen who will serve as their mentors in the Freshmen Academy.

  3) Link Crew: a freshman academy designed to help 9th grade students make a smooth and successful transition to high school. Link Crew leaders are juniors and seniors who are carefully selected to be mentors to freshman students. Link Crew is trained by the Chino Hills High School ASB Director and meet weekly to provide feedback and for additional training. A portion of the leaders are enrolled in a class dedicated to the Link Crew curriculum and planning events for the freshmen. Link Crew leaders lead the Freshmen class in various activities and also offer tutoring as needed.

  4) Academics, Academy & Athletics (AAA) Event: this is a one-night event held in the spring the highlights all the school's offerings for Academics, Athletics, and Activities. Academies, CTE pathways, specialty programs, administration and others give presentations to inform incoming freshmen about the myriad of ways they can get involved in various school organizations. It is highly recommended that one parent and the incoming 9th grade student attend this event. This is an opportunity for students and parents to meet Administration, Activities Director, Athletics Director and hear about expectations, academic and sport programs.

5) 8th Grade Scheduling Night: At this event parents and the incoming student are strongly encouraged to attend as they will be turning in the class scheduling form the student received from their new CHHS counselor and which is needed to schedule the student for fall courses. The CHHS counseling team will present detailed information regarding academic/elective options offered, CVUSD graduation requirements, college entrance requirements, and the 4-year educational plan.

In order to ensure that all students are informed of A-G requirements, counselors schedule time to meet with students both individually and during classroom visits. During these classroom visits, counselors educate all students in order to ensure students know their academic standing, understand their transcripts, and know what they need to do to meet A-G requirements and discuss college requirements. Students who are behind in credits are educated on their options. Students with unique needs are encouraged to meet with counselors one on one. During the spring semester, counselors meet with individual students to discuss fall course selection for the following year and to ensure that they are continuing to progress towards meeting A-G requirements. In 2007, Chino Hills High School implemented its first Small Learning Community (SLC). The Health Science Academy (HSA) is designed for students who are interested in careers in healthcare. The Business and Hospitality and Tourism (BAHT) is designed for students who are interested in careers in hotel management, and culinary arts. The goal of this program is to support students in a smaller learning community and to enhance their learning experience by making it more individualized. In 2018, these academies are thriving and are of high demand for our incoming eighth graders. The culture of CHHS is shaped by a school community that is led by the administrative team, Activities Director, Athletic Director, teachers, counselors, classified staff, students and parents. We believe in celebrating academic excellence and promote this by highlighting student success at academic rallies that are run by students, awards nights, and staff meetings. In addition, teachers give monthly "Students of the Month" in each of their classes. We are continually investigating other means of celebrating our successes.	

A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A4. A qualified staff facilitates achievement of the academic standards and the expected school-wide learning results through a system of preparation, induction, and ongoing professional development.

Chino Hills High School has a highly qualified staff that is dedicated to the success of all students and the overall success of the school. Teachers and other staff work together onsite and attend professional development and courses offsite in order to improve instruction and learning outcomes. All professional development is geared toward the school wide goals and the improvement of teaching and learning outcomes. The administration has supported teaching and learning through ~~some~~ professional growth activities by providing time and funds for teacher collaboration and training despite limited categorical funding for staff development. Administration encourages all stakeholders to attend workshops, conferences, professional development that will enhance instruction or job performance. Administration also encourages to collaborate with one another in teacher release days.

FINDINGS	EVIDENCE
Chino Valley Unified School District has a policy of hiring teachers who are considered highly qualified according to federal No Child Left Behind (NCLB) requirements. All teachers at Chino Hills High School have at least a bachelor's degree from a four-year college or university and are credentialed in their subject areas. In addition, 45 our teachers have advanced degrees. Each year, the district reviews teacher qualifications and credentials to ensure that they are teaching in the subject area in which they are considered highly qualified. First and second year teachers participate in the Teacher Induction program, which is run by the district. It is a requirement for newly hired teachers who need to clear their credential. Chino Hills High School currently has two site mentors who work with new teachers in order to help them be successful. The district provides ongoing training and professional development to both new teachers and mentors. New teachers attend monthly Induction meetings and regular meetings with their support provider to ensure their success in the classroom. At these meetings, they discuss various topics such as classroom management, instructional strategies, and making connections to students. In addition, new	• CVUSD Human Resources • CBEDs • Induction Portfolio and culminating presentations • CVUSD Board Policy and ACT contract • GATE plan • Conference Applications and Course Materials • Agendas from Department meetings • Agendas from Department Chair meetings • Agendas from Curriculum Council Meetings • Bell Schedules • Benchmark assessments • Illuminate results • Student Grades

teachers are required to attend an extra preparation day before the start of the school year.

First and second year teachers are formally evaluated at least twice per year by the site principal. Should concerns exist, the site principal will put the temporary/probationary teacher on an improvement plan where it is encouraged that the teacher work with site Instructional Coaches, attend additional professional development, observe the instructional practices of site/district colleagues both in and outside their content area. Teachers with permanent status of experience are formally evaluated once every two years. Some teachers may qualify for a five-year evaluation. Evaluations are based on the California Standards of the Teaching Profession. Veteran teachers who could use more support will be given an improvement plan, and further assistance is available through Peer Assistance and Review (PAR).

Many Advanced Placement (AP) teachers have a degree in the specialized subject area being taught along with their credential for their assignment. LCAP (Local Control and Accountability Plan) funding supports initial and ongoing AP training for AP teachers.

Many teachers and administrators at CHHS have attended workshops and trainings in order to expand professional knowledge and skills and improve student learning, including focuses on ELD instruction and literacy shifts.

Chino Valley Unified School District has offered various professional development opportunities and trainings to teachers. In addition, some teachers have received continuing education credits at a college or university. The following list are some of the workshops and trainings that teachers and other staff at CHHS have attended:

- Literacy Shift, Susan Beers (English teachers)
- AP workshops (AP teachers),
- Direct Interactive Instruction (teachers),
- Expository Reading Writing Course (ERWC) (English teachers),
- STEM Science Training (Science Teachers),

- Test Scores
- Surveys
- Discussion in CPT meetings (with agendas)
- Administration Meeting Agendas
- Staff Meeting Agendas

- Professional Learning Communities (PLC) (Teachers),
- Accommodations and Modifications (Special Education Teachers),
- CADA (Activities Director, Teachers).
- AVID WICOR Training

District and site administrators, in addition to department chairpersons and other identified teacher leaders, assist all current staff with academic standards, expected school wide learning results, and teacher materials. There is a district Teacher on Assignment (TOA) to help develop lesson plans, benchmark tests, and pacing guides.

The staff at Chino Hills High School voted to extend the school day in 2001 to have a weekly one hour common planning time (CPT). The goal of this was to give teachers time to:

- work collaboratively in departments and grade levels
- share best practices and
- review and analyze data from common assessments in a Professional Learning Community format.

Now, in 2018, the district mandated that all secondary high schools calibrate and coordinate with one another to have the same start/stop time. Thus, Chino Hills High School no longer has a 1 hour CPT time. In some subjects, including English and Math, teachers use data to collaborate with other teachers and drive instruction in order to ensure the best possible learning outcomes. However, more time needs to be allocated for these collaborations as their availability is currently inconsistent.

Based on continuing review of data and teacher input, modifications have been made to the intervention. Moving forward Chino Hills High School will embed intervention in class to provide best, first teaching using MTSS. Additionally, the addition of an intervention counselor has allowed Chino Hills High School to dig deep and provide

additional intervention to students who are identified as in need, per the data being analyzed. Administration has weekly meetings in order to evaluate current student achievement and systems that are in place. We also have staff meetings, which review CAASP scores, AP scores, graduation rate as well as overall pass rates of our students. Teachers discuss results within departments in order to collaborate and share best practices in order to improve student learning.	

A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A5. To what extent are leadership and staff involved in ongoing professional development that focuses on identified student learning needs?

The staff at CHHS is offered opportunities to attend meetings involving school decisions to improve learning needs in various ways. Department chairpersons and administration hold monthly meetings where instruction focused needs are discussed. Some department chairs hold monthly department meetings to discuss and collaborate ways to improve student achievement. Other department chairs choose to utilize technology to inform their departments of curricular updates discussed at the department chair meetings. District-wide initiated trainings are offered through the district's website. District Directors of Curriculum are in close communication with site principals to ensure that they are knowledgeable of the professional development their staff is participating in as well what has transpired in the PD activities. Additionally, sit administration encourages all stakeholders to attend workshops, conferences, professional development that will enhance instruction or job performance. Administration has seen an increase in PLC, Department and AP professional developed focused conferences/workshops attended by staff. Administration also encourages staff to collaborate with one another in teacher release days to discuss data, write curriculum or assessments.

FINDINGS	EVIDENCE
Various staff members participate in district-sponsored workshops/seminars, including the CUE Conference in Palm Springs, CA, the California Association of Directors of Activities (CADA) Convention in Reno, NV (interchanges between San Diego, CA), and the Career and Technical Education (CTE) Conference in Sacramento, CA. Staff members consisted of teachers in the areas of AP (Advanced Placement), math, and Special Education (SPED). AP, Special Education and English Learner teachers attend conferences and learn new teaching strategies. Funds from LCAP pay for these conferences. In 2014, CVUSD implemented the inclusion of Instructional Coaches. CHHS has two teachers in this position, and their responsibilities include fostering new teacher development, assisting in planning and implementing professional development workshops,	• Certificate of Attendance and District attendance log • IEPs • DII training sign in sheets • BTSA Support Providers • Evaluations • Walk-thru documentation form • Instructional Coaches' Log • Instructional Coaches' Corner Online • Site Professional Development calendar

helping struggling teachers, and attending in-services to disseminate information back to the staff.

On the first teacher workday prior to school this year, the whole staff received an in-service on Professional Learning Communities (PLC). We reviewed how to develop PLC's and implement them, including data analysis, creation of common assessments, and intervention-design. Additional PLC professional development was given after our last WASC mid-year visit where several content area teachers attended the PLC's at work conference. Instructional Leaders also received a full day Solution Tree PD and the whole staff received a two hour training.

The math department has spent several sessions in collaborating with other schools to engage in SMI (Strengthening Math Instruction) training, which is designed to give teachers more standard-based instructional strategies. As a result, math teachers strive to find ways to use more cognitively challenging problems.

The Special Education Department attended the following training:

- Accommodations vs. Modifications
- Autism Awareness

Teachers in the Induction program develop and assess teaching skills, classroom management, and the learning environment in their classrooms during this two-year program. The program focuses on how these elements affect the learning process for all students, allowing the beginning teacher to improve teaching strategies and student learning.

The school's supervision and evaluation procedures are effective. There are about 22 teachers to be evaluated per administrator, which leaves a minimal time per teacher to evaluate. Administrators also make informal observations and provide feedback to teachers. The district has also created a classroom walk-through form that can be used by administration to give feedback to teachers when they are informally observed.

A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A6. The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected school wide learning results.

Chino Hills High School has felt the impact of our state's budget cuts in many ways, and particularly in our availability of resources. While CHHS employs qualified, credentialed teachers who are placed in their correct subject matter, classified employees have been cut, impacting day-to-day functions. The campus is aging but is still well equipped in terms of resources for sports and activities. CHHS has access to a wide range of technological resources (such as laptops for every teacher, document cameras, and LCD projectors), though much of the technology is quickly becoming out of date, posing increasing difficulty in instructional capability. CHHS has been able to find alternative avenues of revenue to support the school, such as Booster organizations, fundraisers, and bond measure money; however, given the size of the school and the ratio of students/staff to administration, support staff, and security, CHHS staff, teachers, and administrators are spread thin, operating at a level that doesn't allow any margin to address unexpected variables as effectively as is desired.

FINDINGS	EVIDENCE
Human Resources The CHHS staff consists of a principal, three assistant principals, seven counselors, clerical staff, and classroom aides. The staff consists of 109 highly qualified teachers with credentials in the teacher's assigned subject, and 121 certificated personnel on campus, including positions such as counselors, nurse, etc. New teachers participate in the Induction program. There are 56 classified employees on our campus. Teaching assignments are based on teacher's credential(s). Teachers are also offered extra-curricular opportunities such as coaching or advising a school-based club. In our Special Education and ELD classes, there are qualified aides. Aides must qualify by either passing a district test or hold an Associate Degree. Aides who were	• Staff Handbook • Induction • Staffing Data • Clubs • Class Advisors • ROP class rosters • School Site Plan • Principal's Update email newsletter • Library Media Center • Illuminate System • Career Center • English Department's Red Robin Night • District and school budget • Booster's Budget • Renaissance program • Local business fundraisers

hired prior to 2011 work a 5-hour shift while new hires work a 3.5-hour shift.

The district office's hiring process continues to be a timely process; however, positions filled after school starts can result in a long-term substitute to be placed in a teaching position up to two months after the school year has begun. This includes instructional aide positions as well.

Campus security continues to consist of one full-time School Resource Officer (Sheriff) shared funded by the district and the city of Chino Hills and four full-time security officers.

The custodial staff consists of six full-time employees: two on day shift and four on night shift. The custodial staff continues to work very hard to keep our campus clean and attractive. However, there is an issue of litter after lunch. Leadership does clean up Center Ice (lunch area) after lunch every Friday during 5th period.

Many staff members are involved in extracurricular activities such as clubs or sports. The Activities Director involves the staff in all rallies and student activities. During the school year, the staff has socials such as the Christmas Breakfast, luncheons provided by PTSA, and the staff is encouraged to attend student activities (theater productions, sporting events, band/color guard and cheer competitions.).

Physical/Material Resources

CHHS campus is now sixteen years old. Each classroom is equipped for wireless computer access. Teachers have access to technology and technological support. However, as more devices are added, the available bandwidth needs to be expanded in order to accommodate all devices at reasonable speeds.

Each teacher is issued a laptop computer. Teachers access the computer daily to conduct various activities such as attendance, updating grades, access data from Aeries or Illuminate and district mail. Teachers also have the ability

- Bingo Financial Report
- Bond Funds
- Technology Grant

to project documents from their laptop onto a screen for instructional purposes.

Teachers also have access to a document camera to be used with the Illuminate program. Some of our teachers already had a document camera. Teachers can also use the document camera to project documents onto the screen for instructional purposes.

CVUSD became a Microsoft Office 365 district in Fall 2014. Students have free access to all Office products (e.g., Word, PowerPoint, Excel, Outlook) as well as some additional Microsoft applications. With Outlook, every student has a school district email address. Additionally, OneDrive provides students with abundant cloud storage. Teachers also have access to all of these products and additional services.

Students have access to computers through the classroom and library. The library has a computer lab that students can utilize before and after school and during lunchtime. Teachers also have the opportunity to bring students to the library computers and a full classroom lab or check out one of 13 carts of 20 laptops and take it back to their room. Due to heavy use, there are some scheduling conflicts and/or a lack of availability to use the computers or have library access. Additionally, it was difficult to coordinate CAASPP and SBAC testing with the number of students taking the tests, but it was far easier to do testing with the recently-acquired computer carts.

Some teachers also have mini-labs in their classrooms. There are various labs around the campus filled with technology.

Our athletics programs have an assortment of resources. Our football stadium consists of permanent bleachers and artificial turf with an all-weather track field surface. Our athletes continue to enjoy utilizing our other athletic fields that include tennis courts, two gyms, a weight room, a softball field, baseball fields and a state of the art aquatic center.

The Career Center, run by a clerk, is open from 7:00am to 1:00pm. Students can come in during school hours to

enroll in ROP (Regional Occupation Program), check job board for local openings, seek information on colleges and military service, and utilize the career program, and obtain a work permit.

Each classroom has a telephone and voicemail for the assigned classroom teacher. There is a public address system used to announce the daily bulletin, special announcements and/or safety instructions in the event of an emergency.

Financial Resources

The site funding is from the district office and is based on student enrollment; it is approximately $41.23 per student, the same amount since the last WASC full self-study. Although funds are limited our departments and club organizations get creative with fund raising and seeking funding from outsides sources such as parent organizations. The General Booster Club has been able to provide funds to many of the school's organizations. CHHS connects with community business support school programs and is able to obtain additional funding. The school's Bingo program uses profits to fulfill monetary requests from various school organizations such as athletics, dance, cheer, band, ASB, library, school departments, etc.

At this time resources are limited but we continue to be proactive and find a way to best serve our students. Due to an emphasis of maximizing instructional time, sending staff to professional development conferences has been reduced substantially. However, there are systems in place within the school and the district to provide teachers with ongoing professional development, such as Induction , and Direct Interactive Instruction (DII), and finding ways to bring the resources to our site during staff meetings. The district does offer trainings off contract hours but these trainings are usually not well attended.

WASC Category A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources
Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Strengths
1. CHHS has a clearly stated vision and mission statement, which are supported by all stakeholders and are based on student needs. The vision and mission statements drive whole-school focus, but it's uncertain to what degree it drives teacher instruction.
2. Common planning time is built into the bell schedule for teachers to analyze student achievement data for PLC meetings.
3. Leadership works to promote and shape the culture of the school, which includes high expectations of students, both academically and socially.
4. All students are engaged in standards based-curriculum and activities.
5. Administrative decisions are based on student needs, staff needs, district needs, county and state guidelines.
6. Academies, pathways, and specialized programs provide unique avenues for student learning.
7. A systematic method to implementing MTSS and PBIS is in progress.
8. Developing school systems have been built upon a widening pool of staff leadership; the school is progressing in building leadership to capacity.
9. School librarian and an assistant help facilitate book and student technology distribution and use.

Growth Needs
1. Teachers need additional support in differentiating instruction for all students, but especially ELD students.
2. While there is a common planning time, the scheduling of CPT often occurs on holidays, so momentum can be lost.
3. Although CHHS does utilize an inclusive WASC process and works towards goals each year, it defers engaging in specific WASC tasks until the end of the WASC cycle, which can interrupt other developing systems, such as faculty PD and CPT.

Curriculum

CHINO HILLS
HUSKIES

Documenting
United States
History

B. Curriculum: Standards-Based Student Learning

CURRICULUM FOCUS GROUP MEMBERS

Leaders: Jennell Acker (Consumer/Family Science)

NAME	HOME GROUP
Avalos, Lorraine	ROP
Bagnoli, Nancy	Classified
Barbosa, Luis	Foreign Language
Billingsley, Cheryl	Classified
Chappell, Michelle	English
Compton, Irene	Classified
Espinoza, Karen	Counselor
Flores, Julie	Classified
Flores, Bryan	Classified
Ford, Walter	Social Science
Fullerton, Keith	Special Ed/RSP
Gottbrecht, John	Social Science
Hampton, Joel	Math
Hardman, Doug	Math
Lanathoua, Gilbert	Foreign Language
Larson, Thomas	Science
Marnien, Michael	Special Ed/RSP
Mathis, Janie	Science
McCormack, Marybeth	Classified
McMillen, Linda	Classified
Meneses, Lucy	Classified
Moore, Larry	PE
Nadolny, Cynthia	Math
Palacios, Teresa	Classified
Quevedo, Daniel	Classified
Ramstack, Maureen	English
Roche, Tom	Social Science
Rutherford, Laura	Performing Arts
Theis, Mary	Nurse
Tribe, Danielle	PE
Vaughn, Joy	Classified
Vazquez-Alvarado, Socorro	Foreign Language
Ziegler, Linda	Consumer & Family Science

B. Standards-Based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Chino Hills High School works to ensure that all students receive a rigorous, relevant, and coherent standards-based curriculum. Departments and academies engage in common planning and reflection to varying degrees of efficacy, as well as make efforts to improve articulation with feeder schools and colleges. Students have access to a wide variety of course offerings, such as AP, ROP, academy courses, and pathways. Teachers pursue district, site, and individual professional development with regards to curriculum design, and CHHS's curricular programs are periodically reviewed at the district level. Finally, there is a concerted effort by the staff to create curriculum, learning experiences, and support systems that will prepare students for whatever path they travel post-graduation.

Findings	Evidence
All courses follow district curriculum guides and have been revised to follow UC "a-g" requirements. In the last three years, the district has moved towards shifting all high school courses, including electives and specialty programs such as ROP, to "a-g" approved courses. The 2018-19 school year is the district deadline to have all courses "a-g" compliant. Currently, CHHS has almost all courses "a-g" approved, with only a handful of elective classes that are not in compliance. Courses currently not-compliant will no longer be offered at the school site beginning the 2018-19 school year. CHHS also offers preparation for post-secondary opportunities through various AP/Honor classes in all areas. All core subject courses, assessments, and materials follow state and federal curriculum guidelines. In addition, all Advanced Placement courses are AP Audit approved. CHHS offers AP courses in all core areas and in World Languages. All core courses have pacing guides aligned with academic standards, and elective teachers are working on either revising or creating CHHS pacing guides in areas where district pacing guides do not exist.	• Culinary course Pro-Start Certification of Achievement • District course descriptions • Master schedule • AP Audits • CHHS pacing guides • CHHS Professional Development Plan • College articulation agreements • Academy internship documentation • RCD Coursework • ERWC i3 Grant • Financial Literacy pilot • CHHS Literacy Program • Feeder school articulation

CHHS academies are one avenue used to prove students access to rigorous academic and career-readiness standards. CHHS' Culinary Arts pathway and BAHT (Business Academy of Hospitality and Tourism) include dual-enrollment courses that are articulated with Chaffey Community College and Cal Poly, Pomona. CHHS's DIGITAL Pathway is in the process of establishing dual-enrollment with local community colleges and Cal State school. Also, HSA (Health Science Academy) has community internships with local businesses.

English

The English department began revising and repackaging its curriculum to align with Common Core standards in the 2011-2012 school year. The following year, the district hired The Synced Solution and Action Learning Systems to lead a redesign of the ELA pacing guide, curriculum, assessments, etc. Some teachers from the English department were asked to attend trainings over the summer and participate in this redesign process. However, English departments from all four high schools were dissatisfied with Synced Solutions products, philosophies, and software systems when asked to implement the new CCSS units during the 2013-2014 school year. As a result, the district made the decision to move away from The Synced Solution midyear and transition to Rigorous Curriculum Design (RCD).

A selection of English teachers from all grade levels at all high schools began training in RCD in February 2014 and spent the remainder of the school year, as well as the summer, exploring the CCSS and curriculum writing. Though the new RCD system allows CVUSD teachers to create their own curriculum and have desired control over new pacing guides and units (a shift from the more lockstep Synced Solutions units), all ELA teachers were asked to implement new RCD units and assessments at the beginning of the 2014-2015 school year. Teachers who have not served on the curriculum writing teams were given little time to familiarize themselves with the new curriculum, assessments, and resources before the school year began, although instructional coaches were a support for teachers; additionally, curriculum writers were released to continue unit writing every month

- materials
- AVID scope and sequence
- Leadership opening school activity
- Discipline curriculum
- PBIS notes and agendas
- Link Crew curriculum
- Leadership/ASB curriculum
- AP Coursework and enrollment
- PRIDE Behavioral Matrix
- AVID, HSA, and Link Crew tutoring notes/sign-ins

during the 2014-15 and 2015-16 school years. New units were finished and available to teachers only days before they were scheduled to begin. The level of rigor present in RCD units is also increased, and many teachers originally reported that their students were not yet performing at the levels necessary to satisfy the expectations of the CCSS and RCD units; however, this is less the case in the current school year. In addition, the district's expectations of teachers in regards to RCD (e.g., what tests are mandatorily scored, how much freedom teachers have to substitute materials or instructional strategies, how closely aligned pacing must be between teachers or school sites, etc.) have changed as the years have progressed. Mid-semester and semester benchmarks have been changed to a series of formative pre-tests and summative post-tests for each unit; however, problems with accessing these tests exist. English curriculum, however, may change next year with the adoption of new ELA textbooks.

Math

In the spring semester of 2014, CVUSD math teachers were given the option to write their own curriculum (similar to the English RCD process) or to adopt a textbook series with predesigned curriculum. Teachers chose textbook adoption of the Carnegie Math Series in Geometry and Integrated Math 1, as well as a supplemental text for Algebra 2, and a new pacing guide. The biggest pedagogical transition is from the traditional sequence to an integrated sequence; though the skills are similar, the timing or integration of when certain math knowledge is taught has been shifted by Common Core's integrated approach. Carnegie provided a one-day training during the week before the 2014-15 school year began, but was optional and could not be attended by all teachers. A second, follow-up training was offered several weeks into the school year, but math teachers and the assistant principal who attended did not feel that the training was successful in preparing teachers to use the new books. Since the initial shift in the math curriculum, math teachers have attended several district PDs as a team, and individual teachers have attended trainings outside the district. Although teachers, students, and parents have reported frustration with the new textbooks for several reasons

(textbook issues and alignments with the new math standards), fewer frustrations exist today, except for the need of additional common formative assessments. Some math teachers have reported that increased PLC time has helped with these shifts, while others still report frustration.

The shift to CCSS Math began in 2014-15, as Integrated Math 1 was implemented; Integrated Math 2 was implemented in 2015-16, and Integrated Math 3 was integrated in 2016 -17. Each year that a new Integrated Math level is implemented, the traditional geometry and algebra 2 was phased out. Some math courses are also using new benchmarks (semester and year-end) for all Integrated Math 1 (IM1), Geometry, Algebra 2, and Trig/PreCalc courses. Currently, CHHS is creating new math courses beyond the IM 3 level in order to increase the number of students who take math for four years and for ways to support students who enter the school at an IM 2 level but are not ready for the rigors of AP.

Each teacher is responsible for creating the formative and summative unit assessments in each class. Subject-specific PLC groups are creating common assessments in IM1, Geometry, and Algebra 2. Every other course is responsible for creating its own benchmarks. Some training has been provided for math teachers in shifts of the Common Core over the 2012-13, 2013-14, and 2014-15 school years.

Social Science and Science

Social Science courses began the shift to Common Core standards in the 2015-16 school year with department trainings concerning literacy in the social sciences through the ULCA Blueprint PDs. After the initial trainings that first year, social science teachers have modules they can implement in some social science classes, but literacy has not been fully infused into this discipline's work, with some teachers and courses more comfortable and more successful than others.

The Science department at CHHS is getting trained in NGSS this year (2017-18) and will implement the curriculum in the 2018 – 2019 school year.

English courses have been rewritten using the Rigorous Curriculum Design (RCD) process, so all coursework follows the RCD course template, which aligns with Common Core, includes curriculum organized by priority and supporting standards, and spirals through a series of tasks/formative assessments to a summative assessment and culminating experience connected to 21st century learning. The English Reading Writing Course (ERWC) at the senior level is also aligned to Common Core, and the junior and senior AP courses are AP Audit approved. The English ERWC program works with Cal Poly Pomona to ensure the integrity of the ERWC program. Students receiving a C- or above in ERWC course work qualify for college-level English in Cal States; Chaffey College, a local community college, also accepts ERWC grades in lieu of college placement exams. In addition, beginning Spring 2018, CHHS will be part of the i3 ERWC four-year grant that will study the efficacy of 12th grade ERWC revised curriculum, and the school will be piloting the 11th grade ERWC curriculum.

Math classes have been rewritten into Integrated Math (IM) I-III courses aligned to Common Core. CHHS has offered both the integrated and traditional models of math courses for the last three years in order to accommodate students who began high school under the old model. Last year (2016-17) was the last year traditional mathematics courses (Algebra I to Trig-Pre-Calculus) was offered at CHHS. Also, students may continue their mathematics education with post-IM coursework: Trigonometry (CP and honors), AP and CP Calculus, and AP and CP Statistics. The math department is currently working on adding a financial literacy course to their post-IM listings.

Science courses are currently undergoing alignment with NGSS standards. Science teachers are receiving NGSS training, which began last year. Science courses will also begin being revised in Spring 2018 using the RCD model already implemented in ELA coursework. This process is expected to take three years to complete (drafting, revising, piloting).

Social Science has undergone Common Core training through the UCLA Blueprint training program. Teachers have implemented units from the training, but district social science curriculum does not formally include such units.

The curriculum has been revised to include historical investigations and performance tasks in order to increase literacy in the social sciences.

As part of CHHS' commitment to literacy, the school is developing a literacy program designed to support student literacy needs as students shift classes throughout the day and to align discipline-specific literacy needs and programs into a cohesive program. The site (instructional coaches and representatives from each of the disciplines, with core disciplines as the focus initially) will be working with an outside literacy consultant to craft the program with the goal to pilot in 2018-19 and full implementation in 2019-20.

All CHHS electives are aligned to College and Career-Readiness Standards. In addition, all CTE courses in the district are now aligned to CTE and Industry Anchor Standards. Site academies have been and are continuing to attend professional development that aligns academy curriculum to CTE standards. Furthermore, many academy students in their junior and/or senior year have access to work experience opportunities and internships in their chosen career pathway. For example, HSA students regularly fulfill internships at Priceless Pets and Chino Valley Medical Center, while DIGITAL Pathway students have interned at West Coast Magazine, Chino Cable News, and ABC Publications. CHHS works with feeder schools to facilitate freshman entry into CHHS college or career pathways, as well.

AVID classes, which are offered all four years, articulate with the AVID program at one of CHHS' feeder schools, Townsend, in order to seamlessly align and strengthen curriculum.

CHHS also supports career readiness in a global community through the diversity of languages (Japanese, Mandarin Chinese, Spanish, French) in the world language department.

In terms of CHHS' student learning outcomes, the school has synthesized the many outcomes to passion, respect, integrity, determination, and excellence (PRIDE), which replaced the school's ESLRs in spring of 2017. The staff

works towards implementing each piece of PRIDE into curriculum:

- The staff's focus on PRIDE began this year with an opening school activity during homeroom.
- Passion (P) manifests itself in the curriculum with the real-world components integrated into some discipline curriculum, such as the "culminating experience" component of ELA Rigorous Curriculum Design (RCD) (e.g., students will take all of their research and produce a presentation in the same style as a TED Talk), CTE projects with a focus on project-based learning, as well as in social science that includes connections to real-world connects (Shark Tank business presentations, letters to a congressman, etc). The district is actively working toward tying more discipline curriculum to performance tasks that more readily invite passion into the curriculum. Courses also invite passion into the curriculum with the use of projects, collaborative work (a district area of emphasis), and student choice in demonstrating learning.
- Respect (R) is fostered on campus through the enforcement of school rules and policies that create the environment for respect, but also through curriculum in leadership-oriented courses. Link Crew (a freshman-enhancement, peer support program and dedicated class period) has specific curriculum that promotes leadership that creates an environment of respect; Peer Leadership (an intervention support program as well as a dedicated class period) has units that fosters making mature choices and supporting students in emotional and academic distress; Leadership and Associated Student Body (ASB) is currently working on developing curriculum in connection with Positive Behavior Intervention Support (PBIS) to add to its anti-bullying and respect-fostering activities.
- In addition to character-developing activities on campus, CHHS has embraced integrity (I) through the adoption of an academic honesty program and policy on campus.
- District curriculum fosters the development of determination (D) through scaffolds that build student confidence and grit. Some discipline curriculum utilizes assignments that build toward larger projects and skills, which build student confidence. Other

discipline curriculum exposes students to the many facets of determination and utilizes reflective questions or metacognition to these facets to students. The school's Multi-Tiered System of Support (MTSS) also builds determination in marginalized students by providing intervention within the classroom, thus allowing more student exposure to curriculum.

- CHHS students encounter a focus on excellence in curriculum through the inclusion of lessons that teach critical thinking and revision (i.e., the ERWC portfolio, close reading in multiple disciplines, and (Standards of Mathematical Practice). The many Advanced Placement courses and high enrollment in AP also reflect the school's focus on excellence.

CHHS plans to develop curriculum to actively teach the components of PRIDE to students. So far, the school has developed a behavioral matrix to clearly define the behaviors behind each part of PRIDE as a beginning step to creating curriculum and related rubrics.

Finally, CHHS offers multiple student supports outside the classroom:

- Open tutoring during lunch, sponsored by HSA.
- After school open tutoring, sponsored by AVID.
- An additional after school open tutoring sponsored by Link Crew will begin sometime in spring 2018.
- Many teachers also include online supports, such as Khan Academy and IXL.
- AP after school workshops, AP Bootcamps, AP virtual support

B. Standards-Based Student Learning: Curriculum

B2. Access to Curriculum Criterion

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

Chino Hills High School excels in providing a four-year plan for each student. RSP, SDC, and EL teachers work with a counselor (designated for those populations) to create individualized plans for Special Education and ELD. CHHS offers support & intervention services, as well as frequent monitoring and evaluation of student progress, much of which is systemized. Students have access to academies, which provide unique four-year experiences with direct, practical preparation for college and career. Despite having a layered support system, some special populations and subgroups are not achieving at the same rate as the main populations. CHHS' multi-tiered approach to intervention, although currently being revised and updated, is supporting the needs of many students. However, the data reveals that some students need additional supports. This data has also helped us to identify an area for growth, as our Special Education, EL populations, ethnically marginalized, and low socioeconomic students are not achieving at the same rate as other populations.

Findings	Evidence
All students have a variety of curricular choices, which enable them to meet graduation requirements and provide career-related skills, both practical and technical. Sixteen percent (442 students) of our student population is currently enrolled in one or more of 20 available AP courses. Chino Hills High provides multiple and diverse options for all students to prepare for postsecondary education opportunities, explore a realistic career, participate in the Arts, and experience pre-technical training. Programs that are available to all students include Special Education, Honors, Advanced Placement, ELD, Spanish for Spanish Speakers, Adaptive Physical Education, AVID, CHHS Academies, CHHS pathways, and alternative placements such as Independent Studies and Virtual High School. In addition, CHHS offers 49 classes in ROP in career and technical fields, with 6 of the courses offered on campus. CHHS has 392 students (14% of the school population) are enrolled in ROP classes this year; CHHS has the third highest number of enrolled ROP students in the region.	• Project Lead the Way • IM2 scale model project • Fieldtrips • Statistical Project • Government debate projects on current issues • Project-Based Learning • BAHT academy • AP Audits • District curriculum guides • CCGI • ITPs & IEPs • Special Ed

Students receive support services to help them meet graduation requirements and have access to information about future career opportunities. All students meet one-on-one with counselors each year when scheduling students, and counselors deliver presentations in the students' classes each year that target depending on the grade level relevant graduation requirements, college and post-high school programs, and the college application process. All students at CHHS are supported in their preparation for the rigors of college and career. Also, the school's Career Center offers college application workshops, visitations from college representatives, and ROP assistance. Furthermore, College and Career Guidance Initiative (CCGI) is available to students in designated courses each year for career exploration; for example, sophomores in English class complete a career questionnaire, explore the options given to them, and then must write an essay on the research process behind selecting a career and finding out more about it. CHHS also provides counseling one-on-one sessions and counseling workshops for college and financial aid assistance. Counselors and senior English teachers also assist with the college application process in the fall.

Students develop a four-year learning plan in their freshmen year. Counselors meet with every student each year to discuss the direction of personal goals and re-evaluate their learning plan to help them meet these goals. Parents are involved in and approve course selections.

Based upon a student's learning style, career and educational goals, counselors collaborate to develop and monitor each student's learning plan. When changes are necessary, the counseling department has a system in place to accommodate student needs.

Parents, administrators, counselors, school psychologists, teachers, students, and other school professionals participate in IEP, SST, and 504 meetings to assist students in the development and follow through of personal learning plans. In addition, graduation requirements and UC a-g requirements are discussed in all IEPs. The school has in place a system (Multiple Tier Support System—MTSS) for students who are not meeting their four-year plan goals to get them back on track for graduation. This year, the MTSS program has been expanded to include MTSS-B for students who need behavioral supports in addition to academic

- Workability Program
- ROP listings
- Career Expo Flyers
- Student Four-Year Plans
- Freshman Night materials
- Collaboration PLC notes
- Master schedule
- Counseling College and Financial Aid materials
- MTSS-A & MTSS-B
- Aeries Parent Portal
- AVID surveys
- Career Center calendar
- Enrollment sheets for ROP, and credit recovery
- Visual and Performing Arts program levels
- Alternative Education enrollment documents
- Counselor registration and class presentation materials
- Chino Hills High School YouTube Channel
- CHHS TED Talks
- ROP Enrollment

needs.	numbers for Spring 2018
CHHS has systems in place to determine if students need support in accessing rigorous, standards aligned curriculum. Systems are also in place and are continually being refined in order to support students with the rigor in coursework. Monitoring and evaluation of student performance occurs on a continual basis during the school year through the use of six-week progress reports, walk around forms, phone calls, emails, and Aeries Parent Portal; however, the school is continuing to investigate avenues to reach out to parents who do not have access to these technologies. The district has also been working for the last three years on opening up a student portal to grades; currently, students and parents typically share the same login information. As of the printing of this report, the student portal is not open.	
After-school tutoring is available with some teachers, HSA, Key club, Club Ed., and Interact club. In addition, strategies and programs utilized by CHHS to facilitate student transition to post-high school opportunities have been highly effective. 66% of the 2016-17 graduating students in AVID were admitted into a four-year college or university, with 32% committing to community college or trade school and 2% committing to military branches (100% placement).	
Students are also provided a viable, meaningful curricular program because staff members participate in a variety of professional development activities designed to improve teacher understanding of curriculum and standards, although core classes are often scheduled first for district or site-wide professional development. All course levels (at-risk and special populations to honors and advanced) are taught by qualified teachers with experience, so any subset of students does have access to experienced teachers.	
Departments use Professional Learning Communities (PLCs) during Common Planning Time (CPT) and after the school day to continually focus curriculum on the standards within the departments and between grade levels. CPT time is given for collaboration between special education teachers and core content teachers. Also, special education teachers use the same general-education curriculum (with accommodations) with their classes, and some English and math courses are taught using the collaborative model,	

which ensures full access to college and career-ready curriculum. Collaborative classes are offered for students taking English 9, English 10 (English 11 and English 12 are projected to be available next school year), Integrated (Int) Math 1 for 9th Grade (Algebra and basic Geometry), Int Math 2 for 10th (Geometry and basic Algebra 2) and Int Math 3 for 11th (Algebra 2 and basic Trigonometry). Currently, such a model is not in place for other special populations.

All CHHS electives are aligned to College and Career-Readiness Standards. In addition, all Career and Technical Education (CTE) courses in the district are now aligned to CTE and Industry Anchor Standards. Site academies have been and are continuing to attend professional development that aligns academy curriculum to CTE standards. CHHS works with feeder schools to facilitate freshman entry into CHHS college or career pathways, as well. Some elective courses, such as choir, are also testing at higher levels in college and are, therefore, able to be places in higher level courses (i.e., music theory) earlier in college.

Curriculum is extended outside the classroom at CHHS. CHHS academies and pathways provide career/college readiness through a sequence of courses in which internship, job shadowing field trips, and project-based learning are implemented. The CHHS Career Center offers a Career Expo showcasing colleges and professionals from various industries every spring. This is in addition to the fall district College Fair. Furthermore, several ROP classes, such as forensics, hospitality, and EMT are available on/off campus to gain real life experience in various career clusters. Several electives on campus—such as video production, culinary, creative writing, event-planning, digital imaging, digital video, dance, theater, choir, band, etc.—also connect students to real life career experience. In addition, the site and some staff have hosted and organized two TED Talks on campus over the last two years, a weekly digital news cast in the form of "Husky Highlights" has been in place for many years, and the school's DIGITAL pathway has developed and posts multiple Husky culture and informational videos a month on a Husky YouTube channel for the last two years.

Students who struggle with their academic programs may also enter into various credit recovery programs (Buena Vista Continuing Education, Credit Recovery, Virtual School, or Independent Study), if they qualify. Some like Buena Vista (BV), a different school site, contain accelerated classes where

students can complete a high workload over a short period of time to recover previously failed classes and still graduate within a 4-year period. Others can be done along with or in place of traditional classes at CHHS. Progress in these programs is monitored through the CHHS Records department and the Alternative Education Center.

CHHS' special education program provides access to anyone over 15 to a work-based Individualized Transition Plan (ITP) within their IEP as preparation for post-high school careers and work. Also, the Special Ed Workability Program from the district subsidizes wages, so student in the program have access to paid internships in local jobs. IEPs also include a four-year plan for graduation.

Freshmen Night is a time when we promote our academies and try to get students plugged into a system, career-tech that feeds into our academies at the junior highs, and world languages so that the opportunity for AP World Languages is a reality for more students. In addition, AP Parent Night is a time when the benefits and rigors of AP and the specific requirements of each AP program are presented to parents and students prior to registration for the fall semester. Both parents and students are given the opportunity to talk to AP teachers prior to determining which AP route best fits the needs of each student.

CHHS also offers field trips aligned to coursework or academy/pathway programs: French trip to Paris; Hospitality Pathway site visit; Choir out-of-state performance tours to various states each year to experience music; Band out-of-state competitions; Art and Creative Writing fieldtrips to Disney Animation; Health Science trip to the Body Cadaver Lab, Casa Colima site visit, Loma Linda; and AVID college visits.

WASC Category B. Standards-based Student Learning: Curriculum: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category

Strengths

1. Students have access to a viable, meaningful, relevant, and rigorous standards-based curriculum.
2. Opportunities are available for students to be involved in career-based academies and practical vocational experiences.
3. Resources are available to help students and parents understand graduation requirements and post-graduation educational options.
4. CHHS has a variety of courses with rigorous coursework for students of different levels.

Growth Needs

1. A lack of district bandwidth limits the access and use of curriculum on the Internet at times.
2. Teachers need more consistent, uninterrupted time to collaborate within departments and for cross-curricular projects.
3. Staff needs further training and support in how to use curriculum during classroom Tier 1 intervention to meet enrichment and intervention goals.
4. Despite a strong curriculum, groups are not achieving at the same rate as others in the school's population.
5. While there is a relatively healthy number of electives offered, there could be more variety in the courses offerd.

INSTRUCTION

C. Standards-based Student Learning: Instruction

INSTRUCTION FOCUS GROUP MEMBERS – ROOM 271

Leaders: Michael Rolland (English) and Melissa Hughes (Counseling)

NAME	HOME GROUP
Aguilar, Jianna	Athletic Trainer
Arnold, Stephanie	Special Ed/RSP
Arrington, Stephanie	Counselor
Burton, Roberta	Classified
Choi, Jung	Math
Erbst, Bob	Social Science
Garcia, Abraham	Foreign Language
Gutierrez, Elvira	Classified
Henson, Terry	ROP
Kuh, Angeline	English
Yang, Li	Foreign Language
Lopez, Cathy	Special Ed/RSP
Lopez, Jesus	Classified
Mansour, Menrit	Math
Mitchell, Adrianna	Special Ed/RSP
Morales, Richard	Science
Murphy, Neil	English
Nsek, Angelina	Foreign Language
Reyes, Albert	Visual Arts
Rivera, Jose	Math
Rogers, Cayce	Social Science
Seltz, Joyce	Classified
Sneddon, Kimberly	Health
Takenaka, Ryan	Special Ed/RSP
Torres, Armando	Math
Vitello, Thomas	Math
Yanez, Claudia	Classified

C. Standards-based Student Learning: Instruction

C1. To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Through this inquiry, this focus group has found evidence of teachers at Chino Hills High School involving students in challenging learning experiences across the curriculum. Many teachers at CHHS use a variety of grouping strategies and use assessment data to evaluate the efficacy of their teaching and adjust instruction as needed. Many engage students in formal and informal reflections to assist them in evaluating their own growth and setting goals for improvement. However, there are varying degrees to which individual teachers differentiate their instruction or use varied instructional strategies in order to reach all students. One of the biggest areas for growth is consistency from teacher to teacher and a stronger focus on differentiated instruction, along with a need for more time as well as better use of PLCs to meet these ends. More time for PLC work, as well as training in data analysis to better utilize benchmarks to inform instruction, is instrumental in improving the weakness in this area. Where our site has improved since the previous WASC report is the implementation of PLCs as a systematic way of sharing best practices within departments.

FINDINGS	EVIDENCE
All students have access to challenging and relevant curriculum. Although we do have college prep, honors, AP, and intervention level courses, students may opt to take any level most of the time. Students who are at the intervention level, however, are scheduled for support classes, pending parent approval. Although many of our AP courses have feeder programs, for many programs, multiple avenues exist for entering into the program. Several AP programs allow multiple ways a pre-requisite can be met. AP English, for example, allows students to qualify through several routes: 1) their grade in the previous year's English course (C- or higher in Honors English or B- or higher in CP English), 2) previous year's English teacher recommendation, 3) a writing sample submitted to the AP English team for review, or 4) individual conference with AP English teacher. Students only need to meet one of these requirements to enter the AP program. Students' diverse abilities are considered when scheduling students at the various levels. This open access affords all CHHS students the opportunity to take part in challenging learning experiences to achieve academic standards.	• Husky Highlights • CHHS YouTube Channel • CCGI • AP contract • CHHS PD Plan • PLC minutes • Faculty differentiation survey • Faculty instructional practices survey • Student survey • Posted agendas listing learning objectives • Posted AP Goals • Classroom observation • All subject textbooks • Projectors, document cameras, overhead projectors, internet & laptop access • Table or grouped desk

CHHS students may also enter into a pathway or academy, if they so desire. Entry into pathways is currently determined by student choice and seat availability, based on student numbers and the master schedule, and beginning in the 9th grade year. Currently, CHHS offers four pathways: Design, Visual and Media Arts, (DIGITAL: Designing Integrated Graphics in Technology for Academic Learning); Biotechnology; Food Service and Hospitality; and Hospitality, Tourism and Recreation. CHHS's academies are: and BAHT (Business Academy of Hospitality and Tourism) and HSA (Health Science Academy). HSA is a capped program currently determined by student lottery for all academy applicants, though it is set to be replaced by a points-based system for 2018-19. CHHS has worked toward tearing down barriers for students by providing multiple avenues into challenging and relevant curriculum; however, faculty realizes that additional supports are necessary for all students to succeed in such coursework.

The goal of every course is to meet the standards at a high depth of knowledge level. For example, in some World Language courses, teachers guide students toward using storytelling and personal tales in order to demonstrate understanding of targeted vocabulary and cultural literacy (e.g., history, art). In mathematics, teachers are using multiple approaches to the curriculum, including technological solutions, such as IXL and Math 180 software, as well other third-party applications such as Kahoot and Plickers, while others are using Padlet. Social Science teachers guide students in frequent primary source analysis, including examining and analyzing maps, charts, political cartoons, editorials, historical news articles, etc. Other departments are also using technologies such as SWAY, PowerPoint, Prezi, and other presentation mediums in order to allow students to demonstrate skills relevant to college and career.

Many teachers throughout CHHS utilize modeling and grading rubrics with students as a part of the instructional process in order to assist students in understanding the learning expectations of each course and its assessments. Self-reflections with some regularity also allow students to track their growth and set personal goals in reaching course expectations.

seating arrangements in some classes
- Illuminate (CST and CAHSEE scores)
- Aeries
- IEP's
- Standards posters
- Standards listed on assignment sheets
- Student survey and notes
- Professional Development calendar
- Staff Instructional Strategies survey
- Textbook adoption schedule

All CHHS courses contain standards and or outcomes, and district curriculum includes (or is being revised to include) common formative assessments. Consequently, daily lessons are tied to standards. Teachers use a variety of methods to ensure that students understand the standards and desired performance outcomes through a variety of methods. Some teachers break down the standards in class with students, while others provide only relevant pieces of a standard addressed during a lesson. Some teachers post standards and objectives in the room and address them orally before, during, and/or after lessons. When starting new concepts or projects, many teachers directly address the standard(s) covered, either orally or in written form on assignment sheets. Teachers who do not directly address standards in a systemized fashion discuss daily learning objectives instead. Nearly all AP teachers post and/or address "AP Outcomes" in place of Common Core and Discipline Standards.

Textbooks in all subjects list standards at the beginning of sections, chapters, or lessons. Some subjects' textbooks have an "unpacking the standards" vocabulary lesson that draws students' attention to the key terms and difficult or unfamiliar wording within the standards. Textbooks are on a schedule for new adoptions; social science received new books this year while ELA is set to receive new books in 2018-19.

CHHS teachers also communicate expected performance levels on an individual teacher basis. AP English scaffolds assignments and spirals lessons to lead students to higher performance levels. This program also utilizes annotated models and revision to assist students in improving performance.

Whatever the method, breaking down standards and outcomes is expected of teachers and is assessed during teacher observations, evaluations, and administrative collaborative learning rounds. However, while 98% of teachers report that their students understand the learning expectations in their classes, only 84% of students surveyed reported the same. This indicates a need for more staff development in this area.

Every department uses multiple instructional strategies. While virtually every teacher uses traditional routes such

as direct instruction, homework, both guided and independent practice, and modeling, a lot of teachers regularly use nontraditional approaches such as role-play, student self-assessment, and Socratic seminars. Many CHHS teachers are also willing to try other strategies they have not used before; for example, more than one teacher is trying project-based learning and reciprocal teaching for the first time this year. Some teachers, working with campus Instructional Coaches, have been attempting flipped classrooms, new engagement strategies, and evaluating effective grouping practices to differentiate instruction more carefully. All strategies used cover the spectrum of both independent and collaborative learning, and many teachers have proficiency with teaching close reading. While some teachers feel comfortable with both differentiating instruction and teaching ELD, the entire range of comfortability is represented on campus. The ELA, Math, Social Science, and Science departments have received initial ELD training from the district ELD Instructional Coaches this year.

Some teachers use portfolios in English, Art, and Technology courses to provide systematic opportunities for student reflection and teacher reflection/feedback on student work. This allows teachers to re-evaluate instruction and strategies used.

Some teachers start class with a short review or informal quiz of the previous day's lesson to determine student retention and use that time to review or reteach if necessary. Other teachers examine homework assignments for common errors. Teachers also use observational data (such as the observational formative assessment measures) to determine when to reteach, review, etc. on the spot. Some teachers reteach every day, while others may be prompted to reteach based on recent scores of a quiz or exit ticket, or on a survey (written or live) conducted on students as to how they feel about the material.

Foreign language teachers address the four core areas of the standards in every lesson (reading, writing, speaking, and listening) and orally draw students' attention to those core standards each day as part of daily classroom habits. This is done through comprehensible input and language acquisition by reading, acting out skits, problem solving, storytelling, etc.

After common formative assessments are completed and scored, some teacher cohorts use the data provided to evaluate the effectiveness of their instruction, and identify areas in need of re-teaching or review. Although PLCs mainly focus on pacing and curriculum needs, some PLCs (Earth Science, English 9, Integrated Math 2, Integrated Math 3, Collab Integrated Math 1, Collab Integrated Math 2, Collab English 9, Collab English 10, 11AP English, US History, and Spanish) are beginning to examine student coursework data from their caseload in a more systematic manner, which is beginning to lead to more discussions concerning instructional practices and differentiation. Many individual teachers also analyze data from additional formative measures in order to determine what needs to be retaught. However, teachers are at different abilities and comfort levels with adjusting instruction in the classroom, which has led CHHS to focus on differentiation during professional development for the last two years.

CHHS's focus since the 2016-17 school year has been to transform all classes into Tier 1 intervention courses. Site professional development focused on differentiation has been a heavy focus for the last two years. This PD focused first on foundations for differentiation, such as creating routines for students (e.g., how students ask for/receive help during class, what students do when they finish work, etc.) and foundational understandings for teachers (e.g., the difference between providing equal vs. fair instruction & assessment for individual students, the need for students to fully understand learning objectives and models of success, etc.). Next, PD focused heavily on increasing formative assessments in all classrooms and using various modes of feedback to both inform instruction and provide learning opportunities for students. In a student survey, 64% of students reported that they do receive frequent feedback on their progress in their classes. This reveals some growth, but room for improvement as well. The staff recognizes that this has been a critical area of need for some time, and we are at the beginning stages of developing an infrastructure to address it; a need for more time and training devoted to Tier 1 development has been recognized as well.

Another step in developing Tier 1 courses across campus is developing a literacy program that will fit systematically into our school. A literacy team consisting of representatives from all core subjects has been established, and has had one professional development collaboration release day facilitated by literacy expert Sue Beers; a second release day is scheduled for late April. This team has begun work identifying the literacy needs common across all core disciplines (English, Math, Science, and Social Science), as well as the specific shifts in literacy students need to make as they move from discipline to discipline throughout their educational day. Next steps for April and the 2018-19 school year include identifying and creating common strategies, terminology, and materials that can be shared between departments, and a blueprint for literacy shifts that can be posted in all classrooms.

Several AP classes provide workshops to students who need extra help, and AP English does a 2-hour orientation and boot camp prior to the start of summer coursework, with teachers agreeing to remain available to students' inquiries during the summer.

Some teachers are using methods of systematic questioning (such as equity cards or sticks) to ensure equity of participation. This helps teachers to have clear, recorded observational data about students' achievement of standards. While CHHS staff is at different experience levels with equitable student questioning methods, it is farther along on this path since the last full WASC report.

Some teachers across disciplines deliver instruction using a variety of visual (graphic organizers, poster-making, PowerPoint, KWL charts, video clips, etc.), kinesthetic (hands-on labs in science & culinary arts, hands-on art projects, round robins, learning stations, etc.), and auditory (sentence frames, auditory checks for understanding, choral readings, texts & tests on tape/CD, etc.) strategies, and also provide multiple methods for note-taking. One teacher uses a flipped-classroom model for instruction, and other teachers post YouTube tutorials on how to solve a problem. Many teachers use classroom technology to support visual learners.

Some teachers pair and group students according to varying criteria, such as differing processing speeds or

proficiency levels, to allow students with different needs to collaborate with others who can aid them or provide peer tutoring. Pair/group activities observed include think-pair-share, jigsaw, round robin brainstorming, etc. Teachers also manage instructional time to provide opportunities for individual instruction. Some teachers use student data (CAASPP data, IEP accommodations, etc.) to inform planning and delivering of instruction. RSP classes use aides to work with individual students with special needs, while the SPED teachers work with the larger group. Although some differentiation training has occurred, staff has indicated a need for additional training or collaborative time in this area in order to properly differentiate their instruction. Differentiation in the classroom continues to be an area of need, especially with the number of mainstreamed special education students in classes, as well as a shift last year in how second language students are placed into classes. Student surveys conducted in 2nd period classes school-wide revealed that 27% of students either disagree or somewhat disagree that most teachers at CHHS use instructional methods that help them learn. This result certainly contributes to staff's desire to be trained in this area.	

C. Standards-based Student Learning: Instruction

C2.   All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

CHHS teachers use a variety of strategies and resources to ensure that students succeed at high levels. Many teachers have independently, in small groups, and as departments attended a number of professional development programs in order to stay current in instructional theory and strategies. Teachers from all subject areas utilize technology to create inquiry-based assignments where students learn to self-instruct, with the teacher functioning as a coach or facilitator. Teachers provide real-world experiences (such as internships, career research projects, field trips, and service-learning projects) that go beyond the textbook, and train students in research strategies using databases and primary source documents. However, teachers feel a need for updated technology and training in some areas of technology so that they can utilize those resources to improve instruction. More time and funding for staff training, as well as opportunities to continue building our time dedicated to PLCs, are necessary. Site PD in the 2016-17 school year until the present has focused on providing a foundation for differentiation in an effort to increase the quantity and quality of instructional strategies used across campus. Districtwide PD has focused on the literacy shifts of the Common Core and exploring SMPs in math and NGSS in science, as well as the 4 Cs (creativity, communication, collaboration, and critical thinking), all with an overarching goal of expanding teachers' opportunities to emphasize college and career readiness and higher order thinking skills in all content areas.

FINDINGS	EVIDENCE
Teachers in many subject areas have explored a variety of professional development opportunities, which have provided strategies and resources for the classroom. Strategy and resource-rich professional development engaged in by staff including the following: • Project Lead The Way Conference (science) • Johnson and Wales University for Culinary Arts Training & California Restaurant Association Prostart Workshops (culinary arts) • AVID workshops (AVID), Autism & Differentiation program • Collaborative Teaching Workshop with Susan Hentz & Associates • ERWC training • UCLA Blueprint training (social science) • SMI - Strengthening Mathematics Instruction • Microsoft Office 365 Training • AP Summer and Weekend Workshops (English, math, science history, foreign language) • ChET (Chino Ed Tech) Day – staff members from all levels and outside industry experts provide presentations on a variety of methods to implement technology in the classroom • Tech Coaches at district offer a variety of tech support (over the phone help, monthly classes, online video tutorials, site visits during PLCs) • Collaborative Teaching training for core subject and special ed collab teachers • ELD frameworks training with district ELD instructional coaches • CMC (California Mathematics Council) Sparking Deeper Understanding trainings • Math trainings by subject with district math instructional coaches • ELA Literacy Shift and Assessment Tools training with Sue Beers • A variety of additional workshops and	• PLC group meetings & minutes (Math, English grade-level groups) • Professional development attendance • Department notes • Debate competition performances • Club meeting observations • Quizzes/frequent • Monitor homework/class work • Outlines for essays English Handbook • Sample works of previous student work • Lab plans in culinary arts • Internet sites/online activities/ JCD/JDD • Guided practice worksheet • Internet sites: Brightstorm.com, archive.org • Vocabulary cards, mug shot sentences, etc. • Individual teacher/program SchoolWires websites (e.g., AP Psychology page) • Case studies (menu development, kitchen budget analysis, sanitation & safety, etc.) • World history current event presentations • Classroom observation • Computer lab sign-in sheets and schedule • County library research database

conferences

In the Debate Club and class, teachers coach students (including English language learners) to speak publicly & develop problem solving/critical analysis skills by modeling best practices of varsity teams who demonstrate these techniques. Students are organized into teams and assessed in practice and real competition by trained judges (teachers, parents, teammates) who provide feedback/critique of their performance. Teachers provide reinforcement (positive attention) for students based on improvement, not just grade/mastery. Throughout the school, modeling is used in many core and elective subject areas to help the students understand the material presented. Demonstration is used in many elective and science courses so students are shown what is expected of them on certain labs/homework/class work. Self-guided instruction is utilized in many foreign language classes through computer programs and internet sites. These three instructional strategies allow teachers to coach and mentor, rather than only focus on direct instruction.

Guided Practice worksheets are used in most core and elective courses during instruction. Teachers utilize the internet to demonstrate problem solving in math classes. Daily oral practice and other "bell ringers" are provided in many English classes (sometimes daily, sometimes sporadically). These opportunities provide time for students to practice concepts or skills previously learned before they reach a summative assessment. Teachers can function as coaches to guide individual or large groups of students based on the results of practice activities.

Some teachers use their class website as a coaching and instructional tool, depending on the teacher. Many teachers post assignment reminders, internet-based assignments, notes and handouts, presentation materials used during class, etc., so that students may practice and access class materials without needing direct instruction or assistance from the teacher. Many teachers also use

- English Department Handbook
- Infotopia.info and other academic databases
- Office 365 access
- PowerPoint presentations by students
- Husky Highlights
- Textbook publisher's websites (Holt, Prentice Hall – Phschool.com, Realidades online)
- Psychology videos, SIMS
- Psychism site
- Technology course classroom observation
- SchoolWires Metrics
- Field trip attendance and correlated assignments
- Guest speaker presentation attendance and correlated assignments
- Computer lab sign-in sheets
- Research project presentations
- HSA medical internship paperwork
- AVID curriculum/ assignment sheets
- Club rosters
- Club meeting attendance and minutes
- Club community service
- Student participation in Workability program and apprenticeships
- Coaches Corner

a variety of technology-based instructional strategies, such as Kahoot, IXL, Quizlet, Khan Academy, flipped classrooms, Edmodo, Remind, and more.

Though 95% of teachers report using a variety of instructional strategies, only 71% of students report that their teachers use instructional methods that help them learn. This indicates a continued need for professional development and growth.

Teachers have a variety of approaches to coaching students toward a higher level of success across all disciplines. For example, Japanese classes use Quizlet for daily quizzes on vocabulary, grammar, and more for reinforcement as well as different collaborative learning strategies that have students comparing ideas and responses. English classes often focus on individual portions of essay writing to enhance and enrich the understanding of each portion before bringing it all together. Science may pass a test back and isolate the areas where students struggled the most, have students reflect on the material with a think-pair-share activity, reinforce the information, and retest on those particular concepts. In math classes, teachers provide IXL modules and lessons to reteach concepts that students struggle with, and students have opportunities to retake tests if they complete all of the assignments leading up to a particular test.

Culinary arts students work individually to examine and complete case studies at the beginning of several units, in which they encounter real-life scenarios that require them to think and reason in order to solve various problems within the food industry.

Some World History teachers require students to investigate and complete projects about current events, and make presentations to the class.

Abnormal Psychology looks at real life cases of people with mental disorders and tries to diagnose based on symptoms.

Students are trained in their English classes (with building/spiraling complexity for each grade level) to use research tools in the library computer lab. Other teachers across disciplines require students to use those research tools to self-instruct as they investigate and research within specific units and departments, including:

- Career Journal (Biomedical Science)
- Career research projects (academies, special education, consumer & family science, some foreign language)
- Current Event Research – both sides of issue (World History)
- Research & Teach a variety of subjects (English)
- Tolerance Symposium (English)
- Cooking Methods Project (culinary arts)
- Building and Value Project (AVID)
- Designing a Home & Calculating Cost (geometry)
- Social Psychology Research Project applied to movies (psychology)
- RSP chapter projects (special ed)
- Artist Reports (art), etc.

Math and Foreign Languages have online resources provided by textbook publishers that students may use when directed by their teacher to support instruction within the classroom. Psychology students watch psychology videos at home on the internet as directed by the teacher and complete online SIMS Activities on interactive websites. They also visit the "Psychism" website, which links students to learning activities.

Some teachers in English and Foreign Languages use online discussion tools (e.g., Turnitin.com, Edmodo) so that students may engage in academic discussion with classmates in response to current curriculum, whether they are in the classroom or at home.

Technology teachers offer classes that instruct students in the use of a variety of software programs that they can utilize in other classes (PowerPoint, InDesign, PhotoShop, Illustrator,

etc.), as well as basic keyboarding instruction to improve students' abilities to type quickly and effectively. Students also produce the Husky Highlights in their Video Production class. DIGITAL pathway students are encouraged to take a series of digital design and video making classes, along with a capstone class (e.g., Husky Highlights, Tech Seminar, Journalism, Yearbook) in order to fully complete the pathway and earn college and career ready status.

Most teachers require that essays and final assignments be typed, and some require students to submit via Turnitin.com online.

In math classes, students can utilize the textbook publisher's website to review problem-solving, take self-quizzes, or take quizzes provided by the teacher. Spanish students use Realidades Online at the direction of their teachers. World History students also use Phschool.com to self-test and review before in-class assessments.

Some history, foreign language, and English classes utilize responders when introducing new topics, reviewing curriculum, taking polls, etc.

Many teachers organize grade-level and multi-grade field trips. These enrichment activities reinforce the skills that students will need in order to excel in college and careers after high school. Recent field trips include trips to:
- Juniors Day at Mt. San Antonio College
- Taping of Dr. Phil show
- The Molecule, a visual effects studio in Hollywood, CA
- Several college tours
- Little Tokyo
- YES Leadership Program at Disneyland
- Disney Animation Studios
- Behind the Scenes tour and presentation of Special Effects Show at Universal Studios
- Pomona Valley Medical Center
- BAHT has visited several industry-related sites

- Hospitality Around the World in Orlando, FL
- Virtual Field Trip to Hearst Castle

Teachers also arrange for guest speakers. Recent guest speakers presented to academy students as well as students in health, culinary arts, environmental English/science, psychology, foreign languages, psychology, and art. Recent guest speakers and topics include:

- Pediatrics by Dr. Angela Gonzales
- Drugs
- Dating Violence
- Pharmacy and Health by Alan Beaudoin
- Courtney Willner from Adobe Systems
- Donatio Martinez - Poetry teacher from Santa Ana College
- Nepris guest speakers

Students have access to a variety of computer information networks and data based, original source documents, such as:

- Phschool.com, published psychology journal (CRISP – Current Research in Social Psychology)
- San Bernardino County Library webpage database
- Infotopia.info
- Google Scholar

History teachers have students answer data-based questions (DBQ's) after examining original historical source documents. Some English teachers (both CP and AP) require primary sources for research projects.

The HSA counselor and HSA club advisors help arrange for medical internships. Eleventh and twelfth grade students also participated in internships at the Chino Valley Medical Center in which they went through modules (e.g. medical supplies, hospital admittance, security, maintenance, surgery, etc.).

Internships have found their way to DIGITAL as well, with ones for BAHT planned for the coming years. DIGITAL students have interned at West Coast Publishing (magazine brand in Ontario, CA), ABC Public Relations, and Chino Cable News. All three companies assign digital design or video-related projects to students, with opportunities to be published, credited, and employed based on students' performance.

AVID requires students to research and apply for jobs, create resumes, and write college-entrance essays. Additionally, it provides field trip opportunities for students to visit colleges around the state.

CHHS has many clubs which afford students with opportunities to develop their leadership skills and to give back to the community and to CHHS. Clubs with a direct or near-direct connection to classroom instruction include Academic Decathlon, Speech and Debate, Digital, HSA, Creative Writing, Music Appreciation, Photography and Lightroom, and more.

Special Education provides employment assistance to students through the Workability program, providing jobs for students and a set number of hours for job shadowing. The Workforce Investment Act helps SPED teachers provide college assistance for students.

Technology students in a senior Tech Seminar course complete on-site apprenticeships assisting various clubs, classes, and programs across campus. For example, Tech Seminar apprentices create programs, playbills, and print advertisements for the theatre department, assist the Husky Highlights staff in video production, and work with DIGITAL students in producing Husky of the Month and featured club videos that appear on the school's YouTube page.

WASC Category C. Instruction
Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Strengths

1. More teachers and departments are using common assessments and PLCs to guide instruction.
2. CHHS instruction allows students to have real-world, beyond the classroom experiences, including the use of technology and primary sources, service-learning, and career research/experience opportunities.
3. Staff has identified differentiation and working with ELD students as areas of need, which have been a focus in PD for the last two years.
4. Some staff are utilizing innovative instructional strategies.

Growth Needs

1. Though many teachers use a variety of instructional strategies, not ALL do; some teachers rely solely on direct instruction or a minimal arsenal of strategies that don't meet the needs of all students. Teachers need more varied strategies that include differentiation and addressing the needs of ELD students.
2. More consistent access to and analysis of data, and more frequent time for common planning is needed in order to make common assessments and PLCs more effective in informing the instruction of ALL teachers.
3. While some of our teachers communicate with parents and students about their instruction and method of posting grades via technology (such as Aeries and Edmodo), there are no systematic approaches that have 100% buy-in from our staff as a whole.

ASSESSMENT
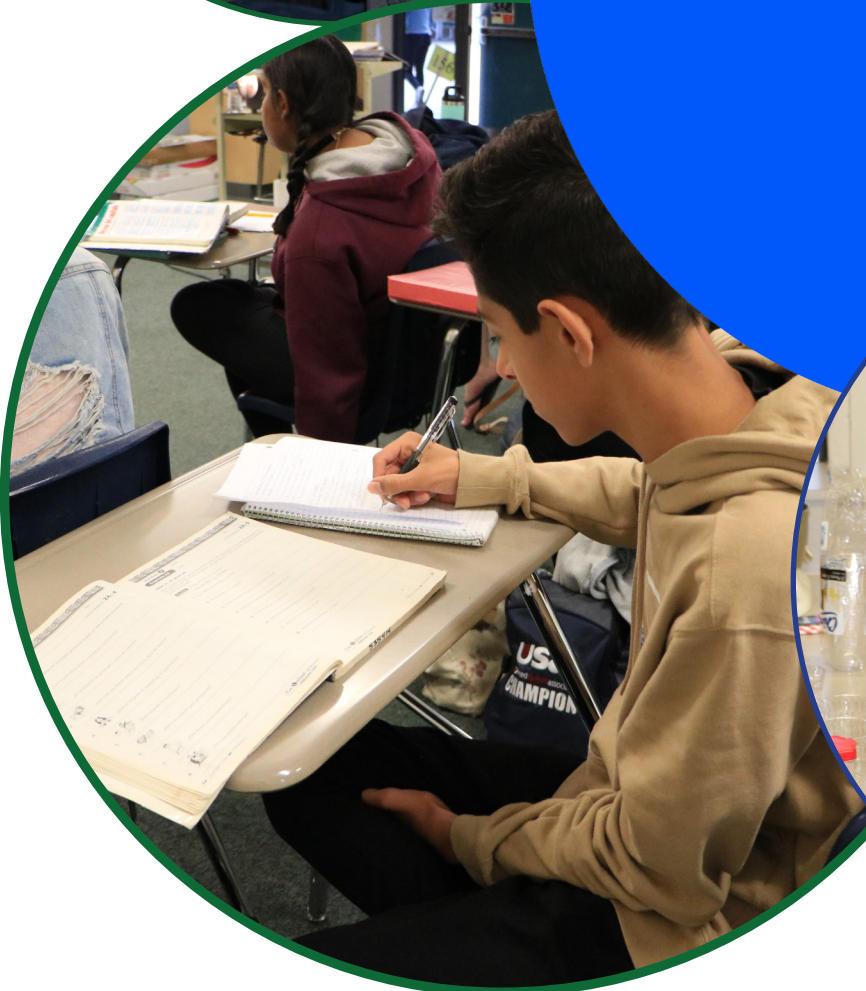
D. Standards-Based Student Learning: Assessment and Accountability

INSTRUCTION FOCUS GROUP MEMBERS

Leaders: Char Lindemulder (English) and Craig Lindemulder (Technology)

NAME HOME	GROUP
Aldana, Louella	Special Ed/RSP
Baybrook, Lamont	Special Ed / SDC
Bernard,Sharon	Classified
Billingsley, Kyle	Visual Arts
Bonnema, Michelle	ELD
Crow, Greg	Social Science
Dominguez,	Monica Classified
Edwards, Zachary	English
Fernandez, Anthony	Special Ed/SDC
Franklin, Daniel	Special Ed / RSP
Grant, Don	PE
Gutierrez, Tiffany	Social Science
Krumbine, Steve	Band
Mathes, Kera	Science
McIntosh, Ross	Math
Miller, Marja	English
Misawa, Keane	Foreign Language
Morales, Alicia	Library
Myers, Eric	Social Science
Nash, Lorrie	Classified
Plummer, Jennifer	English
Pretsater, Corey	Classified
Reed, Will	Math
Palmer, Robert	Social Science
Skokan, Michael	Social Science
Tasanont, Chirichan	Science
Tooley, Yvonne	Classified
Viramontes, Fernando	Math
Vivanco, Lora	English
Yanez, Brizeida	Special Ed/RSP

D. Standards-Based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

The staff at Chino Hills High School realizes the importance of a variety of types of assessment and how the analysis of that assessment plays a role in student growth. All staff and students are part of the process of data analysis and engage in some form of reflection, whether it occurs in written form for students or verbally in PLCs for staff. The staff uses the information to assess and modify lessons and programs, instruction, and course offerings, as well as communicate student progress with parents. Staff does use common formative assessments, but it's in the process of making such use more systematic as Staff is improving on their use of data analysis, but more growth is needed in this area. In addition, although many avenues exist for communicating data to parents are utilized, the varying formats have been confusing for parents.

FINDINGS	EVIDENCE
All state test scores are reported to parents and students through student reports distributed by the district over the summer. Those scores are also part of the district's Aeries system, which allows teachers to view the scores and the cluster scores for math and English. Teachers also have access to state scores and district benchmark scores through Illuminate and can generate a range of score reports to help guide instruction; however, technology refresh issues have created problems in accessing and using data at times. In addition, AP scores are seen by administration and AP teachers. This state testing information is used by the intervention counselor (a position that is separate from that of regular counselors and is in charge of creating, monitoring, and supporting students needing additional supports) to determine placement in support classes (i.e., PLUSS program, AVID, ELD, ERWC courses, etc.), as well as by other teachers investigating the context of a student or to guide instruction. Teachers can access and use the information once it's been posted on ABI (Aeries Browser Interface) on an individual basis. Departments also use the scores to varying extents depending on their comfort level with using data. Since the last full WASC visit, teachers have been able to access their own student data through	• **ELA district pretests** • **ELA RCD units** • **District finals** • **Discipline common assessments** • **District data analysis protocol** • **Staff trainings** • **Discipline formative and summative assessments** • **SBAC reports** • **AP Instructional Reports** • **Data analysis of AVID, PLUSS, and ELD statistics** • **Aeries parent portal matrix** • **Teacher syllabi** • **District grading guidelines** • **Illuminate reports** • **AP Instructional**

Illuminate (data is mostly state and district assessments, although teachers can opt to upload teacher created common assessments into the system); since Illuminate allows teachers to generate their own reports for multiple groupings of students (current, last year, last four years, etc.), teachers do have access to data summative data in designing or revising curriculum and lessons. Accessing the data is largely left up to teachers or PLCs, although the school as a whole has been implementing some data dives as part of addressing areas of focus on campus, although not all teachers are utilizing the data in Aeries; there is also a plan to include a closer look at data as part of an annual end of year staff reflection and goal setting.

Only 64% of parents surveyed (190/294 parents who responded) felt that they receive frequent feedback on their children's progress. Data is potentially available to parents through the Aeries parent portal, but a low percentage of parents have the codes. Since the 2016-17 school year, CHHS has initiated a drive to get parents the Aeries online access codes during on-campus parent-centered events, such as registration, Back to School Night, and Open House. Because of the type and range of personal information available through the Aeries portal, Aeries portal codes are considered secure information and, as such, are not sent home with students or in mailers. Some teachers, however, have utilized other ways to communication student progress through the use of emails and keeping their grades on other electronic systems that can be accessed more easily by parents and students.

Beginning the 2017-18 school year, the district has been using a communication element of Aeries that may help with communicating assessment results with parents and students. This system is very similar to the Remind 101 system that will allow parents and students to receive class updates via texts. Currently, however, this system is at the beginning stages of implementation, both in terms of technology issues and training.

Students still do not have access to grades through a portal; CHHS used to have it, but with the change in technology services at the district, the student portal has been inactive for several years; student access is promised by the district but delayed and then implementation cancelled every year since access was taken away. Teachers are individually

Reports
- **SBAC reports**
- **Student placement data**
- **Solution Tree professional development**
- **Faculty meeting professional development materials**
- **CHHS Coaches Corner website**
- **Aeries Portal information**
- **Aeries Communication**
- **CHHS Professional Development Calendar**
- **ELA Handbook**
- **CHHS Literacy Program development materials**

creating work-a-rounds (going over grades with student, emailing grades to those at risk or upon request); students whose parents have access are often using parent codes to access grades. In addition, although access to student grades and assessments is available in some manner for most teachers, all teachers are not using the same reporting platforms, as the teacher contract does not specify how grades are communicated, but just that they are. Teachers are using various other ways to communicate grades (i.e., emailing grades, posting grades by student code, debriefing grades individually with students) and the school does have a paper-based reporting system (walk-a-round) available for use, but logistical problems exist in teachers updating grades on the forms during class while teaching during the walk-a-round days. The walk-a-round is a period-by-period reporting system available to students every other week, or weekly if specified by an IEP or 504.

Although some data is available disaggregated, staff is transitioning toward a more consistent and effective use of data to guide instruction; some PLCs are farther along in their use of data than others. For example, ELA 9 and AP English 11 use data fairly consistently, as does Earth Science. Although CHHS has received several trainings in data analysis using the district's data analysis protocol last year and has improved in its ability to analyze data, using data in a more consistent and effective manner is an area of need.

The district has an assessment system, but it's not consistent: ELA pre-tests exist for each semester, but pretests occurred a few years ago, were revised, and haven't returned to our campus; RCD unit assessments in ELA exist, but pretests are not always utilized or data uploaded due to lack of a district issued answer key or enough copies of the assessment.; math district finals exist but need to be rewritten; social science finals are intermittent with some courses having finals and others are creating them. Basically, with the shifts in curriculum, courses either have common summative assessments, are revising their assessments, or will address revising such assessments soon.

The district has an assessment system, but it's not consistent between disciplines or consistently implemented:

- ELA pre-tests are scheduled to be given each semester, although issues with the pre-tests have led to revisions, and the problems exist with accessing all ELA district pre-tests. ELA teachers, however, do employ other diagnostic measures to guide their teaching; RCD unit assessments exist for each ELA RCD unit
- some math courses have district finals, such as IM1 and IM2, but some of them are in the process of being re-written
- PE uses a fitness test during 9th grade
- In science, biology classes are creating and refining common quizzes. District representatives have met with Science teachers from various schools within the district to discuss NGSS (Next Generation Science Standards) and create new curriculum that will eventually determine future assessments.
- In regard to social science, Economics has created a common summative assessment final, but not all teachers utilize it. US History and World History use district benchmark finals, but the accuracy of the assessments are in question due to answers being incorrect; questions from these tests are often dated and do not reflect emerging standards.

Many of the disciplines report that teachers do not have access to district finals until the day of or day before finals are given. Finals often must be returned to department chairs after finals are administered. Also, some disciplines report that their district finals have errors, are weak, or need to be rewritten for other reasons. In addition, with the changes in curriculum at the state and district level, many disciplines are in the process of updating finals. Departments report that these issues have been communicated to the district and site administration.

Some disciplines use common district benchmarks, but the district is shifting away from benchmarks towards more integrated, organic, and immediate formative assessments. PLCs are now creating their own common assessments, which are more aligned with the changing state and district

curriculum in discipline areas, and which meet the assessment needs of classroom teachers.

- Math teachers are writing common formative assessments (CFA) in IM1, IM2, and IM3.
- In English, AP English teachers adjust their CFA each year; English 10 teachers are creating additional CFA tied to the RCD units;
- In science, biology classes are creating common quizzes. District representatives have met with Science teachers from various schools within our district to discuss NGSS (Next Generation Science Standards) and create new curriculum that will eventually determine future assessments.
- World Geography currently doesn't have common assessment. It is currently being taught by one teacher. Thus far, no plans have been made to form a PLC. Teacher has used the textbook as the primary source for student assessment.

CHHS has identified using more effective and immediate formative assessments to guide instruction as an area of emphasis for the past two years. The staff has participated in several professional developments focusing on using formative assessment as feedback. This on-going professional development continues to be a major focus for the school; in addition, the district has added immediate feedback to its professional development areas of emphasis for this year, which will support CHHS's focus on formative assessment.

Some departments are creating common formative assessments:

- AP English, English RCD units, especially in English 10
- math IM1, IM2, IM3
- science is shifting curriculum, so common assessments are not in place?
- World Languages have been working on common formative assessments for five years; these assessments are dynamic in nature, growing organically each year

Teachers are using a variety of additional formative and summative assessment strategies; however, the school is

still at its beginning stages of implementing a systematic approach to assessment (there have been trainings, but staff is at various stages of implementation). Most departments successfully use or are in the process of developing or revising common summative assessments; as whole, however, the site is in the process of learning more approaches to using formative assessments. This is an area of need.

The system used to determine and monitor grades between progress reports is left up to individual teachers, although Ds and Fs at progress and semester grade reporting times is monitored by the Intervention Counselor; the district, however, does provide guidelines for grade categories and district curriculum: the district requires assessments to comprise 60-75% of the grade. Furthermore, some departments and courses share weighted grade categories and percentages, for example AP English courses.

Besides the traditional teacher assessments, many departments use rubrics connected with district curriculum or are developing rubrics to assess student performance.

- The English department uses several rubrics, shared expectations, and a handbook with various support materials. The handbook is part of the department's ongoing evaluation of student performance, but it is undergoing a much-needed revision. The district's portfolio system, however, has been suspended as it looks for an electronic alternative. Some ELA teachers, however, have continued some form of a portfolio system, but this practice is not consistent in the department or within a grade level.
- Some courses in the math department, such as Integrated Math 1, are working toward department level rubrics and increasing the number of formative assessments (district assessments for math are summative only). The math department is attempting to increase student performance through these measures by focusing on one level at a time.
- Science classes do share common lab report formats within each science course (biology, chemistry, etc.), which include rubrics in some courses.
- Other classes may employ rubrics, but on a teacher-by-teacher basis.
- Special Education (RSP) does employ the same rubrics and benchmarks used in core classes.

However, course tests are currently questioned in terms of their ability to accurately account for true student understanding due to teacher difficulty staying within the current pacing guides. While every attempt is made to do so, teachers are struggling to fill in the 'gaps' of student knowledge.

CHHS is also taking steps toward initiating a school-wide literacy program that will apply the consistency in assessment practices in each discipline desired by the state and district to all core disciplines at CHHS. To that end, CHHS has assembled representatives from each core discipline as part of a literacy team currently receiving PD on cross-disciplinary literacy from a nationally recognized literacy consultant (Sue Beers), with the end goal being the development of a whole-school literacy program. Although the current team is comprised of core disciplines only, the plan is to include representatives from all disciplines once the foundational work (assessment of needs, similarities and differences in literacies in core subjects, etc.) has been completed. This year (2018) the goal is to identify similarities in approaches to discipline literacy and develop a 3-5 year plan for a literacy program.

Other data are also aggregated and used to inform student progress. AP courses track group responses to modify programs, and the counseling department analyzes SAT and ACT results in the school profile, which is disseminated to departments. The PE department uses fitness data, but only to guide student self-assessment. Competitive data, such as athletic and other program performance data, is communicated to the school and staff through the daily bulletin and email. CELDT scores part of the data used to place students in ELD classes. PSAT data is used to assess AP readiness, and CAASPP data is used to determine student college readiness and placement in ERWC courses, as well as by individual teachers as a diagnostic measure. Progress and semester grades are used to honor students performing well with the school's Renaissance program (a Leadership academic recognition program), athletic eligibilities, club eligibilities for fieldtrips, etc., and monitoring AVID students and other programs.

D. Standards-Based Student Learning: Assessment and Accountability

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

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

Chino Hills High School engages in several assessment and monitoring systems connected to the tiers in MTSS A & B. This system is still being developed, but it has been used to monitor student progress and provide support to students for the last three years. In addition, staff is developing assessments strategies to more effectively provide Tier 1 instructional interventions within each classroom. Counseling, coaches, and staff also communicate progress as an avenue to student improvement.

FINDINGS	EVIDENCE
The district is involved with assessments through the use of district benchmarks and finals in some disciplines; however, as stated earlier, district curriculum is changing in many disciplines, so the finals and benchmarks are changing as well. The district does use the state's IABs, but problems in accessing the assessments because of technology issues (student access or the amount of technology available), although improved since the last full WASC report, still remains an obstacle in using the IABs as a viable formative assessment. ELA IAB schedule: • *RL*= Reading for Literature (11th) • *RI*= Reading for Information (9th) • *BW* = Brief Writes (10th) • *PT* = Performance Task (11th) • *R* = Research (9th) • *LI* = Listening and Interpreting (10th) • *E* = Editing (9th) Math IAB schedule: • IM1 – Linear Relationships • IM2 – Triangles (Trigonometry) • IM2Honors • IM3 – Quadratics In addition, many teachers are uncertain how to access the IAB data so that it can be used in a formative manner.	• EAP reports • AP reports • SchoolWires websites • "Walk-Around" grade check forms • Counselor caseloads • ABI • RSP Ed Benefits portfolio • IEP's • SST's • Parent/Teacher meetings • Common department assessments • Online credit recovery course enrollment (???) • Formative Assessment PD materials

Although the group EAP and AP information is reported to the site, analysis of group data for course evaluation is left to individual teachers and PLCs. Some PLCs and teachers evaluate courses each year more so than others. Currently, many teachers post results of assessments in some form (i.e., Aeries, Grade Alert, etc.) to keep students and parents informed of student progress; however, the site does not use a consistent posting method across all disciplines or within disciplines. Students, advisors, coaches, and parents may also request grade checks every other week or through other communication with teachers. Many programs—such as athletics, RSP, drama, AVID, and some small learning communities—include bi-monthly monitoring of grades through grade checks a part of their program. Counseling also monitors student progress for students within their alphabet range and communicates problematic performance through emails, phone calls, parent/student meetings, etc. Since the last full WASC report, the school has been able to reinstate and re-envision an intervention counselor position which continually monitors chronically low-performing students and site programs designed to serve them. For the last two years, the intervention counselor has also been part of the school's drive to turn all classrooms into MTSS tier 1 classrooms. Communication of student performance by teachers includes the traditional means of communication: email, texting (Remind or Aeries Communication), phone calls, etc. Other monitoring systems that report student progress and use data to modify instruction include the following: RSP Ed-Benefits portfolio, which reports findings to parents during IEPs and parent conferences, such as Student Success Teams (SSTs) for RSP students. Monitoring systems may also result in SST for non-RSP students, as well. The site and the district have also used student "D" and "F" numbers to create an online credit recovery course. Students behind in credits in math meet after school	• CPT calendar • District attendance calendar

several times a week to work on a computer program that both instructs and assesses student progress on state standards. Credit recovery for all core subjects is also offered after twice a week after school.

The school is working towards more consistent and effective student feedback that goes beyond the reporting of a letter grade. Site professional development (faculty meeting PD, district discipline pull-out PD, Coaches Corner and other PD extensions, etc.) has made formative assessment as feedback an area of emphasis for the last few years. The goal is to turn all classrooms into tier 1 intervention supports for all students.

Individual courses also offer additional feedback to students by debriefing essays, benchmarks, and other assessments. Some disciplines require retesting, if a certain percentage on a test is not reached (i.e., some science courses require retesting, if students do not score an 80% or above, many math classes allow students to complete "test corrections," ELA uses revision after feedback is given, social science uses verbal/daily quizzes to guide warm-up questions, etc.); however, while this practice is more consistent within disciplines than in the last full WASC report, it is still inconsistent as a whole school. In general, most disciplines report that quizzes (and other formative assessments) drive instruction moreso than tests. Most courses attempt to re-teach and reassess; the site is only in its second year of identifying formative assessments as an area of emphasis.

All discipline PLCs agree that more PLC time would aid teachers in creating common formative assessments and in sharing effective approaches toward using formative assessment as feedback in their classes. CHHS is currently investigating moving the site's weekly Common Planning Time (CPT) from Mondays to another day, given that the school loses many CPT opportunities because of the many school holidays that occur on Mondays.

The district does offer more systematic formative assessments that would provide fairly immediate

assessment results in the form of IXL or Turnitin.com; however, access to and training for the programs have been problematic. Despite this, some ELA and several math teachers report that they use IXL to help reinforce concepts as homework and to reinforce or reteach specific concepts. However, the district is currently evaluating if these two programs will continue given the smaller pool of teachers utilizing these supports.

In general, CHHS is committed to using a variety of formative assessments to measure student progress and guide instruction; however, the staff as a whole is still progressing toward effective implementation, with some teachers and disciplines more comfortable with the variables involved in formative assessment than others.

D. Standards-Based Student Learning: Assessment and Accountability

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

The school is continuing to develop its assessment and monitoring system and the assessments that are a part of that system. Although benchmarks, CFAs, and district finals are problematic in some disciplines and need to be revised and updated, staff is working to develop stronger assessments as the site expands its monitoring system (MTSS & PBIS). Although still in its nescient stage, this system is beginning to drive school programs and create a common assessment vision on campus.

FINDINGS	EVIDENCE
Assessments are created by district curriculum specialists, companies such as Smarter Balance and College Board, state agencies, and occasionally by curriculum teams such as in the case of ELA and its curriculum units. Results are reported to stakeholders via mail to parents and students, and to staff and administration through access to records via the district's ABI and company websites. Multiple grade reporting venues, however, have been reported by parents to be cumbersome and problematic in monitoring students. Parent representatives in the WASC self-study group report that they like this monitoring feature of the school. State testing results are available to the community through the state's online dashboard and district media releases and is communicated to the parents via summer mailers, to the school board through reports to board members, and to staff through faculty meetings and during data dives. Online students (students in CHHS' attendance area who attend school through the district's virtual school) are provided the same opportunities as those who attend traditional classrooms through access to the school's computer labs. The administration of the school and counseling staff have access to state, district, and private company assessments (such as IXL Learning in math and ELA only) as issued and collected by computer and written means throughout the year. The rest of the staff have more limited access depending upon their discipline as passcodes for such	• AP, PSAT, SAT, and SBAC testing procedures • AAA meeting minutes • PLC minutes • District SBAC reports • ABI • AP Instructional Reports • District PD areas of emphasis • Credit recovery, online courses, and other intervention criterion • Faculty meeting agendas • Intervention counselor notes • Site testing protocols and affidavits

classes as AP are required to access such information. Staff are given some state and district scores (i.e., math and ELA) via the Aeries program. Department and grade-level test data are sometimes shared within Professional Learning Communities and department meetings which are then used to tailor existing district-issued and department curriculum to meet student needs. Admittedly, some departments are farther ahead in their PLC community involvement than others, though efforts to remedy this situation have been made in the form of professional development seminars and scheduled (though limited) time in weekly meetings. SAT and ACT scores are used to a lesser extent to determine curricula, if at all. Given the fact that our AP programs and State testing have continued to see an overall increase within recent years (with the possible exception of SPED), it would not be inaccurate to conclude that changes in the curriculum based on data have been moderately effective. This year, some departments (i.e., ELA) have been able to access reports that provide a more longitudinal look at subset scores that provide a clearer look at aggregated data, which will assist in evaluating current programs and practices. AP instructional reports are also undergoing an overhaul to better aggregate data; such reports are expected to emerge in the 2019 summer.

The district requires that all assessments be debriefed in class with students, especially district benchmarks, CFAs, and that scores are communicated to parents (i.e., Aeries grade postings, etc.). Since some of the district assessments contain errors, teachers struggle with presenting valid debriefing sessions unless they don't count some of the questions. Furthermore, the method and frequency of such debriefing is left up to individual teachers and PLCs. The district has, however, listed frequent feedback as an area of professional development emphasis this year.

As mentioned before, CHHS has adopted the PLC model as a way of improving curriculum to promote data-driven student success. While all departments have been trained on the PLC model, they are at different stages of effectiveness in discussing and using data as a PLC to drive discipline coursework as a whole school. Despite this, the school has seen positive results in those departments who have embraced the PLC and continues to provide staff with

- Physical fitness test
- Math district finals
- Social studies tests
- PD Calendar
- IXL reports
- AP assessments
- SPED assessments
- Aeries, GradeAlert, and Edmodo grade reporting
- CELDT scores

professional development opportunities through site-based lecture and seminar attendance. The issue of time for effective application of PLC's, especially in a year dominated by WASC activity, has become a concern for staff. In terms of resource allocation, the team finds that certain resources such as shifts in curriculum, access to resources, and access to computer labs remain constant issues in the process of effective PLC application, which does impact assessment practices on the site. Better utilization of community provision of such materials via industry and small business donations should be pursued, as well as the obvious redistribution of state and district funds and new materials resulting from changing curriculum.

Graduation, credits, and course completion requirements are set by the district, school board, and board policy. Utilization is determined primarily by administration and counseling staff who currently use intervention procedures like credit recovery, summer school, online courses, and alternative education options such as placement at Buena Vista Continuation School. Graduation rates as occasionally shared via staff meetings are the only basis for noting the overall effectiveness of these programs by the staff as a whole, although certain staff members are made aware through their participation in such alternative programs.

Several departments also use data to change department policies. For example, the low student performance in math has resulted in the development and revision of additional common assessments beyond those provided by the district; also, low math EAP scores were part of the decision to offer a college prep level calculus course to students. In addition, the English department continues to offer more Expository Reading Writing Courses (ERWC) than college prep senior English to help students transition to college reading and writing. Other departments also use cluster data and formative assessment data to change the department's program at specific grade levels.

The site and the district have also used student "D" and "F" numbers to create an online credit recovery course for core classes. Students behind in credits in math meet after school several times a week to work on a

computer program that both instructs and assesses student progress on state standards. The district also funds and administers the PSAT to freshmen and sophomores and the SAT to juniors and seniors to support college readiness in students. Some teachers have adjusted their pacing and coursework in light of this new district support for students. The district is now in its third year of funding PSAT and SAT texts, although the scope of the funding and its implementation has changed and refined over the past two-plus years. The school does not provide test prep books for these exams; however, some ELA and math teachers do provide support through free College Board supports.

As to the effectiveness of homework, curriculum, and grading policies, staff are asked to submit their syllabi/course outlines for review to administration during the first few weeks of the school year. Some departments also follow a district/and/or/site-issued unit planner of which administration has a copy. AP courses must submit to a College Board audit each year in order to approve appropriateness, rigor, etc. of their courses and may not teach said course without approval. The school's intervention counselor does use state testing data and grades to evaluate the effectiveness of the PLUSS program, as does the coordinator of AVID. Some of the AP programs also use AP testing data to evaluate programs, and some of the academies monitor student performance through applicable data, as well. Student completion of UC a-g courses has been improving each year with the most recent year at 64% of students graduating.

Chino Hills High School is continuing discussions of the implications of site data during department PLCs and department chair, administration, and faculty meetings. The faculty understands that the data is leading change on site, but there are currently discussions concerning how best to implement the changes necessary as indicated by data.

CHHS considers test security a priority, and although some problems with large-scale testing have arisen, it continues to refine its testing processes. Proctors are selected by administration in numerous ways. For some testing, such as Smarter Balance Testing or SAT testing, administration

will often require the aid of teachers or administrative staff on campus, either by department or availability. Outside, certified employees with a background in test administration are often employed to administer exams, such as AP testing. Administration alternates largely between ELA and US History teachers for SBAC administration and utilizes grade-level teachers for other grade-specific tests. Using teachers whose students are involved in the testing has allowed CHHS to continue instruction as usual for non-testing students, which is a change since the last full WASC report. All test administrators are asked to sign an affidavit acknowledging their responsibilities and proper test administration procedures. Test security is well documented as computer labs (both permanent and mobile) and test documents are monitored for arrival and departure; detailed checks for all non-computer testing materials are consistently encountered during the testing process. Great pains have been taken to remove all forms of illegal technology such as cell phones through check-in and if necessary, confiscation. Still, the testing process is not without error; for example, proctors have been known to have given incorrect times to students, resulting in potential lowering of student test scores. All testing irregularities are reported as required by each testing procedure. For the last few years, however, the person who is in charge of testing for some state or national exams has resulted in procedural hiccups. Establishing and communicating more consistent and concrete timelines and procedures would help create a more refined, consistent, and less stressful testing procedure. Despite this problem, CHHS has continued to improve in some areas of test administration since the last full WASC report.	

Strengths

1. There is a widespread and regular use of a variety of assessments, and the school is developing and refining whole-school academic and behavioral assessments and supports.
2. The staff sees the importance of the use of data analysis in teaching and seeks usable data.
3. The staff recognizes the power of common formative assessments and is working toward more effective uses of such assessments.

4. The staff has formed data-based goals at the department and school levels.

5. The school has seen an increased number of special population students in upper level courses, an increased offering of AP courses, and an increased number of students passing AP exams.

6. The school looks for opportunities to showcase and celebrate student assessment growth.

Areas for Growth

1. The school needs to update assessments and communication of assessment data across disciplines.

2. Staff needs to create a schedule of analyzing data to more consistently and frequently use data to drive instruction.

3. Although staff does use a variety of methods to communicate student performance, the school does not use a uniform system to report student progress (e.g., all students not having access to student grades, parents having to navigate multiple reporting systems to access grades, etc.).

Culture

E. **School Culture and Support for Student Personal and Academic Growth**

CULTURE FOCUS GROUP MEMBERS –

Leaders: Sean Casey (Social Science) and Kerry Rupe (Performing Arts)

NAME	HOME GROUP
Armstrong, Karen	Classified
Balbuena, Guadalupe	Special ED/SDC
Behounek, Lisa	Counselor
Bergmann, James	Certificated
Bondoc, Daniel	Classified
Chiotti, Michelle	Activities Director
Corona, Teresa	Classified
Daniels, Stacy	Classified
DeLaTorre, Miguel	Math
Fagundes, Delia	Classified
Garcia, Heather	Science
Gutierrez, Anjel	Counseling
Harrington, David	Social Science
Hayes, Lisa	Science
Latimore, Dennis	English
Long, Debbie	Classified
Mahmoud, Fefe	Classified
Mejia, Amber	Science
Murillo, Marlene	Classified
Reynosa, Rhonda	Classified
Richmond, Tim	English
Sabbara, Sam	Athletic Director
Spaun, Kathie	Counselor
Stevens, Chris	PE
Stow, Paula	Science
Surma, Thomas	Psychologist
Swanlund, Jan	Visual Art
Thomas, Jonathan	Technology
VanSchaik, Kathleen	English
Weber, Kimberly	Career Center
Whetzel, Denise	Science
Whetzel, Glenn	Science
Wiechert, Michael	English

E. School Culture and Support for Student Personal and Academic Growth

E1.   To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

Chino Hills High School strives to maintain the high expectations and standards of the community by creating opportunities for parents and community members to be involved with the school's decision-making process. The school works to increase the clarity and frequency of communication with all stakeholders in order to create transparency for all school programs; however, glitches in the current system do exist. The school is greatly supported by parents and the local community. Chino Hills High School's students, families, and community are connected in support for all students to be successful.

FINDINGS	EVIDENCE
CHHS has a variety of methods, including several electronic mediums and on-site avenues to communicate with parents and other stakeholders. Many teachers communicate through texting (i.e., Remind), emails, and websites. However, some students and parents report that the lack of consistency in platforms across classrooms and inconsistent frequency that in information is updated does lead lapses in communication and frustration. The district also expanded its communication methods with the addition of Aeries Communication, which will utilizes multiple platforms for communication and allows parents, staff, and students to select their preferred avenues of communication (phone, email, or text). Also, individual programs use their own medium to communicate. Such avenues of communication include Parent Nights and meetings for AP, AVID, ELD, sports teams, Performing Arts, and booster organizations. CHHS also provides opportunities for parents and the community to participate in the school and their children's education. The district utilizes a parent portal to student grades. CHHS has made a concerted effort to increase the opportunity to receive access codes (during registration and all	• CHHS Mission and Vision Statements • Facebook pages (e.g. AVID, ASB) • Twitter account, Snap Chat, and Instagram (ASB) • YouTube channel (Digital club) • Marquee announcements, handouts in 2nd period • HSA Times (newspaper), • Email • School webpage and links • Husky Highlights • Husky Howler Online (school newspaper) • Aeries, online grades • Aries Communication:

parent nights); however, although more parents are using the parent portal each year, it is still a very low number of them overall. CHHS does begin communicating with parents and students before freshmen students start school; parents of incoming freshman are invited to a AAA Night (Academics, Athletics, and Activities) to introduce parents to the school's culture. During the school year, there are a variety of parent nights (i.e., Senior Awards Night, Back to School Night, AP Parent Night, attending rallies, etc.) that inform parents of curricular and extra-curricular opportunities for their children. Parents of second language learners are encouraged to attend the English Learners Advisory Committee (ELAC) meetings. Parents are also encouraged to be a part of the PTSA and the School Site Council. In addition, local restaurants also support academic and sports programs by sponsoring monthly CHHS nights and sharing the proceeds, while parents and community members are involved in the CHHS decision-making process, and various booster clubs graciously support all student programs of CHHS. Student achievement and academic standard results are communicated to parents through a variety of methods (i.e., Aeries Communication), setting the groundwork for further parent involvement in the educational lives of students.

CHHS hosts workshops throughout the year to increase parent awareness of school-parent partnerships needed to provide support for students. These workshops broach topics concerning how to help students succeed, possible college options, and keeping students safe (i.e., safe driving). In addition, the Chino Valley Unified School District and San Bernardino Sheriff's department has sponsored events on how to recognize drug use, the effects of drug use, and internet safety (sexting, texting and cyberbullying.)

CHHS has a very active and student-friendly career center that provides college and career information, including guest speakers from various colleges and the different military branches. The

- school and district "phone blast" message and auto messages
- Parent Night Sign-ins
- PTSA Membership
- Principal communication through Aeries Communication
- School Site Council membership and minutes
- Band, Choir, and Theatre performances
- Cheer, Song and Dance team performances
- Sport Sponsors, performing arts, booster clubs
- College speakers
- Military representatives
- Career Center visitation sign-ups
- ROP course rosters
- Let It Be Club, Halo Club, Key Club, Make-a-Wish and others membership and minutes
- HSA internships
- ROP internships
- Work experience
- HSA club minutes
- CHHS ASB and leadership membership and minutes
- Link Crew membership
- Safe school ambassadors

career center also actively promotes Regional Occupational Program (ROP) courses. In order to follow students' progress from CHHS to any college program or university, the counseling department is implementing a program to track our students through ID numbers post-graduation.

Chino Hills High School is a strong part of the community, actively participating in community service programs such as the Let it Be Foundation, Halo Club (Autism awareness), LifeStream (annual blood drive), fundraising for cancer research, and for poor and needy children around the community and world. ASB facilitates the collection of over 400 cans of food for local families. In addition, there are many clubs that are community service based, such as Key Club, Club Ed. Health Science Academy students also complete internships at Pomona Valley Medical Center, Chino Valley Medical Center, and summer programs at Loma Linda, Western University, West Coast Publishing, ABC Public Relations, and Chino Cable News.

Some of CHHS' connections to the community center on student-managed programs. Renaissance Leadership and ASB are focused on student activities and create two pep rallies a year to award student achievement, as well as 3 sports rallies, the Performing Arts week assemblies, Every 15 minutes, Safe School Ambassadors and other motivational speakers that support school culture, all of which are open to the community. These leadership groups also connect to the community through various "drives" (blanket drives, toy drives, etc.) and communicate student activities through multiple avenues, such as the school's daily bulletin and several publications (i.e., *Chino Champion*), including student-managed mediums (*Husky Howler*, *Husky Highlights,* and various social media forums*.*). The arts (visual art, choir, band, and theatre) and cheer, song, dance teams, and sports programs connect with parents and the community through games, fundraisers, showcases, festivals, and performances.

- Teacher/Parent meetings, class syllabi, rules and expectations sheets
- Master Schedule
- Student transfer list
- ELAC Meeting notes and agendas
- District schedule and agendas for parent workshops

Chino Hills High School is invested in the education of all students. Intervention is embedded into instruction, providing students with multiple opportunities to demonstrate mastery towards standards, thus providing opportunities to improve GPAs. Moreover, this is a continuum of improvement as CHHS implements Multi-Tiered System of Support (MTSS.) Sometimes additional assistance takes the form of providing additional challenges. The school has slowly shifted from Tier 1 intervention support occurring as a separate program conducted after school to one that occurs inside the classroom on a daily basis by providing students multiple opportunities to show mastery of a standard. Furthermore, there has been an increase in enrollment in AP classes, scores, GPA, scholarship awards, college acceptance rate, and a high-tier college interest (Duke, Yale, etc.) over the last few years at CHHS. Students are embracing the challenges set before them and attendance numbers are going up, while overall school enrollment has decrease due to the restructuring of the transfer process. CHHS' high number of transfers requests is a testament to the community's knowledge of the school's programs.	

E. School Culture and Support for Student Personal and Academic Growth

E2.   To what extent is the school a safe, clean, and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

Chino Hills High School's integration of PBIS practices create a safe and secure learning environment, with an increasing focus each year on keeping the campus clean, utilizing student-run projects to clean up and plan new recycling programs. Student and teacher-created initiatives are in place to create awareness regarding drug and alcohol abuse and attempt to keep the school a drug-free environment that fosters learning. CHHS has a culture of high expectations, supported by a focus on expanding the capacity of the intervention program through the implementation of MTSS, a wide offering of AP classes, targeted intervention courses, and a high rate of participation in the Renaissance program. Teachers and staff strive to support students on all levels (in the classroom and in extracurricular activities and sports) and create an atmosphere where the all facets (intellectual, physical, and emotional) of a student are supported, although some subgroups such as Special Education, EL populations, and low socioeconomic students are not progressing as much as others.

FINDINGS	EVIDENCE
The school is safe and secure. The school requires visitors to check in and out through the office; all entry points into the school are kept locked during school hours; four district security officers monitor the campus during school hours, and a SRO (student resource officer) monitors students during school hours four days a week. The school also has emergency plans (fire, earthquake, intruder/lockdown) that are clearly communicated with staff. Emergency plans are reviewed and revised as needed after each emergency drill each year: 2 fire drills, 1 earthquake drill, 2 lockdown drills. Periodically (a minimum of once per year), the school's safety committee meets to proactively address potential areas of concern or to address identified areas of concerns. Furthermore, the staff is working on the issue of campus cleanliness, and students are taking a more active role in the clean-up (Leadership class cleans lunch area every Friday during 5th period, and Key Club recycles bottles and cans at the end of each week). Chino Hills High's emphasis on PRIDE (Passion, Respect, Integrity, Determination, Excellence) reinforces positive behaviors as an incentive to promote a clean school environment. Additional school and district programs (district drug dogs and disaster drills) support CHHS' vision and mission to establish and maintain a safe, clean, and orderly campus that nurtures learning. Most parents recognize the effects of CHHS' efforts in this area, though students recognize a need for continued improvement in this area. 79% of surveyed parents and 82% of surveyed students agreed that CHHS is a safe and secure place. 76% of parents and 43% of students agreed that the facilities are clean and well kept. An additional approach CHHS uses to promote healthy behavior is through national programs designed to correct and prevent unhealthy habits (Safe School Ambassadors, Safe Driving Campaign, Red Ribbon Week, The Great Shakeout, The Great American Smoke Out, "Every 15 Minutes	• Community Service Projects completed by various clubs • Peer Leadership • Link Crew • Leadership • Safe School Ambassadors • PBIS Team • Blood Drive • Parent, student, and staff surveys • Participation in national programs • Club minutes and programs • Parent/Student Handbook • Student Agendas • Rally and assembly schedules • ASB applications • Freshmen orientation sign in sheets • Announcements and student meeting minutes • Master schedule • PLUSS data • CHHS teacher webpages • Aeries grades • PLC minutes • CPT minutes • Site and district budgets • Advisor and coaching lists

Presentation" before Prom to discourage drinking). CHHS administration, teachers, and students are promoting responsibility and making good choices concerning drugs and alcohol. While behavior assemblies and anti-bullying assemblies highlight the negative effects of poor choices, the school also utilizes programs designed to encourage altruistic behavior. Such programs include Positive Behavioral Interventions and Supports (PBIS) practices, Positive Expectations Assembly, and Kindness Counts Activities. In addition, lunch basketball tournaments bring special education and general education students together through shared experiences and friendly competition based on students participation ability. Also, the Best Buddies Club sponsors a dance for special needs students yearly. The Inclusion model with our RSP students being mainstreamed in English, Math, Science, Social Science, PE, and electives allows students to see diversity in a positive light. Also, to support RSP students who are not quite ready to fully mainstream into general education classes, CHHS offers Collab English and Collab Math, which place a teaching team (one general education teacher and one RSP teacher) with a class of 25-50% RSP students mixed into a general education course. The lower student-teacher ratio provides the support needed for special populations as a bridge to a fully mainstreamed teaching scenario. Many SDC students are also mainstreamed into elective classes as well. Lastly, CHHS offers several tiers of support for students through MTSS-B Tier 2 group counseling with the counselors, and Peer Leadership and Safe School Ambassadors as avenues for peers to assist each other in promoting healthy conflict resolution, and making positive choices is part of the school's approach to meeting the needs of all students.	• Safety committee agendas and notes • Emergency plan • PBIS matrix • Counseling department group counseling program

PRIDE (Passion, Respect, Integrity, Determination, Excellence) — is an acronym that represents our beliefs and is found in both our vision and mission statements. It represents qualities necessary to promote trust, safety, and a focus on learning. PRIDE was created by students and revised by staff. Students are encouraged to strive to hold leadership roles in organizations such as clubs, classes, ASB, Leadership, and Safe School Ambassadors. 76% of parents stated on the parent survey that a school-wide atmosphere of respect and trust exists at CHHS. To increase PRIDE on campus, and positively affect the learning environment, CHHS "PRIDE" posters are posted in every room, ASB holds rallies to promote character—such as Anti-Bullying rallies and motivational speakers to encourage students to hold to their beliefs—and the staff is in the process of developing clear behavioral and academic expectations based on PBIS and MTSS.

Additionally, school-wide PRIDE expectations for behavior that demonstrates respect is communicated via Positive Expectations assemblies in August and reminders of dress code policies, Husky Code of Conduct, and school contact information posted in the student agenda and many classrooms. The Husky Code of Conduct, which emphasizes the ethical and behavioral elements in learning, is a tool CHHS is using to continually promote respectful behavior with an age group preparing for transition to adulthood and independence. These efforts are necessary, as evidenced by only 51% of students reporting that there is a school-wide atmosphere of trust and respect.

As part of its approach to meet the multi-faceted needs of students, CHHS understands the importance of helping freshmen feel safe and successful as they transfer from junior high to high school. Freshmen begin their tenure as a Husky with a welcome orientation hosted by our Link Crew program (a freshman transition and mentoring program). Every freshman is paired with an upper classman mentor that will be their guide throughout their first year. In addition to a rally designed to instill Husky spirit in the newest members of the pack, incoming freshmen are given a Leadership-led tour of the campus and are introduced to various campus activities via clubs, academies, and pathways at booths set up in Center Ice. Over 70 clubs and activities on campus provide something for everyone. Once students begin their freshman year, daily announcements, posted information, and Student Senate and Inter-Club Council meetings keep students informed and provide opportunities and reminders to get involved. Assistance to freshmen continues during their first year through Link Crew.

CHHS has high expectations for all students. To facilitate academic growth, CHHS offers many Advanced Placement, honors courses, CTE courses, as well a Health Science Academy, BAHT (Business, Hospitality, and tourism) Academy, DIGITAL (Designing Integrated Graphics in Technology for Academic Learning) and CHHS Culinary pathways to maintain high levels of student engagement. Furthermore, PLUSS (Positive Learning Using Study Skills) intervention and Co-Lab classes provide additional instructional support on all levels. The staff is continuing to assess and revise the programs to meet the needs of all students and improve the sustainability of the programs.

Many of our teachers assist students outside class time through tutoring at lunch, before or after school, through virtual connections outside of class time (e.g., Remind), and via teacher webpages. 70% of parents and 66% of students

agree that most teachers are available to assist students outside of class time. Furthermore, assignments and grades are accessible on teacher webpages, Edmodo, Remind, and Aeries to communicate CHHS' educational expectations. The district is going toward using a more uniform of communication technology suite (Aeries Communication with the SchoolWires webpages)to simplify communication with all stakeholders; however, not all portals are active, such as the student portal to Aeries Gradebook. 91% of our parents agreed on the survey that their child understands the learning expectations in each of his or her classes at CHHS. 82% of students agree with this sentiment. CHHS' focus on academic growth is reflected in the 75% student body participation in the Renaissance Program. The school's high attendance rate also illustrates the school's focus on learning and push for a positive campus experience for students, since the first step to learning is showing up.

CHHS recognizes the need for collaboration in maintaining a positive school culture and fostering the academic and personal growth of students. Staff expertise is supported and shared, as teachers collaborate on specific projects or tasks, such as common assessments, best teaching practices, and various curriculum. Also, administrators and teachers collaborate to identify opportunities to enhance student learning. Staff development is a continuum of learning for teachers and administration is striving to fulfill this by bringing the resources to teachers on campus. Staff attendance at all events on campus is very high, and our staff continues to show interest in student's lives, activities, and future college/career options.

E. School Culture and Support for Student Personal and Academic Growth

E3.   To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

Students at Chino Hills High School are supported in a variety of ways by teachers, administration, and support staff. The site has development many systematic programs to support students in their individualized learning. Furthermore, although staff have received training in how to create Tier-1 intervention within the classroom, it is at the beginning of this journey. CHHS is working toward creating an integrated system of supports for student learning.

FINDINGS	EVIDENCE
Students enrolled in AVID are equipped with critical thinking skills, note taking skills, communication, and writing skills that will prepare them for higher education. Core teachers often refer to AVID strategies to assist with instruction. AVID also implements strategies within its program to meet the individualized needs of students, along with creating the opportunity for advanced students to provide peer tutoring. CHHS counseling department plays in active role in ensuring that all students' academic needs are met. Counselors meet with students regularly to ensure that they are taking the proper classes; they meet with students who have a D or F in a class to ensure that they get the assistance needed to be successful, and they host a number of informational presentations throughout the school year, including but not limited to the following: A – G requirements, Financial Aide workshops, and NCAA night for parents of prospective NCAA athletes. If students are at risk of not graduating, the counseling department makes referrals to credit recovery programs, adult school, and provides intervention as necessary to meet students' needs. The counseling department also assists students in signing up for summer programs, such as CVUSD summer school, Options for Youth, and virtual classes.	• AVID • Counseling • IEPs • 504 Plans • SST meetings • PLUSS intervention • Co-Lab courses • PLC meetings • Credit Recovery schedules • Sports eligibility lists • Walk around grade checks • HSA lunch time tutoring • Key club tutoring • Teacher before/afterschool tutoring • Advanced Placement • ROP and Work Experience rosters • Honors courses • NCAA college night for prospective collegiate athletes

CHHS has also been working on its MTSS-A program and PBIS plans to better support and communicate expected behavior with students in order to create an environment and culture that fosters student growth. While CHHS has viewed the need to have an integrated intervention program for quite some time, it has shifted in that the site supports the classroom is the best location for tier-1 intervention.

All special education students have an individualized education plan, and CHHS acknowledges and adheres to 504 plans in an effort to ensure individualized student success. Meanwhile, the ELD program has been investigating creating ELD "passports" similar to the ones Special Education uses that contains a teacher's student IEPs, and staff has participated in ELD training in order to better support this group of students. In addition, for the last two years, staff has been working toward making every classroom a place of tier-one intervention and support.

Some programs also provide support outside the classroom for students academically. For example, several disciplines offer an AP Boot Camp and workshops to help prepare students for the rigors of AP summer homework and the national AP exams (e.g., CHHS AP English teachers host an AP Boot Camp at the end of the year), and several clubs and programs offer tutoring and other guidance for its members.

Some staff also provides additional supports for students through the use of Remind and Aeries Communication and other texting services to communicate with students and address student questions outside the academic day.

In addition to whole-school supports for student academic growth, individual teachers provide students with multiple opportunities to demonstrate how they learn and then use this

- Career Center college visitation schedule
- County Service, Peer Counseling, Independent Study, Buena Vista, Virtual Academy, and Adult School referrals
- Counseling College Night Attendance
- AP Boot camp, Parent Night, and workshop sign-ups; AP teacher webpages
- Student awards lists
- Peer Leadership
- Safe School Ambassadors
- School Psychologist available for IEP and student evaluations
- School nurse is available for all and any SSTs or IEPs
- Student interviews
- WASC focus group rosters
- Healthy Kids Survey
- Nutritional services
- Summer program paperwork
- CHHS PD Plan
- PBIS & MTSS-B programs
- PBIS Behavioral Matrix
- Academy and club tutoring
- Remind and Aeries Communication

information to inform their instruction to meet the needs of all students. Some staff, however, are more experienced in identifying and providing differentiated instruction. Staff has identified that this is an area of potential growth, so that all student are supported in their learning.	

E4.   To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

Students at Chino Hills High School are supported in a variety of ways by teachers, administration, and support staff. Academically, teachers and counselors have been working together on Tier 1, 2, and 3 intervention programs to constantly monitor students' progress and place them in appropriate courses (general education courses, AP, ELD, and Credit Recovery) that will challenge students and support their learning. Counselors monitor students' credits and ensure that they are on track within their individualized learning plans. Special Education students are provided services and accommodations as outlined in IEP's and SPED Passports given to all teachers. EL students take the CELDT to see if and how they qualify for ELD classes and other ELD services. Students are involved with the school through clubs, sports, and academies and pathways, which provide avenues for students to give back to the school and community. CHHS is currently working on developing an integrated, systematic program of supports to support students academically and emotionally.

FINDINGS	EVIDENCE
CHHS recognizes that emotional and academic growth requires support and differentiation to meet the needs of all students. Many opportunities for such growth and support are available through academic, counseling, extracurricular activities, career, and health services.	• Teacher webpages • PLC minutes • SST meetings and minutes • Credit Recovery schedules • Academies minutes and activities • Sports eligibility lists • Walk-around grade checks • AVID rosters • Special Ed and ELL Passports • 504s and IEPs
CHHS has one academy, the Health Science Academy (HSA), which exposes students to the medical field as early as freshman year. Each year, CHHS admits 66 students into this highly competitive program. The demand is so high that the site uses an incoming freshman lottery for entrance into the program. While HSA is currently CHHS' sole academy, the site is working toward implementing an additional academy, Business Academy of Hospitality and Tourism (BAHT). The BAHT academy will prepare cohorts of students	

for careers in hospitality and tourism. CHHS also has two pathways, Culinary and DIGITAL (Designing Integrated Graphics in Technology for Academic Learning) that also involve students in specialized learning, fieldtrips, and internships.

CHHS visual and performance arts teachers collaborate as a PLC monthly. They collaborate on various instructional strategies to link learning in VAPA to core subjects. This PLC takes an active role in ensuring that they are incorporating literacy strategies, communication, collaboration, creativity, and critical thinking in their courses. Visual and performing arts students are active on campus and positively impact school culture through their awards and campus activities (performances in rallies, at lunch, visual art displays on campus, club activities, etc.). CHHS strives to ensure that all students find a niche on campus and that all student areas of interest are celebrated.

The staff is aware that connecting learning to state standards promotes inclusion and growth. Objectives and standards are posted in many classrooms and using student-friendly language on the board. In addition, School-wide expectations are integrated into daily lessons to expand learning across curricular lines. 74% of the students survey report that they understand the learning expectations in each of their classes.

Teachers provide services to help students with after school tutoring, online textbooks in math, classroom notes, lectures, educational blogging, information on SchoolWires (e.g., PowerPoints and other documents supporting the day's lessons), and homework help. 64% of students survey state that teachers are available to assist them outside of class time.

- Teacher credentialing and certifications
- ROP and Work Experience rosters
- Career Center college visitation schedule
- Adult School referrals
- County Service, Peer Counseling, Independent Study, Buena Vista, district online course, and Adult School referrals
- Counseling College Night Attendance
- AP and AVID course rosters and contracts
- AP Boot camp, Parent Night, and workshop sign-ups; AP teacher webpages
- Student awards lists
- School nurse is available for all and any SSTs or IEPs
- Club listings and rosters; ASB and club community drives
- Student interviews
- WASC focus group rosters
- Healthy Kids surveys
- Academies
- VAPA
- Club listings and rosters; ASB and club community drives

Departments are increasing collaboration within PLCs to align curriculum and create a more seamless instructional experience each year and across each grade level. The staff is working towards more consistent collaboration within and across departments to further refine and support student learning. To that end, the staff is also working on a cross-disciplinary literacy program designed to assist students in the literacy shifts that occur in each discipline.

Student support requires constant monitoring, both by individual teachers and the school as a whole. In addition to in-school teacher support, and electronic and tutoring support outside the school day, the school has developed programs to assist students and parents in monitoring student growth. Every six weeks, students are placed in and out of the district's online credit recovery program to keep students on track for graduation. Furthermore, CHHS' use of progress reports and a 2.0 minimum GPA requirement to determine eligibility for after-school sports and performing arts programs helps students to keep track for graduation. CHHS also offers an active and expanding AVID program. Finally, additional support of student growth through monitoring is provided via walk-around grade checks and teacher posting of grades.

Teachers are informed about student needs through our Special Education passports, 504s, Student Study Teams, ELD, and health concern lists, in order to modify their teaching and encourage all students to achieve. All teachers are given IEP plans with modifications per student at the start of each semester, which must be signed and followed, and 504 plans noted and signed by teachers, followed up by administration if needed. ELD and Special Education students are mainstreamed in many general education classrooms across campus, and Special Education employs aides to assist general education teachers in the classroom in order to meet the

- CHHS Literacy Program agendas, PD, and notes
- Collab rosters and master schedule
- CCGI curriculum
- Peer Counseling, Link Crew, group counseling rosters
- ASVAB testing sign-ups

needs of this subgroup. Several Special Education and general education collaboration courses in math and English provide additional support for students who are ready to begin that shift from special education to general educations course, but who are not ready to be fully mainstreamed. Special Education students make up 10.6% of our student population and approximately 44% are involved with sports, intramural programs, performing arts, and clubs (as reported from Special Ed Department). Also, teachers are CLAD certified to accommodate students at various CSELDT levels.

The school's approach to counseling services is primarily academic, focusing on scheduling, student achievement, behavior, and performance. Teachers work directly with counselors to identify students at advanced levels, as well as students at risk who need encouragement and direction from staff. Teachers may also call an SST, if they notice problems with work habits or attendance. The counseling staff is also a part of each of CHHS' academies, pathways, and AVID. Designated counselors assist with providing students with career training and specialized learning, and they attend the academy and pathway meetings.

Students looking for opportunities outside traditional classes are directed to the Career Center, which assists students with career opportunities through ROP (there are currently 392 students in 49 ROP classes outside of school and 6 ROP courses on campus). The Career Center also assists students with college selection through college application materials and catalogues, as well as college representative visitations. Additionally, students may explore military options speaking to military representatives. Students requiring other work-related support are directed to the school's Work Experience teacher (58 students in Work Experience).

Students have opportunities to explore areas that interest them to help develop educational plans that will suit their interests. The school offers the ASVAB Test, Occupational testing; in addition, special education students are encouraged to attend a career fair sponsored by SELPA (Special Education Local Plan Area). All sophomores in their English classes build an electronic portfolio through CCGI (College and Career Guidance Initiative) where they explore various careers. This portfolio is further developed at other times through a student's enrollment in the school.

Students requiring other types of counseling may be referred to the school peer leadership program, Link Crew program, counseling group counseling done by the school counselors, school psychologist, county services, Independent Study Program, Buena Vista, the district online program, or Adult School, if these services will better fit the needs of the student. Counseling also assists students with college scholarship and financial aid, as well as college selection through College Night. CHHS is currently promoting a greater percentage of college-bound students than in previous years.

CHHS also supports students who require an accelerated program. Though students are listed as GATE students, CHHS does not formally identify these students, with the exception of counseling, based on AP and Honors placements. Most AP classes include GATE students, and every student at CHHS has the opportunity to take a challenging, relevant and coherent course of study. CHHS's AP Program is open to all students. Currently, there are four Special Education and many AVID students taking AP courses. Some AP courses include Parent Night, workshops, summer "boot camps," and online student support to be used as an intervention, and to continue growth outside the classroom, as well as encourage

students to enroll in AP who may not otherwise do so.

Expectations for students' behavior and achievements, both in the classroom and in extra-curricular activities, are embedded in the school's School wide expectations. School leadership and staff model the School wide expectations for students on a daily basis. In addition, the school has developed a behavior matrix this year as part of PBIS. Also, students are honored academically and publicly through awards, such as "TOP DOG," perfect attendance, and 1.0 improvement or more in GPA at rallies and staff meetings. At the beginning of each school year, there is a Husky Code of Conduct Assembly, introducing students to the expectations set for them. More altruistic behavior is further supported through community-based clubs--such as Key Club and Schools for Schools, as well community-centered activities, such as toy and blanket drives.

69% of surveyed students participate in school activities outside the classroom, and 57% report feeling connected to the school. Student culture and support are important to all staff, and CHHS is striving to improve and grow in these areas. As part of the WASC process, some students have been involved in our focus groups in previous years. Teachers interview and dialogue with student representatives reflecting the school population. While CHHS is engaging in many activities to support students, parents and communities, there are areas for growth. For example, although students attend and show Husky Pride at events like the Battle of the Bone (sold out game) and many students are involved in clubs, performing arts, and sports, additional student support is needed to address all student growth needs. For example, the Health Survey revealed that students feel the Career Center and Library hours need to be extended for easier access and use by all. This would be beneficial to students, as the city library has limited hours. In addition, CHHS' staff realizes that in a large

school, the needs of small subgroups may not be fully addressed. Staff is continuing to work on uncovering and addressing the needs of all students as part of our identified critical academic needs.	

WASC Category E. School Culture and Support for Student Personal and Academic Growth
Strengths and Growth Needs

Strengths

1. Chino Hills High School has school spirit, and a variety of activities and student involvement. There are clubs, sports, performing arts, and activities to provide something for every student on campus.
2. CHHS has a staff that dedicates time and energy to go above and beyond expectations for students.
3. Students understand the idea of giving back to the community and participate in various community service programs, opportunities, and fundraisers.
4. Attendance rates and graduation rates are high.
5. Every year, scholarship totals for students attending college increase.
6. CHHS is working toward developing an integrated system of supports for students.

Growth Needs
1. There is a need to increase and refine communication at all levels, and eliminating barriers to information and data for students, staff, and the community.
2. There is a need to continue developing and refining integrated intervention systems to meet the needs of all students.

Academic Needs

Chapter Four—Critical Academic Needs

Based on the analysis of the data in Chapter II of the Student/Community Profile, many focus group meetings and findings, as well as home group discussions, the staff at Chino Hills High School has identified the following as academic needs.

Critical Academic Needs:

Improve intervention practices and systems

The data clearly shows that Students with Disabilities and English Language Learners subgroups scored lower than their counterparts on CAASPP English and math scores. Even though CHHS has consistently high performing students of the population, the school also has consistently low performing subgroups that need to be reached to close the achievement gap. CHHS has been improving the intervention infrastructure and now is working toward making every classroom a Tier 1 intervention classroom.

Integrate PLC emphasis and implementation as a driving force for change on campus

CHHS has utilized PLCs as a whole staff to varying degrees of success since it's last full WASC accreditation; however, its full implementation has been hindered by infrastructure and systems issues. CHHS has taken several steps to rectify the issues involving PLCs, but shifting the use of PLCs so that they are a driving force behind instruction will require more divergent thinking and that the school makes this paradigm change an area of focus. To that end, the school is beginning to look at PLCs as a system that will flourish if its interconnectedness with other site systems is considered while making the necessary changes needed in PLC implementation and sustaining more effective PLCs.

Improve proactive communication systems

The school recognizes the importance of informing all stakeholders of student success. The school also recognizes the importance of improving communication among staff, departments, students, and parents regarding school wide issues, instructional improvement, department issues and curriculum issues. To that end, CHHS feels that in order to move from being a good school to a great school that

fosters growth in all students, the school needs to develop communication systems that proactively address potential stakeholder needs and potential communication barriers in its communication practices and systems.

Modernize technology and its use on campus

As technology evolves, it needs to be mirrored in the classroom, so that students develop 21st century skills. Modernized technology can change instruction and increase Tier 1 and Tier 2 intervention for students by increasing student engagement and allowing for the individualization of learning.

List important questions that have been raised by the analysis of the student performance demographic and perception data.

- How can Chino Hills High School increase the support provided to English Learners and Students with Disabilities as they work to achieve at higher levels on assessments at both state and classroom levels?
- How can Chino Hills High School work to increase the performance and achievement levels of all subgroups to meet the needs of all students?
- What refinements and improvements can be made to the intervention to help struggling students?
- How can the school intervene with students when they demonstrate a need for additional support through poor attendance, failing grades, and discipline problems?
- How can improved communication systems and practices support student learning? How can communication systems and practices be maintained during changes in staffing?
- How can staff improve communication with parents and students? How can administration improve communication with staff?
- How can the staff create sustainable systems: communication, intervention, PLCs?
- How can technology transform student learning?
- How can technology assist with Tier 1 intervention and differentiation?

Action Plan

Chapter Five – Action Plan

Goal 1: Improve proactive communication systems

Rationale:

- The school recognizes the importance of informing all stakeholders of student success and the importance of improving communication among staff, departments, students, and parents regarding school wide issues, instructional improvement, department issues and curriculum issues.
- CHHS feels that in order to move from being a good school to a great school that fosters growth in all students, the school needs to develop communication systems that proactively address potential stakeholder needs and potential communication barriers in its communication practices and systems.

ESLRs (PRIDE) addressed: Respect, Excellence
SPSA Goal Correlation:

Specific Steps	Responsible Persons	Resources	Means to Assess Implementation	Timeline	Methods to Report
3.1 Assess systems on campus: their flow, purpose, and how their functions and processes are or are not communicated.					
Evaluate current communication systems and the needs of all stakeholders	Administration Leadership Team Department Chairs ACT & CSEA site representatives PTSA	Staff handbook Program leaders	Meeting agendas & minutes Surveys	2018-19	Email faculty & PLC meetings Department Chair meetings

Specific Steps	Responsible Persons	Resources	Means to Assess Implementation	Timeline	Methods to Report
3.2 Survey stakeholders on the effectiveness of communication using a set survey schedule					
Establish a set survey schedule for all stakeholders	Leadership team WASC writing team	Office 365 Forms	Site PD Plan	April-May annually	Faculty meetings, Site PD Plan Email Staff Handbook Handbook Website
Survey stakeholders on WASC related issues and analyze data	Administration WASC writing team Instructional Coaches	Office 365 Forms. District Data Protocol	Surveys Data Data analysis results	annually	Emails Staff meetings Staff website portal
Change systems & programs based on data, as needed	Administration Leadership Team WASC writing team	District Data Analysis Protocol	Changes in systems; Communicating data analysis results	annually	Systems Charts Emails Staff meetings Staff website portal
3.3 Develop systems flow charts for campus programs					
Identify systems on campus	Administration, Department Chairs Leadership team Program representatives	Model Systems Charts	CPT Staff Meetings Department Chair Meetings	August-May annually	Staff meetings PLC meetings Department Chair meetings
Create, revise, and communicate systems charts	Administration Department Chairs Program Leaders Technology Department WASC writing team	PD funds Systems charts	Updated and communicated systems charts	August-May annually	Email Staff meetings Staff website portal Department Chair meetings PLC meetings
3.4 Establish clear, focused goals communicated from leadership team.					
Devise and implement new communication methods to increase communication between all stakeholders.	Leadership team Admin	Email Staff Website Portal	Surveys Data tracking the number of	2018-19 school year	Emails Staff meetings

Specific Steps	Responsible Persons	Resources	Means to Assess Implementation	Timeline	Methods to Report
			miscommunications occurring		
Communicate clear policies, student conduct, dress code, etc..	Administration; Staff	Staff handbook; Staff Website Portal	Decrease in dress code violations	August to May annually, revise as needed	Email Staff Website Portal; Staff meetings
Identify communication systems for the district, administration, and staff and communicate those systems to stakeholders	Administration Leadership Team District Personnel	Staff handbook; Staff Website Portal	Survey	Monthly	Email Communications Systems Flowchart
Continue to provide agendas for staff prior to meetings.	Administration	Email tentative meetings to staff	Email responses	Monthly	Faculty meeting PowerPoints
3.5 Improve staff communication and interpersonal skills					
Continue "Get to Know You" activities as a staff	Activities Director	Ice Breaker Activities	Staff Morale	Several times each semester	Staff meetings Staff social events
Increase staff professionalism through "culture" PD	Administration	District PD resources Outside consultants	Staff surveys Climate surveys	Once per semester	Staff PD
Daily announcements to staff and students and advertise in various ways	ASB Activities Director	Technology	Student and Staff	Daily	Email Daily Announcements
Celebrate successes regularly.	Administration Staff Welcome Committee	ASB Email	Administration celebrating the success of staff members and school Staff surveys	Annually	Email Daily Announcements Staff meetings
Use "ticket out the door" and short, periodic online surveys to assess faculty perceptions (e.g., climate surveys)	Administration WASC writing team Department Chairs	Office 365 Forms	Administration acting on survey results	Once a semester	Email Faculty Meetings WASC reports & interim WASC document updates
3.6 Continue clear communication with all stakeholders					

Specific Steps	Responsible Persons	Resources	Means to Assess Implementation	Timeline	Methods to Report
Articulate with feeder schools.	Counseling Administration	Curriculum Guides Department Chairpersons District Resources	Change in SBAC and common assessments scores	Annually	Faculty meetings PLC meetings Emails
Increase communication with parents, staff, and community.	Administration Staff	Aeries Communication Staff Websites Other technology communication services	Site website metrics Increased community involvement in site activities Surveys	Annually	Email Staff meetings
Improve communication with parents when students fall below a D or when student grade plummets	Certificated Staff	Aeries Connection Technology	Site website metrics Increased community involvement in site activities Surveys	Ongoing: daily/annually	Email Aeries Connection Parent Conferences
Communicate data dive results to pertinent stakeholders	Administration Instructional Coaches Intervention Counselors PBIS Leads	Survey Results Staff website portal	Updated WASC data pages on staff website portal	Each semester	Email Staff website portal Department Chair meetings Staff meetings
Encourage usage of and expand site website and email/text messaging to parent, staff, and students.	Administration	Site & District Technology Department	Survey of email use Site webpage metrics	Annually, as needed	Staff meetings Emails Department Chair meetings

Goal 2: Improve intervention practices and systems

Rationale:

- The data clearly shows that Students with Disabilities and English Language Learners subgroups scored lower than their counterparts on CAASPP English and math scores.
- Even though CHHS has consistently high performing students of the population, the school also has consistently low performing subgroups that need to be reached to close the achievement gap.
- CHHS has been improving the intervention infrastructure and now is working toward making every classroom a Tier 1 intervention classroom.

ESLRs (PRIDE) addressed: Determination, Excellence
SPSA Goal Correlation

Specific Steps	Responsible Persons	Resources	Means to Assess Implementation	Timeline	Methods to Report
1.1 Clearly communicate current intervention services to channel students into appropriate interventions					
Communicate intervention data (PBIS & MTSS-A and B)	PBIS team; intervention counselor; administration	Illuminate CAASSP data	PBIS, MTSS data, staff surveys	At the beginning of spring semester & beginning of Fall semester	Email Faculty meeting during data dives PTSA Booster meetings Department Chair meetings Parent Outreach meetings

Specific Steps	Responsible Persons	Resources	Means to Assess Implementation	Timeline	Methods to Report
Communicate criteria used for AVID, PLUSS, and other Tier 2 intervention programs	Intervention Counselor	Illuminate Teacher Recommendations Program descriptions	Number of people in Tier 2 intervention programs, success/"graduation" rates from Tier 2 programs, Student Data	Sept.-June annually	Email Faculty Meetings PTSA Booster meetings Department Chair meetings Parent Outreach meetings
Create individual intervention plans for at-risk students.	Counselors EL Coordinator SPED Case Carriers Intervention Counselor	Collaboration between counselors, EL Coordinator and SPED Case Carriers	Students are correctly placed/Students are reaching proficiency	August-May annually	Emails Individual Intervention Plans
1.2 Support the classroom as a Tier 1 intervention instrument					
Present full professional development (PD) on differentiation at staff meetings, focusing on specific pieces of differentiation and strategies	Administration and Instructional Coaches	Beat Practices Research, District PD Materials	Grade Data	Multiple times @ year as designated in the site PD plan	Site PD Plan
Follow-up site full differentiation PD (small segment PD reminders during faculty meetings and on Coaches Corner)	Instructional Coaches Administration	Coaches Corner, district & off-site PD materials	Surveys, Coaches Corner traffic metrics, CLRs	Sept. to May annually	Email, Staff meetings, Coaches Corner
Support one-on-one teacher coaching for differentiation	Instructional Coaches	Coaching cycles	Instructional Coaches' logs; Administrative observations	yearly	Collaborative Learning Rounds Instructional Coaches Logs
Create & implement a plan to include teachers in Collaborative Learning Rounds (CLRs)	Administration Intervention Counselor Instructional Coaches	District CLR protocols; sister site approaches to Collaborative Learning Rounds	Teacher surveys & reflections connected to CLRs	Creation of a plan by Fall 2018; year review of the plan each May	Staff meetings, emails, systems flow charts posted on online teacher portals Department Chair meetings PLC meetings
Integrate Tier 1 PD with the PLC system	Administration	Site PD Calendar Site Systems Charts	Staff & student surveys	Creation & revision of system PD & PLC	Staff Meetings

Specific Steps	Responsible Persons	Resources	Means to Assess Implementation	Timeline	Methods to Report
	Intervention Counselor Instructional Coaches Department Chairs		PLC notes Student data	systems yearly each fall	Department Chair Meetings PLC meetings
Have "intervention tutors" (Link Crew) as a means to help with intervention classes.	Link Crew teacher AVID teacher	Link Crew curriculum & classes	Grade Data	Re-evaluation every 6 weeks	Email Staff meetings Aeries Connection School Website
Create & revise a plan for incorporating Study Skills into freshman level courses. Example: Note taking; Test taking skills; Interactive notebook.	Link Crew teacher; ASB Director; AVID teacher; Instructional Coaches	AVID Link Crew Intervention Counselor Administration Instructional Coaches	Increase Freshmen grades and use of study skills	Sept. to June annually	Staff meetings, email from Intervention Counselor, Link Crew teacher, or Instructional Coaches communicating contents of Freshman Academy Department Chair meetings
Continue to review student data to identify low performing students and create a plan to provide intensive interventions for them within the classroom	Counselors; Intervention Counselor; Instructional Coaches	Illuminate Link Crew tutors	Aeries grade posting & teacher reports for targeted students	Every 6 weeks	Illuminate Email Department Chair meetings PLC meetings
Create and integrate a site cross-disciplinary literacy program	Literacy Team Instructional Coaches Leadership Team	Outside Consultant Sue Beers Wikispace Site PD	Literacy program documents Literacy program PD minutes & agendas	2018-2023	Staff meetings AAA meetings Email Staff website portal PLC meetings Department Chair meetings
Integrate faculty reflective practices concerning student data into faculty meetings & PLCs	Administration, Intervention Counselor, PBIS & MTSS teams,	Student data	Staff meetings & key PLC meetings	Staff reflection meetings (May & September); PLC reflection meetings (October & March)	PLC minutes; staff meetings; email Department Chair meetings

Specific Steps	Responsible Persons	Resources	Means to Assess Implementation	Timeline	Methods to Report
	Instructional Coaches				
Off-campus differentiation PD for designated teachers: teachers in intervention programs, staff providing site PD	Administration Instructional Coaches	Site PD funds		Yearly	In-classes & site PD and follow-ups Email Walkthroughs

Goal 3: Integrate PLC emphasis and implementation as a driving force for change on campus

Rationale:

- CHHS has utilized PLCs as a whole staff to varying degrees of success since it's last full WASC accreditation; however, its full implementation has been hindered by infrastructure and systems issues.
- CHHS has taken several steps to rectify the issues involving PLCs, but shifting the use of PLCs so that they are a driving force behind instruction will require more divergent thinking and that the school makes this paradigm change an area of focus.
- To that end, the school is beginning to look at PLCs as a system that will flourish if its interconnectedness with other site systems is considered while making the necessary changes needed in PLC implementation and sustaining more effective PLCs.

ESLRs (PRIDE) addressed: Passion, Respect, Integrity, Determination, Excellence
SPSA Goal Correlation: 1,2,& 3

Specific Steps	Responsible Persons	Resources	Means to Assess Improvement	Timeline	Methods to Report
2.1 Establish & communicate PLC system features and clear, focused goals for PLCs.					
Examine and investigate alternative PLC implementation methods	Leadership team; Administration; District Office	Email Staff online portal	Surveys Changes in PLC practices	2018-2019 school year	Emails Staff meetings
Communicate clear PLC goals	Administration; Staff; Department Chairs; PLC leads	Staff handbook; Online staff portal	Surveys PLC minutes	August annually	Staff meeting Staff handbook Staff online portal PLC meetings Department Chair meetings

Specific Steps	Responsible Persons	Resources	Means to Assess Improvement	Timeline	Methods to Report
Revise & refine PLC systems	Administration PLC leaders Department Chairs	PLC Research & Visitation Notes	Survey	2018-19, then annually in May during May reflections	Email Staff meeting PLC Systems Chart
Increase PLC use of data by including the results of data dives as part of PLC system	Administration PLC leads	Data analysis results	PLC minutes	After whole school data dives	Email Staff Meetings
2.2 Dedicate more uninterrupted time to PLCs					
Investigate changing the CPT day to avoid conflicts with holidays and student-free days	Leadership Team Administration; District Office	District School Minutes & Calendar Guidelines	More PLC times scheduled	2018-2019	Faculty Meetings CPT Calendar
Continue to communicate the CPT schedule to staff prior to finalization	Administration Department Chairs	Technology	Staff feedback	May, annually	Email Faculty Meeting
Schedule WASC process days on a set schedule each year to preserve PLC days during WASC visitation years	Administration Leadership Team	Site PD Calendar	Time in PLCs	Annually	Site PD Calendar Email CPT Meeting Calendar
Craft master schedule while keeping the need to lessen prep periods for teachers in order to increase PLC involvement	Administration Leadership Team Counselors	PLC literature and consultants	PLC attendance CPT calendar	2018-19	Email Faculty Meetings
2.3 Refine & integrate PLC system features with other systems on campus					
Investigate possible connections between campus systems and the PLC system	Counseling Administration Leaders from each program Leadership Team	Site Systems Charts	Surveys PLC minutes	2018-29, and then annually for refinement & updating	Staff Meetings Online staff portal
Refine PLC system features as site systems (e.g., activities, athletics, intervention, PD, etc.) change	Administration Staff	Systems flow charts	PLC minutes Student Data	Annually	Email Staff meetings Online staff portal

Goal 4: Modernize technology and its use on campus

Rationale:

- As technology evolves, it needs to be mirrored in the classroom, so that students develop 21st century skills.
- Modernized technology can change instruction and increase Tier 1 and Tier 2 intervention for students by increasing student engagement and allowing for the individualization of learning.

ESLRs (PRIDE) addressed: Passion, Determination, Excellence
SPSA Goal Correlation:

-

Specific Steps	Responsible Persons	Resources	Means to Assess Improvement	Timeline	Methods to Report
4.1 Investigate funding sources & the use of technology to transform teaching and learning					
Continue sending representatives to PD training & then deliver PD through multiple avenues	Leadership team Administration Technology Department Instructional Coaches	CHET District Tech coaches CUE	Increase in tech use in classrooms CLRs	2018-19, and then annually	Coaches Corner Staff Meetings Site PD Coaching Cycle
Investigate funding sources for new technology	Administration; Staff Techsploration Team	CUE District Technology Department District Tech Coaches	Technology Budget	Annually	Email Staff Meetings Department Chair Meetings
4.2 Staff PD on transformative uses of technology					

Specific Steps	Responsible Persons	Resources	Means to Assess Improvement	Timeline	Methods to Report
Whole staff PD on approaches to using technology to transform instruction	Technology Department Instructional Coaches	CHET District Tech Coaches CUE conference Techsploration Committee Members	CLR Staff & Student Surveys	Annually	Site PD Calendar District PD Attendance
Increase teaching-coaching cycles connected to technology	Instructional Coaches Techsploration Team	Instructional Coaching periods Specialty CPT time CLR	Surveys CLRs	Annually	Coaches Corner Staff meetings Emails Staff online portal

Appendices

CHINO HILLS HIGH SCHOOL

"Home of the Huskies"

Bell Schedule

Regular Schedule

1st Period	7:30 – 8:27
2nd Period	8:33 – 9:35
3rd Period	9:41 – 10:38
4th Period	10:44 – 11:41
Lunch	11:41 – 12:11
5th Period	12:17 – 1:14
6th Period	1:20 – 2:17

Minimum Day Schedule

1st Period	7:30 – 8:12
2nd Period	8:18 – 9:00
3rd Period	9:06 – 9:48
4th Period	9:54 – 10:36
5th Period	10:42 – 11:24
6th Period	11:30 – 12:12

Common Planning Time (CPT)

CPT/PLC (Staff Only) *(Every Monday)*	7:30 – 8:14
1st Period	8:20 – 9:09
2nd Period	9:15 – 10:07
3rd Period	10:13 – 11:02
4th Period	11:08 – 11:57
Lunch	11:57 – 12:27
5th Period	12:33 – 1:22
6th Period	1:28 – 2:17

Rally Schedule

1st Period	7:30 – 8:16
2nd Period	8:22 – 9:08
Rally "A"/3rd	9:14 – 10:09
3rd /Rally "B"	10:15 – 11:11
4th Period	11:17 – 12:03
Lunch	12:03 – 12:33
5th Period	12:39 – 1:25
6th Period	1:31 – 2:17

Finals Schedule

Day One	Day Two	
1st Period	2nd Period	7:30 – 8:59
3rd Period	4th Period	9:05 – 10:34
Nutrition	Nutrition	10:34 – 10:45
5th Period	6th Period	10:51 – 12:20

rev. 8/25/2017

CHINO HILLS HIGH SCHOOL • 16150 POMONA RINCON ROAD, CHINO HILLS, CA, 91709

Main Campus – Second Floor

ROOF AREA

Boy's R.R.

230 231 232 233 234 235 237 240 241 243 244 245 246 248 250 251 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 271 272 273 270

Girl's R.R.

OT/ Couns.

Boy's R.R.

Hall

Speech

OT/Couns.

Upper Level

M216 M215 M214 M213
M209 M210 M211 M212
M208 M207 M206 M205
M201 M202 M203 M204

Modular Campus

Ground floor

M126 M125 M124 Boy's R.R.
M111 M113 M114 Girl's R.R.
M109 M108 M107 M105
M101 M102 M103 M104

M127

M301 M302

Main Campus, Ground Floor

Girl's R.R.

130 131 132 133 134 135 136 137 138 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159

Boy's R.R.

Girl's R.R.

Small Gym 160

Theatre

Stage - 193

190 191 192

Rest Rooms

COVERED COMMONS (Lunch Area)

Library

Psych

Girl's Lockers 161

Team Room

Girl's R.R.

Boy's R.R.

Boy's Lockers 162

Storage

Principal

Switchboard

AP's

SRO

Records

Career

Counseling

Nurse

Attend.

Cafeteria/MPR

Kitchen

180

181

182

171 172 173

Rest Rooms

176

175 174

Student Store

163 164 165

Rest

Large Gym 166

Weight Room 168

169

Wrestling Room 167

Main Campus, Ground Floor

Chino Hills High School

Name	Ext	Name	Ext	Name	Ext	Name	Ext
Acker, Bill	5230	Franklin, Daniel	5201	Murillo, Marlene	5411	van Schaik, Kathleen	5136
Acker, Jennell	5180	Fullerton, Keith	5203	Murphy, Neil	5232	Vasquez-Alvarado, Socorro	5156
Aguilar, Jianna	5164	Garcia, Abraham	5104	Myers, Eric	5125	Vaughn, Joy	5470
Aldana, Louella (Per 2,3 x5140)	5150	Garcia, Heather	5244	Nadolny, Cynthia	5144	Vera, Nubia	5105
Armstrong, Karen	5473	Garnica, Al	5488	Nakamura, Nick	5212	Viramontes-Dorado, Fernando	5142
Arnold, Stephanie	5202	Gomez, Raul	5158	Negron, Noel, SRO	5461	Vitello, Tom	5209
Arrington, Stephanie	5429	Gonzales, Maxine	5264	Nguyen, Cherrie (nurse)	5413	Vivanco, Lora	5233
Avalos, Lorraine (ROP)	5124	Gottbrecht, John	5103	Nsek, Angelina	5153	Weber, Kimberly	5469
Bacha, Karen	5105	Grant, Don	5162	Palmer, Robert	5211	Whetzel, Denise	5246
Bagnoli, Nancy	5416	Greenler, Diane	5421	Payne, Debee	5430	Whetzel, Glenn	5243
Bahena, Delia	5157	Gutierrez, Anjel	5426	Pennett, Wendy	5151	Wiechert, Michael	5131
Balbuena, Guadalupe	5124	Gutierrez, Elvira	5264	Peters, Deborah	5105	Wyckoff, Jeff	5251
Barbosa, Luis	5152	Gutierrez, Tiffany	5102	Plummer, Jennifer	5137	Yanez, Brizeida	5101
Bateman, Shelley	5410	Hampton, Joel	5143	Purcell, Anna	5404	Yanez, Claudia (per. 1 x5152)	5203
Baun, Julianne (ROP)	5119	Hardman, Douglas	5215	Quevedo, Danny	5488	Yang, Li	5159
Baybrook, Lemont	5263	Harrington, David	5266	Ramstack, Maureen	5132	Zeigler, Linda	5108
Behounek, Lisa	5431	Harrison, Jeremy	5424	Reed, Will	5109		
Bennett, Al	5420	Hayes, Lisa	5126	Reyes, Albert	5260		
Benton, Megan	5161	Henson, Terry (ROP)	5130	Reyes, Karen	5255		
Bergmann, Jim	5259	Hernandez, Robyn (4-6:5466)	5135	Reynosa, Rhonda	5107		
Billingsley, Cheryl	5419	Hughes, Melissa	5427	Richmond, Tim	5134	Activities	5116
Billingsley, Kyle	5261	Jepeway, Gwen	5124	Rivera, Jose	5148	ALC	5149
Bondoc, Daniel	5488	Khalil, Mary (Psych)	5249	Roche, Tom	5206	AP Offices 5418, 5416 &	5406
Bonnema, Michelle	5267	Kopecky, Mike	5248	Rodriguez, Shaun	5473	Athletic Trainer's Room	5164
Brenes, Isabel	5401	Krumbine, Steve	5190	Rogers, Cayce	5257	Athletics-Sam Sabbara	5465
Browning, David	5208	Kuh, Angeline	5130	Rolland, Michael	5271	Attendance	5407
Burton, Bertie	5124	Lanathoua, Gilbert	5155	Ross, Sandy	5146	Career Center 7:00 - 1:00	5469
Calles, Scott	5105	Larson, Thomas	5256	Roy, Mary	5418	Chino Human Services	5265
Casey, Sean	5213	Latimore, Dennis	5262	Rupe, Kerry	5191	Computer Lab	5258
Chaidez-Guerrero, Jesus	5473	Lindemulder, Char (1-2:5466)	5272	Rutherford, Laura	5192	Conference Room	5412
Chappell, Michelle	5234	Lindemulder, Craig	5273	Sabbara, Sam	5465	Counseling	5433
Chico, Laurie	5483	Long, Debbie	5174	Saccone, Dana	5264	County Class	5112
Chiotti, Michelle	5116	Lopez, Cathy (per. 3 & 4-x5271)	5107	Schempp, Michele	5140	County Main Office 606-5749	
Choi, Jung	5154	Lynch, Corey (per.5&6-rm.301)	5119	Seltz, Joyce	5434	Equipment Room	5464
Cole, Mirrya	5150	Macias, Alba	5101	Skokan Michael	5254	Gym - Large	5498
Compton, Irene	5149	Mahmoud, Fefe	5414	Sneddon, Kimberly	5204	Gym - Small	5499
Corona, Teresa	5473	Mansour, Menrit	5245	Spaun, Kathie	5428	Kitchen	5414
Cosme, Melissa	5205	Marnien, Michael	5150	Stevens, Chris	5162	Library	5454
Crow, Greg	5210	Mathes, Kera	5111	Stow, Paula	5253	Lounge	5480
Daniels, Stacy	5455	Mathis, Janie	5250	Sullivan, Dorinda	5434	Nurse's Office	5411
de la Torre, Miguel	5141	McCormack, Marybeth	5408	Swanlund, Jan	5176	Occ. Therapist - Olivia Hazen - room38	5249
Dominguez, Monica	5473	McGraw, Elizabeth (ROP-rm.302)	5120	Takenaka, Ryan (per1,2 x5143)	5264	Principal's Conf. Room	5423
Dorado, Margo	5270	McIntosh, Ross	5147	Tasanont, Chirichan	5241	Pool Ticket Booth	5195
Dorling, Lynette	5202	McMillen, Linda	5433	Taylor, Mel	5403	Records 5430 &	5442
Edwards, Zachary	5231	Mejia, Amber	5237	Teper, Kori (Donahue)	5138	Speech (Sunil Kumar)	5479
Erbst, Bob	5207	Meneses, Lucy	5439	Thomas, Jonathan (127)	5227	Student Store	5483
Espinoza, Karen	5409	Miller, Marja	5133	Thompson, Lisa (APE)	5161	THEATRE:	
Fagundes, Delia	5473	Misawa, Keane	5173	Tooley, Yvonne	5105	Catwalk	5456
Fawcett, Daniel	5216	Mitchell, Adriana (per.1&2-x5271)	5107	Torres, Armando	5145	Sound	5460
Fernandez, Anthony	5105	Moore, Aubrey	5214	Tran, Cesar	5240	Stage Phone	5453
Flores, Bryan	5109	Moore, Larry	5162	Tribe, Danielle 5161/	5444	Weight Room	5487
Flores, Julie	5406	Moore, Richard	5435	Trotter, Joan	5105	Workroom	5412
Ford, Walter	5171	Morales, Richard	5235			Wrestling Room	5485
Franco, Mirna	5107					**Revised 1/19/18**	

Local Control and Accountability Plan (LCAP)

School-Parent Compact

What is a School-Parent Compact?
A School-Parent Compact for Achievement is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure all our students reach or exceed grade-level standards.
Effective compacts:
- **Link** to goals of the school's single plan for student achievement
- **Focus** on student learning skills
- **Describe** how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment
- **Share** strategies parents can use at home
- **Explain** how teachers and parents will communicate about student progress
- **Describe** opportunities for parents to volunteer, observe, and participate in the classroom

DISTRICT PARENT RESOURCES

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

Special Education Support Meetings

English Learner Parent Academy

Parent and School Partnership Link:

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

carol_sweat@chino.k12.ca.us
909 628-1201 ext 5601

(Spanish) 909 628-1201 ext 5602

Parent Participation

Activities to Build Partnerships
Student Learning
*****ELAC Meetings** offer support for parents of English Language Learners (English Language Advisory Committee).
*****AP Preview Night** provides parents and students information on accessing advanced courses (Advanced Placement) for college and career preparation.
*****College and Career Fairs** provides parents and students with opportunities to plan for post-secondary success.
*****Parent/Teacher/Student Conferences** are available for students not meeting proficiency in classes
.
Social-Emotional Development and Growth
*****Parent Partnership Events** provide parent education opportunities.
*****Booster and Parent Organizations** offer opportunities to support your child's extracurricular interests and leadership development.

Volunteering Opportunities
If you would like to *volunteer, participate* in, and/or *observe a classroom*…call the school office for information.

Communication about Student Learning

Our school is committed to regular two-way communication with families about their children's learning. Some of the ways parents and teachers communicate all year are:
- **School to Home**
  - newsletters
  - school website
  - school marquee
  - frequent progress monitoring
- **Home to School**
  - school agendas
  - email
  - parent-teacher meetings
  - participate in "activities to build partnerships" (see above)

www.chinohillshigh.com

Chino Valley Unified School District

SCHOOL-PARENT COMPACT
for
STUDENT ACHIEVEMENT
2017-2018

9th through 12th Grade
FOCUS FOR STUDENT SUCCESS

Tell me and I forget. Teach me and I remember. Involve me and I learn.
----Benjamin Franklin

CHINO HILLS HIGH SCHOOL
16150 POMONA RINCON RD.
CHINO HILLS, CA 91709
(909) 606-7540

Our Goals for Student Achievement

School-Parent Compact

District Goals - Local Control Accountability Plan (LCAP)

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

Staff, parents, families, and students are connected and engaged at their school to ensure student success.

All students are prepared for college and career beyond graduation.

School Goals

Academic

Chino Hills High School will increase access and successful completion of A-G (college preparatory) courses for our students.

Non-Academic

Chino Hills High School will provide a safe and positive learning environment, incorporating our Multi-Tiered Systems of Support (MTSS-B) to help our students meet behavior expectations and prepare them to be positive community members.

English Learner

Chino Hills High School is committed to improving the English language proficiency of our English Language Development students, as measured by increased proficiency on statewide testing (CAASP).

Our school provides high quality curriculum and instruction in supportive and effective classroom environments to enable students to meet state academic standards. We support our students and work hard to provide a welcoming, safe school environment.

Teachers, Parents, Students — Shared Responsibility for Learning

In the Classroom

In the classroom, 9th-12th grade teachers will focus on effective instruction and these high-impact strategies to support school goals:

Academic Goal

Teachers will provide an interactive, collaborative, and creative environment that will increase student engagement in the learning process resulting in higher achievement. Instruction will feature an integration of 21st Century Learning using the "4 C's": critical thinking, communication, collaboration and creativity. Teachers will incorporate technology in lessons, projects and assessments to prepare students for college and career.

Non-Academic Goal

Teachers will reinforce the Positive Behavior Intervention System (PBIS) model which provides a welcoming environment where students understand behavior expectations and good behavior/character is acknowledged and encouraged.

English Learner Goal

Teachers will provide quality integrated ELD (English Language Development) instruction during core courses and ELD students will receive additional ELD designated instruction/intervention each day via the ELD class.

At Home

Activities at home to support what my child is doing at school:

Academic Goal

*Use Aeries.net (parent portal) to monitor grades, behavior and attendance. Parents will meet with teacher with concerns as soon as possible.

*Parents will review annual course selection forms to ensure students sign up for appropriate classes to meet college admissions requirements.

Non-Academic Goal

*Keep open lines of communication with your child through daily discussions about the school day, friends and upcoming events.

English Learner Goal

*Utilize the "Translate" tab on the CVUSD and Chino Hills websites to see information in the family's primary language.

At home, I will reinforce classroom learning by:
*Providing a structured study time.
*Supporting the school behavior standard of PRIDE (Passion, Respect, Integrity, Determination, Excellence).

Student Learning Activities

Activities students will do to support their learning:

*Seek tutoring from school-sponsored tutoring programs.
*Keep in contact with school counselors; meet, email or speak with counselor at least one time per year.
*Come to class prepared, motivated and excited to learn new information.
*Follow the school behavior standard of PRIDE (Passion, Respect, Integrity, Determination, Excellence) in the classroom, on campus and during school activities.

CHINO HILLS HIGH SCHOOL 2017-18 Student Survey

PLEASE INDICATE YOUR THOUGHTS ON THE FOLLOWING STATEMENTS:
 (A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

1. At Chino Hills High School, there is a school-wide atmosphere of respect and trust.
(A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

2. Chino Hills High School is a safe and secure place.
(A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

3.   At Chino Hills High there is visible evidence of school pride among staff and students.
(A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

4. Most adults at Chino Hills High model appropriate professional behavior.
(A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

5. I understand the learning expectations in each of my classes at CHHS.
(A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

6. I am recognized for my academic achievements.
(A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

7. Most teachers at CHHS use instructional methods that help me to learn.
(A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

8. CHHS facilities are clean and well kept.
(A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

9. At CHHS the needs of college bound and non-college bound students are equally met.
(A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

10. I receive frequent feedback on my progress/grades.
(A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

11. The CHHS website provides valuable information for parents & students.
(A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

12. Most teachers at CHHS are available to assist me outside of classtime.
(A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

14. I feel I can communicate with my teachers.
(A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

15. I participate in school acitivites outside the classroom.
(A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

16. I feel connected to school.
(A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

Chino Hills High School 2017-18 Student Survey

1. At Chino Hills High School, there is a school-wide atmosphere of respect and trust.

🔵	Agree	266
🟠	Somewhat Agree	707
🟢	Somewhat Disagree	278
🔴	Disagree	223
🟣	Don't Know	49

2. Chino Hills High School is a safe and secure place.

🔵	Agree	576
🟠	Somewhat Agree	676
🟢	Somewhat Disagree	130
🔴	Disagree	100
🟣	Don't Know	41

3. At Chino Hills High there is visible evidence of school pride among staff and students.

🔵	Agree	630
🟠	Somewhat Agree	577
🟢	Somewhat Disagree	152
🔴	Disagree	118
🟣	Don't Know	48

4. Most adults at Chino Hills High model appropriate professional behavior.

🔵	Agree	596
🟠	Somewhat Agree	559
🟢	Somewhat Disagree	179
🔴	Disagree	143
🟣	Don't Know	44

5. I understand the learning expectations in each of my classes at CHHS.

🔵	Agree	865
🟠	Somewhat Agree	416
🟢	Somewhat Disagree	103
🔴	Disagree	95
🟣	Don't Know	44

6. I am recognized for my academic achievements.

🔵	Agree	368
🟠	Somewhat Agree	502
🟢	Somewhat Disagree	236
🔴	Disagree	296
🟣	Don't Know	122

7. Most teachers at CHHS use instructional methods that help me to learn.

🔵	Agree	460
🟠	Somewhat Agree	615
🟢	Somewhat Disagree	222
🔴	Disagree	186
🟣	Don't Know	40

8. CHHS facilities are clean and well kept.

🔵	Agree	219
🟠	Somewhat Agree	448
🟢	Somewhat Disagree	303
🔴	Disagree	523
🟣	Don't Know	30

9. At CHHS the needs of college bound and non-college bound students are equally met.

● Agree	428	
● Somewhat Agree	488	
● Somewhat Disagree	178	
● Disagree	162	
● Don't Know	265	

10. I receive frequent feedback on my progress/grades.

● Agree	453	
● Somewhat Agree	526	
● Somewhat Disagree	236	
● Disagree	265	
● Don't Know	43	

11. The CHHS website provides valuable information for parents & students.

● Agree	589	
● Somewhat Agree	518	
● Somewhat Disagree	154	
● Disagree	154	
● Don't Know	106	

12. Most teachers at CHHS are available to assist me outside of classtime.

● Agree	541	
● Somewhat Agree	579	
● Somewhat Disagree	156	
● Disagree	130	
● Don't Know	113	

13. I feel I can communicate with my teachers.

●	Agree	580
●	Somewhat Agree	588
●	Somewhat Disagree	160
●	Disagree	144
●	Don't Know	50

14. I participate in school acitivites outside the classroom.

●	Agree	808
●	Somewhat Agree	264
●	Somewhat Disagree	86
●	Disagree	305
●	Don't Know	59

15. I feel connected to school.

●	Agree	324
●	Somewhat Agree	568
●	Somewhat Disagree	218
●	Disagree	316
●	Don't Know	98

CHINO HILLS HIGH SCHOOL 2017-18 Parent Survey

PLEASE INDICATE YOUR THOUGHTS ON THE FOLLOWING STATEMENTS:
 (A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

1.   **At Chino Hills High School, there is a school-wide atmosphere of respect and trust.**
     (A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

2.   **Chino Hills High School is a safe and secure place.**
     (A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

3.   **At Chino Hills High there is visible evidence of school pride among staff and students.**
     (A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

3.   **Most adults at Chino Hills High model appropriate professional behavior.**
     (A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

4.   **My student understands the learning expectations in each of his or her classes at CHHS.**
     (A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

5.   **Students at Chino Hills High are adequately recognized for academic achievements.**
     (A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

6.   **Students at Chino Hills High are adequately recognized for non-academic achievements.**
     (A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

7.   **Most teachers at CHHS use instructional methods that help my student learn.**
     (A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

9.   **CHHS facilities are clean and well kept.**
     (A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

10. **At CHHS the needs of college bound and non-college bound students are equally met.**
     (A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

11. **I receive frequent feedback on my student's progress/grades.**
     (A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

12. **The CHHS website provides valuable information for parents & students.**
     (A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

13. **Most teachers at CHHS are available to assist my student outside of class time.**
     (A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

Chino Hills High School 2017-18 Parent Survey

1. At Chino Hills High School, there is a school-wide atmosphere of respect and trust.

● Agree	103
● Somewhat agree	101
● Somewhat disagree	33
● Disagree	36
● Don't know	22

2. Chino Hills High School is a safe and secure place.

● Agree	122
● Somewhat agree	111
● Somewhat disagree	36
● Disagree	21
● Don't know	5

3. At Chino Hills High there is visible evidence of school pride among staff and students.

● Agree	155
● Somewhat agree	84
● Somewhat disagree	24
● Disagree	23
● Don't know	9

4. Most adults at Chino Hills High model appropriate professional behavior.

● Agree	127
● Somewhat agree	89
● Somewhat disagree	34
● Disagree	28
● Don't know	16
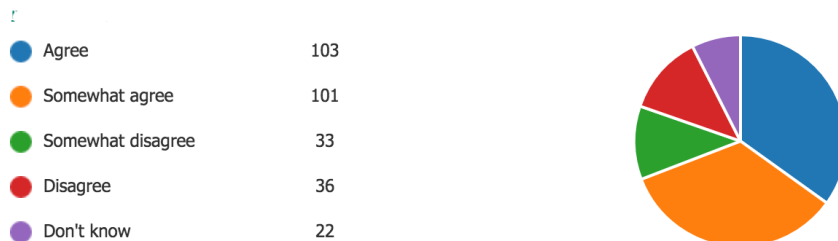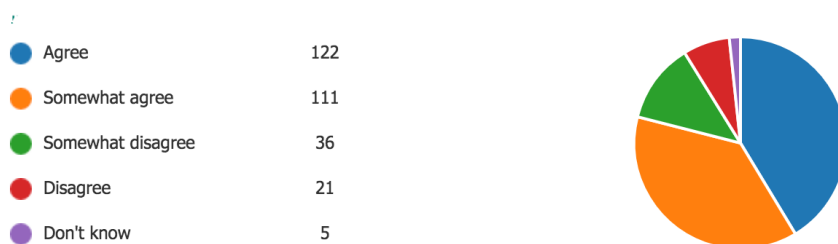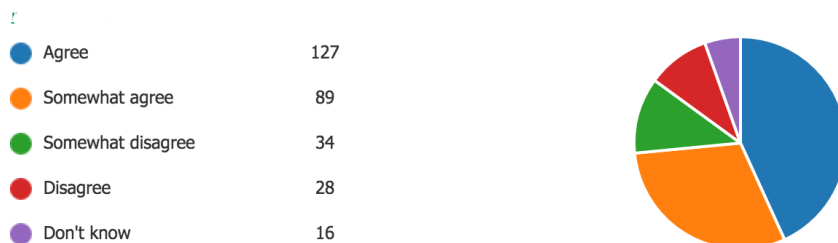
5. My student understands the learning expectations in each of his or her classes at CHHS.

● Agree	189
● Somewhat agree	77
● Somewhat disagree	21
● Disagree	8
● Don't know	0
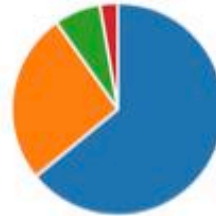
6. Students at Chino Hills High are adequately recognized for academic achievements.

● Agree	124
● Somewhat agree	78
● Somewhat disagree	25
● Disagree	32
● Don't know	34
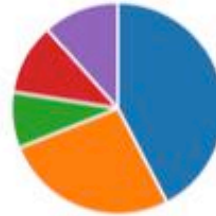
7. Students at Chino Hills High are adequately recognized for non-academic achievements.

● Agree	108
● Somewhat agree	77
● Somewhat disagree	20
● Disagree	33
● Don't know	57

8. Most teachers at CHHS use instructional methods that help my student learn.

● Agree	103
● Somewhat agree	101
● Somewhat disagree	48
● Disagree	31
● Don't know	12
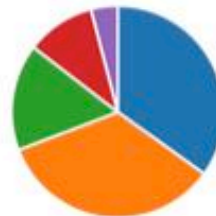
9. CHHS facilities are clean and well kept.

🔵 Agree	123	
🟠 Somewhat agree	100	
🟢 Somewhat disagree	22	
🔴 Disagree	34	
🟣 Don't know	14	
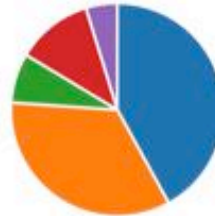
10. At CHHS the needs of college bound and non-college bound students are equally met.

🔵 Agree	99	
🟠 Somewhat agree	71	
🟢 Somewhat disagree	23	
🔴 Disagree	35	
🟣 Don't know	64	
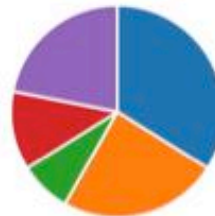
11. I receive frequent feedback on my student's progress/grades.

🔵 Agree	106	
🟠 Somewhat agree	84	
🟢 Somewhat disagree	54	
🔴 Disagree	49	
🟣 Don't know	1	

12. The CHHS website provides valuable information for parents & students.

🔵 Agree	114	
🟠 Somewhat agree	114	
🟢 Somewhat disagree	31	
🔴 Disagree	31	
🟣 Don't know	4	
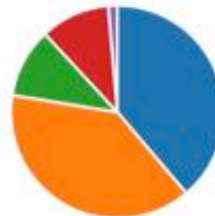
13. Most teachers at CHHS are available to assist my student outside of classtime.

🔵 Agree	86
🟠 Somewhat agree	96
🟢 Somewhat disagree	30
🔴 Disagree	38
🟣 Don't know	44

CHINO HILLS HIGH SCHOOL 2017-18 Teacher Survey

PLEASE INDICATE YOUR THOUGHTS ON THE FOLLOWING STATEMENTS:
(A) Agree (B) Somewhat Agree (C) Somewhat Disagree (D) Disagree (E) Don't Know

1. At Chino Hills High School, there is a school-wide atmosphere of respect and trust.
    (A) Agree (B) Somewhat Agree (C) Somewhat Disagree (D) Disagree (E) Don't Know

2. Chino Hills High School is a safe and secure place.
    (A) Agree (B) Somewhat Agree (C) Somewhat Disagree (D) Disagree (E) Don't Know

3. At Chino Hills High, there is visible evidence of school pride among staff and students.
    (A) Agree (B) Somewhat Agree (C) Somewhat Disagree (D) Disagree (E) Don't Know

4. Most adults at Chino Hills High model appropriate professional behavior.
    (A) Agree (B) Somewhat Agree (C) Somewhat Disagree (D) Disagree (E) Don't Know

5. My students understand the learning expectations in my classes at CHHS.
    (A) Agree (B) Somewhat Agree (C) Somewhat Disagree (D) Disagree (E) Don't Know

6. Students at Chino Hills High are recognized for academic achievements.
    (A) Agree (B) Somewhat Agree (C) Somewhat Disagree (D) Disagree (E) Don't Know

7. I use a variety of instructional methods that help my students learn.
    (A) Agree (B) Somewhat Agree (C) Somewhat Disagree (D) Disagree (E) Don't Know

8. CHHS facilities are clean and well kept.
    (A) Agree (B) Somewhat Agree (C) Somewhat Disagree (D) Disagree (E) Don't Know

9. At CHHS the needs of college-bound and non college-bound students are equally met.
    (A) Agree (B) Somewhat Agree (C) Somewhat Disagree (D) Disagree (E) Don't Know

10. I give frequent feedback on my students' progress/grades.
    (A) Agree (B) Somewhat Agree (C) Somewhat Disagree (D) Disagree (E) Don't Know

11. I am available to assist my students outside of class time.
    (A) Agree (B) Somewhat Agree (C) Somewhat Disagree (D) Disagree (E) Don't Know

12. I feel that I communicate with parents in a timely fashion.
    (A) Agree (B) Somewhat Agree (C) Somewhat Disagree (D) Disagree (E) Don't Know

13. I feel good about my relationship with the people with whom I work.
    (A) Agree (B) Somewhat Agree (C) Somewhat Disagree (D) Disagree (E) Don't Know

14. I feel that the evaluation of performance is based on appropriate factors.
    (A) Agree (B) Somewhat Agree (C) Somewhat Disagree (D) Disagree (E) Don't Know

15. All teachers on campus are treated equitably.
(A) Agree (B) Somewhat Agree (C) Somewhat Disagree (D) Disagree (E) Don't Know

16. I feel satisfied with the direction the school is taking.
(A) Agree (B) Somewhat Agree (C) Somewhat Disagree (D) Disagree (E) Don't Know

17. I feel that I receive adequate support when I need it from my designated assistant principal.
(A) Agree (B) Somewhat Agree (C) Somewhat Disagree (D) Disagree (E) Don't Know

18. I feel that I receive adequate support when I need it from my principal.
(A) Agree (B) Somewhat Agree (C) Somewhat Disagree (D) Disagree (E) Don't Know

19. Overall, I feel that Chino Hills High School is a good place to work.
(A) Agree (B) Somewhat Agree (C) Somewhat Disagree (D) Disagree (E) Don't Know

20. I feel that I receive adequate support when I need it from the district.
(A) Agree (B) Somewhat Agree (C) Somewhat Disagree (D) Disagree (E) Don't Know

21. I feel that communication on campus is improving.
(A) Agree (B) Somewhat Agree (C) Somewhat Disagree (D) Disagree (E) Don't Know

22. I feel that CPT time is appropriately allocated and scheduled.
(A) Agree (B) Somewhat Agree (C) Somewhat Disagree (D) Disagree (E) Don't Know

23. CPT time is used to analyze data, discuss curriculum, and support student learning.
(A) Agree (B) Somewhat Agree (C) Somewhat Disagree (D) Disagree (E) Don't Know

Chino Hills High School 2017-18 Teacher Survey

1. At Chino Hills High School, there is a school-wide atmosphere of respect and trust.

Agree	10
Somewhat Agree	31
Somewhat Disagree	9
Disagree	8
Don't Know	0

2. Chino Hills High School is a safe and secure place.

Agree	12
Somewhat Agree	30
Somewhat Disagree	10
Disagree	6
Don't Know	0

3. At Chino Hills High, there is visible evidence of school pride among staff and students.

Agree	26
Somewhat Agree	24
Somewhat Disagree	6
Disagree	1
Don't Know	0
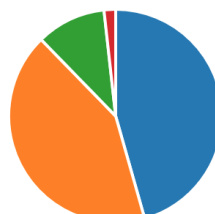
4. Most adults at Chino Hills High model appropriate professional behavior.

Agree	28
Somewhat Agree	25
Somewhat Disagree	4
Disagree	0
Don't Know	0

5. My students understand the learning expectations in my classes at CHHS.

● Agree	48
● Somewhat Agree	9
● Somewhat Disagree	0
● Disagree	0
● Don't Know	1

6. Students at Chino Hills High are recognized for academic achievements.

● Agree	35
● Somewhat Agree	19
● Somewhat Disagree	2
● Disagree	1
● Don't Know	1

7. I use a variety of instructional methods that help my students learn.

● Agree	46
● Somewhat Agree	9
● Somewhat Disagree	1
● Disagree	0
● Don't Know	2

8. CHHS facilities are clean and well kept.

● Agree	10
● Somewhat Agree	26
● Somewhat Disagree	12
● Disagree	10
● Don't Know	0

9. At CHHS the needs of college-bound and non-college bound students are equally met.

● Agree	15
● Somewhat Agree	14
● Somewhat Disagree	16
● Disagree	12
● Don't Know	1

10. I give frequent feedback on my students progress/grades.

● Agree	38
● Somewhat Agree	17
● Somewhat Disagree	2
● Disagree	0
● Don't Know	1

11. I am available to assist my students outside of classtime.

● Agree	42
● Somewhat Agree	12
● Somewhat Disagree	1
● Disagree	0
● Don't Know	2

12. I feel that I communicate with parents in a timely fashion.

● Agree	48
● Somewhat Agree	8
● Somewhat Disagree	0
● Disagree	0
● Don't Know	1

13. I feel good about my relationship with the people with whom I work.

🔵	Agree	32
🟠	Somewhat Agree	20
🟢	Somewhat Disagree	1
🔴	Disagree	5
🟣	Don't Know	0
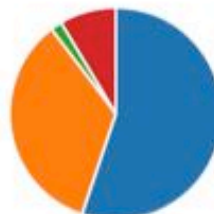
14. I feel that the evaluation of performance is based on appropriate factors.

🔵	Agree	27
🟠	Somewhat Agree	20
🟢	Somewhat Disagree	3
🔴	Disagree	6
🟣	Don't Know	2
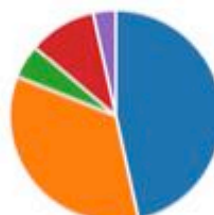
15. All teachers on campus are treated equitably.

🔵	Agree	8
🟠	Somewhat Agree	23
🟢	Somewhat Disagree	11
🔴	Disagree	14
🟣	Don't Know	2

16. I feel satisfied with the direction the school is taking.

🔵	Agree	13
🟠	Somewhat Agree	21
🟢	Somewhat Disagree	11
🔴	Disagree	10
🟣	Don't Know	3
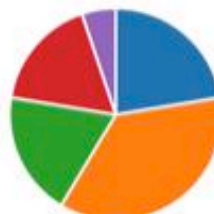
17. I feel that I receive adequate support when I need it from my designated assistant principal.

● Agree	24
● Somewhat Agree	21
● Somewhat Disagree	4
● Disagree	9
● Don't Know	0

18. I feel that I receive adequate support when I need it from my principal.

● Agree	20
● Somewhat Agree	21
● Somewhat Disagree	7
● Disagree	9
● Don't Know	1

19. Overall, I feel that Chino Hills High School is a good place to work.

● Agree	32
● Somewhat Agree	17
● Somewhat Disagree	6
● Disagree	3
● Don't Know	0

20. I feel that I receive adequate support when I need it from the district.

● Agree	8
● Somewhat Agree	23
● Somewhat Disagree	14
● Disagree	10
● Don't Know	3

21. I feel that communication on campus is improving.

●	Agree	15
●	Somewhat Agree	23
●	Somewhat Disagree	8
●	Disagree	11
●	Don't Know	1

22. I feel that CPT time is appropriately allocated and scheduled.

●	Agree	9
●	Somewhat Agree	16
●	Somewhat Disagree	11
●	Disagree	19
●	Don't Know	3

23. CPT time is used to analyze data, discuss curriculum, and support student learning.

●	Agree	15
●	Somewhat Agree	20
●	Somewhat Disagree	14
●	Disagree	6
●	Don't Know	3

CHINO HILLS HIGH SCHOOL 2017-18 Classified and Counselors Survey

PLEASE INDICATE YOUR THOUGHTS ON THE FOLLOWING STATEMENTS:
(A) Agree (B) Somewhat Agree (C) Somewhat Disagree (D) Disagree (E) Don't Know

1. At Chino Hills High School, there is a school-wide atmosphere of respect and trust.
(A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

2. Chino Hills High School is a safe and secure place.
(A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

3. At Chino Hills High School, there is visible evidence of school pride among staff and students.
(A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

4. Most adults at Chino Hills High model appropriate professional behavior.
(A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

5. CHHS facilities are clean and well kept.
(A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

6. I feel that I communicate with stakeholders in a timely fashion.
(A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

7. I feel good about my relationship with the people with whom I work.
(A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

8. The evaluation of performance is based on appropriate factors.
(A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

9. There are clearly defined roles among the support staff.
(A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

10. I feel satisfied with the direction the school is taking.
(A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

11. I receive adequate support when I need it from my immediate supervisor.
(A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

12. I receive adequate support when I need it from my principal.
(A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

13. All support staff are treated equitably.
(A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

14. Overall, Chino Hills High School is a good place to work.
(A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

15. I receive adequate support when I need it from the district.
(A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

16. Communication on campus is improving.
(A) Agree   (B) Somewhat Agree   (C) Somewhat Disagree   (D) Disagree   (E) Don't Know

Chino Hills High School 2017-18 Classified Staff and Counselors Survey

1. At Chino Hills High School, there is a school-wide atmosphere of respect and trust.

●	Agree	10
●	Somewhat Agree	6
●	Somewhat Disagree	3
●	Disagree	2
●	Don't know	1

2. Chino Hills High School is a safe and secure place.

●	Agree	9
●	Somewhat Agree	9
●	Somewhat Disagree	1
●	Disagree	2
●	Don't know	1

3. At Chino Hills High School, there is visible evidence of school pride among staff and students.

●	Agree	15
●	Somewhat Agree	2
●	Somewhat Disagree	3
●	Disagree	1
●	Don't know	1

4. Most adults at Chino Hills High model appropriate professional behavior.

●	Agree	12
●	Somewhat Agree	6
●	Somewhat Disagree	1
●	Disagree	2
●	Don't know	1

5. CHHS facilities are clean and well kept.

● Agree	6
● Somewhat Agree	12
● Somewhat Disagree	2
● Disagree	2
● Don't know	0

6. I feel that I communicate with stakeholders in a timely fashion.

● Agree	16
● Somewhat Agree	3
● Somewhat Disagree	0
● Disagree	0
● Don't know	3

7. I feel good about my relationship with the people with whom I work.

● Agree	15
● Somewhat Agree	3
● Somewhat Disagree	1
● Disagree	2
● Don't know	1

8. The evaluation of performance is based on appropriate factors.

● Agree	13
● Somewhat Agree	3
● Somewhat Disagree	3
● Disagree	1
● Don't know	2

9. There are clearly defined roles among the support staff.

●	Agree	8
●	Somewhat Agree	6
●	Somewhat Disagree	5
●	Disagree	2
●	Don't know	1

10. I feel satisfied with the direction the school is taking.

●	Agree	12
●	Somewhat Agree	5
●	Somewhat Disagree	2
●	Disagree	2
●	Don't know	1

11. I receive adequate support when I need it from my immediate supervisor.

●	Agree	14
●	Somewhat Agree	1
●	Somewhat Disagree	2
●	Disagree	4
●	Don't know	1

12. I receive adequate support when I need it from my principal.

●	Agree	10
●	Somewhat Agree	5
●	Somewhat Disagree	1
●	Disagree	4
●	Don't know	1

13. All support staff are treated equitably.

● Agree	7
● Somewhat Agree	4
● Somewhat Disagree	3
● Disagree	6
● Don't know	1

14. Overall, Chino Hills High School is a good place to work.

● Agree	13
● Somewhat Agree	6
● Somewhat Disagree	2
● Disagree	0
● Don't know	1

15. I receive adequate support when I need it from the district.

● Agree	8
● Somewhat Agree	4
● Somewhat Disagree	5
● Disagree	2
● Don't know	3

16. Communication on campus is improving.

● Agree	9
● Somewhat Agree	6
● Somewhat Disagree	2
● Disagree	4
● Don't know	1

Healthy Kids Survey Data

See Book in WASC Visitation Room.

APPENDIX

Master Schedule

Teacher	Dept.		0 Period	1st period	2nd period	3rd period	4th period	5th Period	6th Period	7th Per.	Gen FTE	SP ED FTE	RO P FTE
ACKER, JENELLE	CSF	181		Culinary Arts 1	Culinary Arts 1	Culinary Arts 1	Culinary Arts 1 & 2	Culinary BAHT	BAHT Advisory		1.2		
ACKER, WILLIAM	CSF	230		Psych. AP	Psych. AP	Psych. AP	Psych. AP	PREP	Psych. AP		1.0		
ALDANA , LOUELLA	RSP	150		Int. Math 2	Colab	Colab	Conf.	PREP	Int. Math 2			1.0	
ARNOLD, STEPHANIE	RSP	202		Work Study	Int. Math 2	Conf.	PREP	Study Skills	Int. math 2			1.0	
AVALOS, LORRAINE	CSF	124				ROP - Event Planning	ROP - Event Planning						0.4
BAHENA, DELIA	FL	157		Spanish 3H	Spanish 4 AP	Spanish 3 H	Spanish 2	Spanish 2	Spanish 2		1.2		
BALBUENO, GUADALUPE	SPED	124		Earth Science	Biology	PREP	Conference	Study Skills	Study Skills			1.0	
BARBOSA, LUIS	FL	152		Spanish 2	Spanish 1	Spanish 1	Spanish 1	Spanish 2	PREP		1.0		
BAUN, JULIANNE	ROP	M301		ROP Health Sup	ROP Health-care	ROP Health Sup	ROP Health-care						0.8
BAYBROOK, LAMONT	SPED	263		English 11 CP	Conf.	PREP	English 10 CP	Health	English 11 CP			1.0	
BENTON, MEGAN	PE	161		Modified PE	PE9	PE9	PE9	PE 9	Athletic PE - Aqua		1.2		
BERGMANN, JIM	Hist.	259		World History H	World Geo.	World History H	World History H	World History	Athletic PE - XC,Track		1.2		
BILLING-SLEY, KYLE	VAPA	261		Art Fundamental	Art Fundamental	ALC	Art Fundamental	Cartooning 2	Art Fundamental		1.2		

Teacher	Dept.		0 Period	1st period	2nd period	3rd period	4th period	5th Period	6th Period	7th Per.	Gen FTE	SP ED FTE	RO P FTE
BONNEMA, MICHELLE	Eng./ ELD	267		ELD 3	ELD 4	ELD 5 & 6	Reading 180	English 10 H	Eng 10 H		1.2		
BROWNING, DAVID	Hist.	208		Public Speak.	AP US Gov	AP US Gov	AP US Gov	AVID	AVID		1.2		
CASEY, SEAN	Hist.	213		AP Psychology	(HSA) Psych. 2	Gov./ Econ H	Gov/ Econ H	AP Psychology	PREP		1.0		
CHAPPELL, MICHELLE	Eng.	234		Eng. 9H	Eng. 9H	AVID	English 9 H	Eng. 9H	Eng. 9H		1.2		
CHIOTTI, MICHELLE	Act. Director	174		Activity Director	Leadership	Activity Director	Leadership	Leadership	PREP		1.0		
CHOI, JUNG	Math	154		Int. Math 2	PREP	Int. Math 2	Int. Math 2	Int. Math 3	Int. Math 3		1.0		
COSME, MELISSA	health/ Eng.	205		PREP	English 9 CP	Health	Health	Eng. 9 CP	Health/Intro to BAHT		1.0		
CROW, GREG	Hist.	210		Econ. AP	Econ AP	Econ.	Econ H	Econ H	PREP		1.0		
DE LA TORRE, MIGUEL	Math	141		PREP	Int. Math 2	Int. Math 2	Int. Math 3	Int. Math 3	Int. Math 2		1.0		
DORADO, MARGO	Eng.	270		ERWC	ERWC	ERWC	Jornalism	ERWC	PREP		1.0		
EDWARDS, ZACHERY	Eng.	231		English 11 CP	Eng. 9H	PREP	English 9H	English 9H	English 11 CP		1.0		
ERBST, BOB	Hist.	207		World History	World History	World History	World History	World History	World History H		1.2		
FAWCETT, DANIEL	Eng.	216		English 9 CP	Eng. 10 CP	English 9 CP	English 9 CP/ Yearbook	Yearbook	PREP		1.0		

Teacher	Dept.		0 Period	1st period	2nd period	3rd period	4th period	5th Period	6th Period	7th Per.	Gen FTE	SP ED FTE	RO P FTE
FERNANDEZ, ANTHONY	SPED	105		PREP	Conf.	Func. Math	Func. Comm.	Func. Self	Func. Voc.			1.0	
FORD, WALTER	Hist.	171		PREP	US History	World History	ALC	US History	World History		1.0		
FRANKLIN, DANIEL	RSP	201		Conf.	US History	Study Skills	US History	world Geo.	PREP			1.0	
FULLERTON, KEITH	SPED	203		Study Skills	Eng. 11 CP	English 12	English 12 CP	Conference	PREP			1.0	
GARCIA, ABRAHAM	FL	104		Spanish 3	PREP	Spanish 1	Spanish 3	Spanish 1	Spanish 1		1.0		
GARCIA, HEATHER	Sci.	244		Biology H	Biology H	PREP	Biology H	Biology AP	Biology AP		1.0		
GOMEZ, RAUL	FL	158		Spanish 1	Spanish 1	PREP	Spanish 1	Spanish 1/ Span for Span Spkrs 2H	Spanish 1		1.0		
GOTTBRECHT, JOHN	Hist.	103		AP Euro History	AP Euro History	World hist. H	AP Euro History	AP Euro History	PREP		1.0		
GRANT, DON	PE	162		PE9	PE9	PE9	PE9	PE9	PREP		1.0		
GUITERREZ, TIFFANY	Hist.	102		Academic Comp.	Econ.	Econ	Econ.	Econ.	Econ.		1.2		
HAMPTON, JOEL	Math	143		Int. Math 1	Int. Math 1	Int. Math 1	Calc. AB	Int. Math 1	Calc AB		1.2		
HARDMAN, DOUGLAS	Math	215		Int. Math 2 H	PREP	Int. Math 2H	Int. Math 2	Int. Math 2H	Int. Math 2H		1.0		
HARRINGTON, DAVID	Hist.	266		US history	World History	PREP	World History	Study Skills	US History		1.0		

Teacher	Dept.		0 Period	1st period	2nd period	3rd period	4th period	5th Period	6th Period	7th Per.	Gen FTE	SPED FTE	ROP FTE
HAYES, LISA	Sci.	126		Biology CP	Biology CP	Biology CP	Biology H	Biology H	PREP		1.0		
HENSON, TERRY		130						ROP - Forensics	ROP - Forensics				0.4
HERNANDEZ, ROBYN	Eng.	135		AP Eng. 11	AP Eng. 12	Coach	Coach	Coach	AP Eng. 11		0.6		
KOPECKY, MIKE	Sci.	248		Chem. H	Chem. H	Chem. H	PREP	Chem H	Physics H		1.0		
KRUMBINE, STEVE	VAPA	190		Dance Prop	Band/Wind	Band Wind	Jazz Ensemble	Off Contract	Band Perc.	Jazz Ens.	1.2		
KUH, ANGELINE	Eng.	131		Eng. 10H	Eng. 10 H	Eng. 10 H	Eng. 10 H	Eng. 11 CP	PREP		1.0		
LANA-THOUA, GILBERT	FL	155		French 2	French 2	French 3/3H	French 3/3H	French 2	French 2		1.2		
LARSON, THOMAS	Sci.	256		Earth Science	Earth Science	Earth Science	Earth Science	Earth Science	Earth Science		1.2		
LATIMORE, DENNIS	Eng.	262		ALC	English 11CP	Eng. 11 CP	PREP	English 11cp	Ath. PE - Basket./G-Vly		1.0		
LINDE-MULDER, CHAR	Eng.	272		Coach	AP Eng. 12	AP Eng. 12	Coach	AP Eng. 11	ERWC		0.8		
LINDE-MULDER, CRAIG	Tech.	273		Digital Imaging	Digital Imaging	Digital Imaging	Leadership	Desktop Pub./Comp. Tech	Digital Imaging 1/2		1.2		
LOPEZ, CATHY	SPED	107		Eng. 10 CP	Eng. 10 CP	Co-lab (Rolland)	Co-lab (Rolland)	PREP	Conf.			1.0	
LYNCH, COREY		M301						ROP - EMR	ROP - EMR				0.4

Teacher	Dept.		0 Period	1st period	2nd period	3rd period	4th period	5th Period	6th Period	7th Per.	Gen FTE	SP ED FTE	RO P FTE
MANSOUR, MENRIT	Math	245		Int. Math 3H	Int. Math 3H	Int. Math 3 H	Int. Math 3	PREP	Int. Math 3		1.0		
MARNIEN, MICHAEL	RSP/ SDC	150		PREP	US Gov/ Econ	World History	US Gov/ Econ	World History	Conf.			1.0	
MATHES, KERA	Sci.	111		PREP	Biology CP	Biology CP	Biology CP	Biology CP	Biology CP		1.0		
MATHIS, JANIE	Sci.	250		Chemistry AP	Chem. H	Chem. H	Chem. H	Chem.	Chem. H		1.2		
MCGRAW, ELIZABETH	ROP	M302				ROP Sports Med	ROP Sports Med	ROP Sports Med	ROP Sports Med				0.8
MCINTOSH, ROSS	Math	147		Prob. & Stats	Prob. & Stats	Prob. & Stats	Trig/Pre-Calc	Stats AP	Prob. & Stats		1.2		
MEJIA, AMBER	Scienc e	237		Earth Science	Earth Science	Earth Science	PREP	Earth Science	Earth Science		1.0		
MILLER, MARJA	Eng.	133		English 10 CP	PREP	English 9 CP	English 9 CP	English 10 CP	English 10 CP		1.0		
MISAWA, KEANE	FL	173		Japanes e 1	japanese 2	Japanes e 1	Japanes e 3H	Japanes e 3H & 4AP	PREP		1.0		
MITCHELL, ADRIANNA	RSP/ SDC	107		collab (262)	collab (262)	PREP	Conf.	English 9	English 9			1.0	
MOORE, AUBREY	MATH	214		Int. math 1	Math Inter.	Int. math 1	PREP	Int. Math 1	Int. Math 1		1.0		
MOORE, LARRY	PE			PE 10-12	PE 10-12	PE 10-12	PE 10-12	PE 9	PE 9		1.2		
MORALES, RICHARD	Sci.	235		H.S.A. PLTW Bio. Med	Bio H	H.S.A. PLTW Bio. Med	Bio. H	H.S.A. Advisor	ALC		1.2		

Teacher	Dept.		0 Period	1st period	2nd period	3rd period	4th period	5th Period	6th Period	7th Per.	Gen FTE	SPED FTE	ROP FTE
MURPHY, NEIL	Eng.	232		English 9H	English 11CP	English 9H	English 11CP	PREP	English 11CP		1.0		
MYERS, ERIC	Hist.	125		US Gov	US History	World Geo.	US Hist.	US Gov	US Gov.		1.2		
NADOLNY, CYNTHIA	Math	144		PREP	Int. Math 2H	Int. Math 3	Int. Math 2H	Int. Math 2H	Int. Math 3		1.0		
NAKAMURA, NICK	Hist.	212		PREP	World History H	Psychology	Psychology	Psychology	World History H		1.0		
NSEK (MONTOYA-NSEK), ANGIE	FL	153		Spanish 1	Spanish 2	Spanish 2	Spanish 1	PREP	Spanish 2		1.0		
PALMER, ROBERT	Hist.	211		World Geo.	PREP	World Geo.	World Geo.	World Geo.	Ath. PE - BBL, SFBL		1.0		
PENNETT, WENDY	FL	151		French 1/4AP	French 1	French 1	PREP	French 3H & 4 AP	French 1		1.0		
PLUMMER, JENNIFER	Eng.	137		PREP	English 11AP	English 11AP	English 11AP	English 9H	English 9H		1.0		
RAMSTACK, MAUREEN	Eng.	132		Eng. 12 CP	Eng. 12 CP	Eng. 12 CP	Eng. 12 CP	Creative Writ.	ERWC		1.2		
REED, WILL	Math	109		PREP	Int. Math	Int. Math	Int. Math	Int. Math	Int. Math		1.0		
REYES, ALBERT	VAPA	260		Art Fundamental	Art Fund.	Art Fundamental	Drawing & Painting	ALC	Art Fundamental		1.0		
REYES, KAREN	Hist.	255		US History	PREP	US history	US History	US history	Peer Leadership		1.0		
RICHMOND, TIM	Eng.	134		ERWC	ERWC	ERWC	ERWC	ERWC	PREP		1.0		

Teacher	Dept.		0 Period	1st period	2nd period	3rd period	4th period	5th Period	6th Period	7th Per.	Gen FTE	SP ED FTE	RO P FTE
RIVERA, JOSE	Math	148		Calc AB	Calc BC AP	Calc BC AP	Calc AB	Calc. AB AP	Calc AB AP		1.2		
ROCHE, TOM	Hist.	206		Econ.	US Gov	US Gov	US Gov	US Gov	PREP		1.0		
ROGERS, CAYCE	Hist.	257		US History	US History	US History	US History	PREP	US History		1.0		
ROLLAND, MICHAEL	Eng.	271		English 9CP	English 9 CP	English 10 CP	English 10 CP	Leadership	English 9 CP		1.2		
ROSS, SANDY	Math	146		Int. Math 2	Trig/Pre-Calc	Int. Math 2	PREP	Int. Math 2	Trig/Pre-Calc H		1.0		
RUPE, KERRY	VAPA	191		Intro	Intro	Intro	Adv. Theatre	P & P	PREP		1.0		
RUTHERFORD, LAURA	VAPA	192		Women's Choir	Treble Choir	Vocal Ensemble	PREP	Concert Choir	Mixed Choir		1.0		
SABBARA, SAM	CFS	171?		Work Exp.	Ath. Director	Ath. Director	Work Exp.	Work Exp.	Work Exp.		1.2		
SCHEMPP, MICHELE	Math	140		AP Calc. AB	Int. Math 2	Int. Math 2	AP Calc AB	PREP	AP Calc AB		1.0		
SKOKAN, MICHAEL	Hist.	254		US History AP	US History AP	US History AP	PREP	US History AP	US History AP		1.0		
SNEDDON, KIMBERLY	Health	204		Health	Health	Health	Health	Health	PREP		1.0		
STEVENS, CHRIS	PE	171/ 162		Ath. PE - Football	PE 9	Weights	PE 10-12	PE 10-12	PE 10-12		1.2		
STOW, PAULA	Sci.	253		Chemistry	Chemistry	Chemistry H	AP Enviro	AP Enviro	Chemistry		1.2		

Teacher	Dept.		0 Period	1st period	2nd period	3rd period	4th period	5th Period	6th Period	7th Per.	Gen FTE	SP ED FTE	RO P FTE
SWANLUND, JAN	VAPA	176		Ceramics 1 & 2	Ceramics 1	Ceramics 1	PREP	Ceramics 1	Ceramics 1		1.0		
TAKENAKA, RYAN	RSP	264		collab	collab	Int. Math 1	conf.	PREP	Int. Math 1			1.0	
TASANONT, CHIRICHAN	Sci.	241		Biology H	PLTW Human Body	Biology H	PLTW Human Body	PREP	PLTW Human Body		1.0		
TEPER, KORI	Eng.	138		PREP	English 11 CP	English 11 CP	English 11 CP	English 11 CP	English 11 CP		1.0		
THOMAS, JON	Tech	127		Digital Video 1	Tech Seminar/ Dig. Vid. 2	Digital Video 1	Digital Video 1 & 2	Dig. Video 1	Dig. Video 1		1.2		
TORRES, ARMANDO	Math	145		Int. Math 3	Int. Math 3	Int. Math 3	Int. Math 2	Int. Math 2	Int. Math 1		1.2		
TRAN, CESAR	Sci.	240		Physics H	ALC	Physics 1 AP	Physics 1 & 2 AP	Physics H	PREP		1.0		
TRIBE, DANIELLE	PE	180		PE Dance/ Dance 1, 2, 3, 4	PE Yoga	PE 10-12	PE Yoga	PE Dance	PE 10-12		1.2		
VANSCHAIK, KATHLEEN	Eng.	136		English 10CP	English 10CP/ 10H	English 10 CP	English 10 CP	English 12 CP	English 12 CP		1.2		
VASQUEZ-ALVARADO, SOCORO	FL	156		Spanish 2	Spanish 2	Spanish 2	Spanish 2	Spanish 3	Spanish 3		1.2		
VIRAMONTES-DORADO, FERNANDO	Math	142		Int. Math 3	Int. Math 3	Int. Math 3H	Int. Math 3H	Trig/Pre-Calc	Int. Math 3H		1.2		
VITELLO, TOM	Math	209		Int. Math 1	Int. Math 1	Math 180	Int. Math 1	Int. Math 1	Int. Math 1		1.2		
VIVANCO, LARA	Eng.	233		PREP	AVID	AVID Seminar	AVID Seminar	AVID	Study Skills		1.0		

Teacher	Dept.		0 Period	1st period	2nd period	3rd period	4th period	5th Period	6th Period	7th Per.	Gen FTE	SP ED FTE	RO P FTE
WHETZEL, DENISE	Sci.	246		Biology AP	Biology AP	Biology AP	Human A & P H	Human A & P H	Biology CP		1.2		
WHETZEL, GLENN	Sci.	243		Human A & P H	Human A & P	Human A & P	Biology CP	Human A & P	Human A & P H		1.2		
WIECHERT, MICHAEL	Eng.	131		English 10H	English 10CP	English 10H	English 10H	PREP	English 10H		1.0		
WYCKOFF, JEFF	Sci.	251		Chem.	PREP	Chem.	Chem.	Chem.	Chemistry		1.0		
YANEZ, BRIZEDA	RSP	101		Colab	Int. Math 3	Int. Math 3	PREP	Conf.	Int. Math 3			1.0	
YANG, LI	FL	159		Mandarin 1	Mandarin 2	Mandarin 2	PREP	Mandarin 3H	Mandarin 4AP		1.0		
ZEIGLER, LINDA	CFS	108		Off Contract	PREP	Dev. Child	Career Explor.	Link Learning Advisory	Exp. Interns	Exp. Inte rns	1.0		

99.2 ### 2.8

AP® Course Audit

CollegeBoard

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Authorized Courses

Chino Hills High School
16150 Pomona Rincon Road
Chino Hills, CA 917093101
(visit website)

	2014-15	2015-16	2016-17	2017-18
Biology	1	1	1	2
Calculus AB	6	5	3	2
Calculus BC	3	3	2	1
Chemistry	1	1	1	1
Chinese Language and Culture	1	1	1	--
English Language and Composition	6	6	6	4
English Literature and Composition	2	3	3	2
Environmental Science	1	1	1	1
European History	2	2	1	1
French Language and Culture *	2	1	1	1
German Language and Culture *	--	--	--	--
Japanese Language and Culture	1	1	1	1
Macroeconomics	3	3	4	1
Microeconomics	2	2	3	1
Physics 1	1	1	1	1
Physics 2	--	1	1	1
Physics B	--	--	--	--
Psychology	2	2	3	2
Spanish Language and Culture *	2	1	1	1
Spanish Literature and Culture *	--	--	1	1
Statistics	3	3	3	1
U.S. Government and Politics	4	4	5	1
United States History	2	3	4	2

UNIVERSITY
OF
CALIFORNIA

A-G
Course List
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UC/CSU - Approved Course List

Chino Hills High School

Chino Valley Unified School District

Location: Chino Hills, CA

Website: www.chino.k12.ca.us (http://www.chino.k12.ca.us)

Course List Manager: Shelley Bateman
Course List Manager Phone: (909) 606-7540 ext. 5410

College Board Code: 050564

School Governance: Public
School Type: Comprehensive High School
School Subtype(s): Site-Based/Traditional

School accredited through June 30, 2018

Course list for 2017-18

Updated as of May 2nd, 2017

History / Social Science ("a") 2 years required

Two units (equivalent to two years) of history/social science required, including: one year of world history, cultures or historical geography and one year of U.S. history; or one-half year of U.S. history and one-half year of civics or American government.

Title/Discipline	Transcript Abbreviation(s)	Course Details
American History A/B *Adopted from: Connections Advanced Academics* U.S. History	US History	🛜 Online-based (UC approved through **2018-19**) 🗓 Full Year
AP European History *Adopted from: The College Board Advanced Placement Program* World History / Cultures / Historical Geography	AP Euro Hist	★ UC Honors 🖥 Classroom-based 🗓 Full Year
AP Government and Politics United States *Adopted from: Pearson Education (GradPoint)* Civics / American Government	AP US Gov	★ UC Honors 🛜 Online-based 🗓 Half Year
AP Government and Politics United States *Adopted from: The College Board Advanced Placement Program* Civics / American Government	AP US Gov and Politics	★ UC Honors 🖥 Classroom-based 🗓 Half Year
AP Government and Politics United States *Adopted from: APEX Learning* Civics / American Government	AP US Gov AP US Gov and Politics	★ UC Honors 🛜 Online-based (UC approved through **2018-19**) 🗓 Half Year
AP United States History *Adopted from: Pearson Education (GradPoint)* U.S. History	AP US History	★ UC Honors 🛜 Online-based 🗓 Full Year
AP United States History *Adopted from: APEX Learning* U.S. History	AP US History	★ UC Honors 🛜 Online-based (UC approved through **2019-20**) 🗓 Full Year
AP United States History *Adopted from: The College Board Advanced Placement Program* U.S. History	AP US History	★ UC Honors 🖥 Classroom-based 🗓 Full Year
Principles of American Democracy *Adopted from: Edgenuity, Inc (formerly Education2020)* Civics / American Government	US Gov	🛜 Online-based (UC approved through **2020-21**) 🗓 Half Year
Principles of American Democracy Civics / American Government	US Gov	🖥 Classroom-based 🗓 Full Year

Title/Discipline	Transcript Abbreviation(s)	Course Details
U.S. Government *Adopted from: Pearson Education (GradPoint)* Civics / American Government	US Gov	📶 Online-based 📅 Half Year
U.S. History (Core) *Adopted from: APEX Learning* U.S. History	US History	📶 Online-based (UC approved through **2020-21**) 📅 Full Year
U.S. History and Geography U.S. History	US History	🖥 Classroom-based 📅 Full Year
U.S. History and Geography *Adopted from: Edgenuity, Inc (formerly Education2020)* U.S. History	US History/US His	📶 Online-based (UC approved through **2018-19**) 📅 Full Year
World Geography World History / Cultures / Historical Geography	World Geo	🖥 Classroom-based 📅 Half Year
World History World History / Cultures / Historical Geography	World History	🖥 Classroom-based 📅 Full Year
World History *Adopted from: APEX Learning* World History / Cultures / Historical Geography	World History	📶 Online-based (UC approved through **2019-20**) 📅 Full Year
World History *Adopted from: Pearson Education (GradPoint)* World History / Cultures / Historical Geography	World History	📶 Online-based 📅 Full Year
World History Honors World History / Cultures / Historical Geography	World History H	🖥 Classroom-based 📅 Full Year
World History since the Renaissance Honors *Adopted from: APEX Learning* World History / Cultures / Historical Geography	World History H	★ UC Honors 📶 Online-based (UC approved through **2020-21**) 📅 Full Year
World History, Culture, and Geography *Adopted from: Edgenuity, Inc (formerly Education2020)* World History / Cultures / Historical Geography	World History	📶 Online-based (UC approved through **2018-19**) 📅 Full Year
World History, Culture, and Geography Honors *Adopted from: Edgenuity, Inc (formerly Education2020)* World History / Cultures / Historical Geography	World History	★ UC Honors 📶 Online-based (UC approved through **2020-21**) 📅 Full Year

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English ("b") 4 years required

Four units (equivalent to four years) of college preparatory English composition and literature required, integrating extensive reading, frequent writing, and practice listening and speaking with different audiences. Students may only use 1 year of ESL/ELD English.

Title/Discipline	Transcript Abbreviation(s)	Course Details
AP English Language and Composition *Adopted from: Pearson Education (GradPoint)* English	AP English 11	★ UC Honors 📶 Online-based 📅 Full Year
AP English Language and Composition *Adopted from: The College Board Advanced Placement Program* English	AP English 11 AP English 11 Virtual	★ UC Honors 🖥 Classroom-based 📅 Full Year
AP English Language and Composition *Adopted from: APEX Learning* English	AP English 11 AP English 11 Virtual	★ UC Honors 📶 Online-based (UC approved through **2018-19**) 📅 Full Year
AP English Literature and Composition *Adopted from: The College Board Advanced Placement Program* English	AP English 12 AP English 12 Virtual	★ UC Honors 🖥 Classroom-based 📅 Full Year
AP English Literature and Composition *Adopted from: APEX Learning* English	AP English 12 AP English 12 Virtual	★ UC Honors 📶 Online-based (UC approved through **2018-19**) 📅 Full Year

Title/Discipline	Transcript Abbreviation(s)	Course Details
AP English Literature and Composition *Adopted from: Pearson Education (GradPoint)* English	AP English 12	★ UC Honors 📶 Online-based 📅 Full Year
Creative Writing English	CW	🖼 Classroom-based 📅 Full Year
CSU Expository Reading and Writing *Adopted from: California State University (CSU) Early Assessment Program (EAP)* English	ERWC Expository Reading and Writing Course	🖼 Classroom-based 📅 Full Year
ELD 5 English as a Second Language (ESL) / English Language Development (ELD)	ELD 5	🖼 Classroom-based 📅 Full Year
ELD 6 English as a Second Language (ESL) / English Language Development (ELD)	ELD 6	🖼 Classroom-based 📅 Full Year
English 10 CP English	English 10 English 10 1st English 10 1st/2nd English 10 2nd English 10 CP English 10 CP 1st English 10 CP 2nd English 10 CP IS English 10 CP Virtual Enlgish 10 CP	🖼 Classroom-based 📅 Full Year
English 10 Honors English	English 10 H English 10 H IS English 10 H Virtual	🖼 Classroom-based 📅 Full Year
English 11 CP English	English 11 English 11 1st English 11 2nd English 11 CP English 11 CP 1/CP 2 English 11 CP IS English 11 CP Virtual	🖼 Classroom-based 📅 Full Year
English 12 CP English	English 12 CP English 12 CP IS English 12 CP Virtual	🖼 Classroom-based 📅 Full Year
English 9 Honors English	English 9 H English 9H IS English 9H Virtual	🖼 Classroom-based 📅 Full Year
English 9 Intensive English	Eng 9 Int	🖼 Classroom-based 📅 Full Year
English 9CP English	English 9 English 9 1st English 9 2nd English 9 CP English 9 CP 1st English 9 CP 2nd English 9CP English 9CP IS English 9CP Virtual	🖼 Classroom-based 📅 Full Year
English I *Adopted from: Pearson Education (GradPoint)* English	English 9	📶 Online-based (UC approved through **2019-20**) 📅 Full Year
English II *Adopted from: Pearson Education (GradPoint)* English	English 10	📶 Online-based (UC approved through **2019-20**) 📅 Full Year

Title/Discipline	Transcript Abbreviation(s)	Course Details
English III *Adopted from: Pearson Education (GradPoint)* English	English 11	🛜 Online-based (UC approved through **2019-20**) 📅 Full Year
English IV *Adopted from: Pearson Education (GradPoint)* English	English 12	🛜 Online-based (UC approved through **2019-20**) 📅 Full Year
English Language Arts 10 *Adopted from: Edgenuity, Inc (formerly Education2020)* English	English 10	🛜 Online-based (UC approved through **2018-19**) 🖥 Classroom-based 📅 Full Year
English Language Arts 11 *Adopted from: Edgenuity, Inc (formerly Education2020)* English	English 11	🛜 Online-based (UC approved through **2018-19**) 📅 Full Year
English Language Arts 12 *Adopted from: Edgenuity, Inc (formerly Education2020)* English	English 12	🛜 Online-based (UC approved through **2020-21**) 🖥 Classroom-based 📅 Full Year
English Language Arts 9 *Adopted from: Edgenuity, Inc (formerly Education2020)* English	English 9/Eng 9	🛜 Online-based (UC approved through **2020-21**) 🖥 Classroom-based 📅 Full Year
Expository Reading and Writing *Adopted from: Edgenuity, Inc (formerly Education2020)* English	ERWC/ERWC	🛜 Online-based (UC approved through **2020-21**) 📅 Full Year

Mathematics ("c") 3 years required, 4 years recommended

Three units (equivalent to three years) of college-preparatory mathematics (four units are strongly recommended), including or integrating topics covered in elementary algebra, advanced algebra, and two-and three-dimensional geometry.

Title/Discipline	Transcript Abbreviation(s)	Course Details
Algebra 1 Algebra I	Algebra 1 Algebra 1 1st/2nd Algebra 1 IS Algebra 1 Virtual	🖥 Classroom-based 📅 Full Year
Algebra 2 Algebra II	Algebra 2 Algebra 2 1st/2nd Algebra 2 IS Algebra 2 Virtual	🖥 Classroom-based 📅 Full Year
Algebra 2 Honors Algebra II	Algebra 2 H Algebra 2 H IS Algebra 2 H Virtual	🖥 Classroom-based 📅 Full Year
Algebra A Algebra I	Algebra A Algebra A IS Algebra A Virtual	🖥 Classroom-based 📅 Full Year
Algebra B Algebra I	Algebra B Algebra B IS Algebra B Virtual	🖥 Classroom-based 📅 Full Year
Algebra I *Adopted from: Edgenuity, Inc (formerly Education2020)* Algebra I	Algebra I	🛜 Online-based (UC approved through **2020-21**) 🖥 Classroom-based 📅 Full Year
Algebra II *Adopted from: Pearson Education (GradPoint)* Algebra II	Algebra 2	🛜 Online-based (UC approved through **2018-19**) 📅 Full Year
Algebra II *Adopted from: Edgenuity, Inc (formerly Education2020)* Algebra II	Algebra II	🛜 Online-based (UC approved through **2018-19**) 📅 Full Year

Title/Discipline	Transcript Abbreviation(s)	Course Details
AP Calculus AB *Adopted from: APEX Learning* Calculus	Calculus AB AP	★ UC Honors 🛜 Online-based (UC approved through **2019-20**) 📅 Full Year
AP Calculus AB *Adopted from: The College Board Advanced Placement Program* Calculus	AP Calculus AB AP Calculus AB Virtual	★ UC Honors 📖 Classroom-based 📅 Full Year
AP Calculus AB *Adopted from: Pearson Education (GradPoint)* Calculus	AP Calculus	★ UC Honors 🛜 Online-based (UC approved through **2019-20**) 📅 Full Year
AP Calculus BC *Adopted from: The College Board Advanced Placement Program* Calculus	AP Calculus BC AP Calculus BC Virtual	★ UC Honors 📖 Classroom-based 📅 Full Year
AP Calculus BC *Adopted from: Pearson Education (GradPoint)* Calculus	AP Calculus BC AP Calculus BC/AP Calculus BC	★ UC Honors 🛜 Online-based 📅 Full Year
AP Statistics *Adopted from: The College Board Advanced Placement Program* Statistics	AP Statistics AP Statistics Virtual	★ UC Honors 📖 Classroom-based 📅 Full Year
AP Statistics *Adopted from: APEX Learning* Statistics	AP Statistics	★ UC Honors 🛜 Online-based (UC approved through **2019-20**) 📅 Full Year
Calculus A/B College Prep Calculus	Calc A/B CP	📖 Classroom-based 📅 Full Year
Concepts in Probability and Statistics *Adopted from: Edgenuity, Inc (formerly Education2020)* Statistics	Prob & Stats	🛜 Online-based (UC approved through **2018-19**) 📅 Full Year
Geometry *Adopted from: Edgenuity, Inc (formerly Education2020)* Geometry	Geometry	🛜 Online-based (UC approved through **2020-21**) 📖 Classroom-based 📅 Full Year
Geometry Geometry	Gemetry Geometry Geometry 1st/2nd Geometry IS Geometry S1/S2 Geometry Virtual	📖 Classroom-based 📅 Full Year
Geometry *Adopted from: Pearson Education (GradPoint)* Geometry	Geometry	🛜 Online-based (UC approved through **2020-21**) 📅 Full Year
Geometry A 1 Geometry	Geometry A Geometry A IS Geometry A Virtual	📖 Classroom-based 📅 Full Year
Geometry B Geometry	Geometry B GeometryB IS GeometryB Virtual	📖 Classroom-based 📅 Full Year
Integrated Math 1 *Adopted from: Pearson Education (GradPoint)* Mathematics I	Integrated Math I	🛜 Online-based (UC approved through **2020-21**) 📅 Full Year
Integrated Math 2 CCSS (Flex) *Adopted from: Pearson Education (GradPoint)* Mathematics II	Integrated Math II	🛜 Online-based (UC approved through **2017-18**) 📅 Full Year
Integrated Math 2 Honors Mathematics II	Int Math 2 H	📖 Classroom-based 📅 Full Year
Integrated Math 3 *Adopted from: Pearson Education (GradPoint)* Mathematics III	Integrated Math III	🛜 Online-based (UC approved through **2020-21**) 📅 Full Year

Title/Discipline	Transcript Abbreviation(s)	Course Details
Integrated Math 3 Honors Mathematics III	Int Math 3 H	📖 Classroom-based 📅 Full Year
Integrated Math I Mathematics I	Integrated Math I	📖 Classroom-based 📅 Full Year
Integrated Mathematics 2 Mathematics II	Int Math 2	📖 Classroom-based 📅 Full Year
Integrated Mathematics 3 Mathematics III	Int Math 3	📖 Classroom-based 📅 Full Year
Mathematics I *Adopted from: Edgenuity, Inc (formerly Education2020)* Mathematics I	Integrated Math 1	📶 Online-based (UC approved through **2020-21**) 📅 Full Year
Mathematics II *Adopted from: Edgenuity, Inc (formerly Education2020)* Mathematics II	Integrated Math II	📶 Online-based (UC approved through **2020-21**) 📅 Full Year
Mathematics III *Adopted from: Edgenuity, Inc (formerly Education2020)* Mathematics III	I Math III Honors	📶 Online-based (UC approved through **2020-21**) 📅 Full Year
Mathematics III *Adopted from: Edgenuity, Inc (formerly Education2020)* Mathematics III	Int. Math 3	📶 Online-based (UC approved through **2020-21**) 📅 Full Year
Pre-Calculus *Adopted from: Edgenuity, Inc (formerly Education2020)* Advanced Mathematics	Trig/Pre-Cal	📶 Online-based (UC approved through **2018-19**) 📅 Full Year
Probability and Statistics *Adopted from: APEX Learning* Statistics	Statistics	📶 Online-based (UC approved through **2020-21**) 📅 Half Year
Probability and Statistics Statistics	Prob & Stats Prob & Stats IS Prob & Stats Virtual	📖 Classroom-based 📅 Full Year
Trigonometry/Precalculus Advanced Mathematics	Trig/Pre-Cal Trig/Pre-Cal IS Trig/Pre-Cal S1/S2 Trig/Pre-Cal Virtual	📖 Classroom-based 📅 Full Year
Trigonometry/Precalculus Honors Advanced Mathematics	Trig/Pre-Cal H Trig/Pre-Cal H IS Trig/Pre-Cal H Virtual	★ UC Honors 📖 Classroom-based 📅 Full Year

Laboratory Science ("d") 2 years required, 3 years recommended

Two units (equivalent to two years) of laboratory science are required (three units are strongly recommended), providing fundamental knowledge in two of the following: biology, chemistry, or physics. A yearlong interdisciplinary, **or** integrated, **or** earth and space science course can meet one year of this requirement.

Title/Discipline	Transcript Abbreviation(s)	Course Details
AP Biology *Adopted from: The College Board Advanced Placement Program* Biology / Life Sciences	Biology AP	★ UC Honors 📖 Classroom-based 📅 Full Year
AP Biology *Adopted from: APEX Learning* Biology / Life Sciences	AP Biology	★ UC Honors 📶 Online-based (UC approved through **2019-20**) 📅 Full Year
AP Chemistry *Adopted from: APEX Learning* Chemistry	AP Chem	★ UC Honors 📶 Online-based (UC approved through **2020-21**) 📅 Full Year

Title/Discipline	Transcript Abbreviation(s)	Course Details
AP Chemistry *Adopted from: The College Board Advanced Placement Program* Chemistry	AP Chem AP Chemistry Chemistry AP	★ UC Honors ▦ Classroom-based 📅 Full Year
AP Environmental Science *Adopted from: The College Board Advanced Placement Program* Interdisciplinary Sciences	AP Envior Sci Virtual AP Enviro Sci	★ UC Honors ▦ Classroom-based 📅 Full Year
AP Physics 1 *Adopted from: The College Board Advanced Placement Program* Physics	AP Physics 1	★ UC Honors ▦ Classroom-based 📅 Full Year
AP Physics 2 *Adopted from: The College Board Advanced Placement Program* Physics	AP Physics 2	★ UC Honors ▦ Classroom-based 📅 Full Year
Biology Core *Adopted from: APEX Learning* Biology / Life Sciences	Biology	📶 Online-based (UC approved through **2020-21**) 📅 Full Year
Biology CP Biology / Life Sciences	Biology Biology 1st Biology 2nd Biology CP Biology CP 1st/2nd Biology CP IS Biology CP Virtual	▦ Classroom-based 📅 Full Year
Biology Honors *Adopted from: APEX Learning* Biology / Life Sciences	Biology H	★ UC Honors 📶 Online-based (UC approved through **2017-18**) 📅 Full Year
Biology Honors Biology / Life Sciences	Biology H	▦ Classroom-based 📅 Full Year
Biology Honors with Labs *Adopted from: Edgenuity, Inc (formerly Education2020)* Biology / Life Sciences	Biology H	★ UC Honors 📶 Online-based (UC approved through **2020-21**) 📅 Full Year
Biology with Labs *Adopted from: Edgenuity, Inc (formerly Education2020)* Biology / Life Sciences	Biology	★ UC Honors 📶 Online-based (UC approved through **2020-21**) 📅 Full Year
Chemistry Chemistry	Chemistry Chemistry 1st/2nd	▦ Classroom-based 📅 Full Year
Chemistry Core *Adopted from: APEX Learning* Chemistry	Chemistry	📶 Online-based (UC approved through **2020-21**) 📅 Full Year
Chemistry Honors Chemistry	Chemistry H	★ UC Honors ▦ Classroom-based 📅 Full Year
Chemistry Honors *Adopted from: APEX Learning* Chemistry	Chemistry H	★ UC Honors 📶 Online-based (UC approved through **2017-18**) 📅 Full Year
Chemistry Honors with Labs *Adopted from: Edgenuity, Inc (formerly Education2020)* Chemistry	Chemistry H	★ UC Honors 📶 Online-based (UC approved through **2020-21**) 📅 Full Year
Chemistry with Labs *Adopted from: Edgenuity, Inc (formerly Education2020)* Chemistry	Chemistry	📶 Online-based (UC approved through **2020-21**) 📅 Full Year
Human Anatomy and Physiology Biology / Life Sciences	Human A & P Human A&P	▦ Classroom-based 📅 Full Year
Human Anatomy and Physiology Honors I Biology / Life Sciences	Human A & P H Human Anatomy & Phys H	▦ Classroom-based 📅 Full Year

Title/Discipline	Transcript Abbreviation(s)	Course Details
Human Body Systems *Adopted from: Project Lead the Way (PLTW)* Biology / Life Sciences	Human Body Sys	🖳 Classroom-based 🛗 Full Year
Physics Physics	Physics	🖳 Classroom-based 🛗 Full Year
Physics Core *Adopted from: APEX Learning* Physics	PHYSICS	📶 Online-based (UC approved through **2020-21**) 🛗 Full Year
Physics Honors *Adopted from: APEX Learning* Physics	Physics H	★ UC Honors 📶 Online-based (UC approved through **2020-21**) 🛗 Full Year
Physics Honors Physics	Physics H	★ UC Honors 🖳 Classroom-based 🛗 Full Year
Principles of the Biomedical Sciences *Adopted from: Project Lead the Way (PLTW)* Biology / Life Sciences	Biomedical Sciences / Biomedical Sci	🖳 Classroom-based 🛗 Full Year

Language Other than English ("e") 2 years required, 3 years recommended

Two units (equivalent to two years, or through the second level of high school instruction) of the same language other than English (three units recommended). LOTE levels are defined by the number of years of high school instruction; e.g. LOTE 1= 1 yr.; LOTE 2 = 2 years, etc.

Title/Discipline	Transcript Abbreviation(s)	Course Details
AP Chinese Language and Culture *Adopted from: The College Board Advanced Placement Program* LOTE Level 4+	AP Mandarin 4	★ UC Honors 🖳 Classroom-based 🛗 Full Year
AP French Language and Culture *Adopted from: The College Board Advanced Placement Program* LOTE Level 4+	AP French 4	★ UC Honors 🖳 Classroom-based 🛗 Full Year
AP Japanese Language and Culture *Adopted from: The College Board Advanced Placement Program* LOTE Level 4+	AP Japanese 4	★ UC Honors 🖳 Classroom-based 🛗 Full Year
AP Spanish Language and Culture *Adopted from: The College Board Advanced Placement Program* LOTE Level 4+	AP Spanish 4 Spanish 4 AP	★ UC Honors 🖳 Classroom-based 🛗 Full Year
AP Spanish Literature and Culture *Adopted from: The College Board Advanced Placement Program* LOTE Level 4+	Spanish 5 AP	★ UC Honors 🖳 Classroom-based 🛗 Full Year
French 1 LOTE Level 1	French 1	🖳 Classroom-based 🛗 Full Year
French 2 LOTE Level 2	French 2	🖳 Classroom-based 🛗 Full Year
French 3 Honors LOTE Level 3	French 3 H French 3H	🖳 Classroom-based 🛗 Full Year
French I *Adopted from: Pearson Education (GradPoint)* LOTE Level 1	French 1	📶 Online-based (UC approved through **2019-20**) 🛗 Full Year
French I Competency *Adopted from: Middlebury Interactive Languages* LOTE Level 1	French 1/French	📶 Online-based (UC approved through **2018-19**) 🛗 Full Year

Title/Discipline	Transcript Abbreviation(s)	Course Details
French II *Adopted from: Pearson Education (GradPoint)* LOTE Level 2	French 2	🛜 Online-based (UC approved through **2019-20**) 📅 Full Year
French III Competency *Adopted from: Middlebury Interactive Languages* LOTE Level 3	French 3 H	🛜 Online-based (UC approved through **2018-19**) 📅 Full Year
==Japanese 1== LOTE Level 1	Japanese 1	📖 Classroom-based 📅 Full Year
==Japanese 2== LOTE Level 2	Japanese 2	📖 Classroom-based 📅 Full Year
==Japanese 3 Honors== LOTE Level 3	Japanese 3 Japanese 3 H	📖 Classroom-based 📅 Full Year
==Mandarin 1== LOTE Level 1	Mandarin 1	📖 Classroom-based 📅 Full Year
==Mandarin 2== LOTE Level 2	Mandarin 2	📖 Classroom-based 📅 Full Year
==Mandarin 3 H== LOTE Level 3	Mandarin 3H, Mandarin 3 H Mandarin Chinese 3 Honors	📖 Classroom-based 📅 Full Year
==Spanish 1== LOTE Level 1	Spanish 1	📖 Classroom-based 📅 Full Year
==Spanish 2== LOTE Level 2	Spanish 2	📖 Classroom-based 📅 Full Year
==Spanish 3== LOTE Level 3	Spanish 3	📖 Classroom-based 📅 Full Year
==Spanish 3 Honors== LOTE Level 3	Spanish 3 H Spanish 3H	📖 Classroom-based 📅 Full Year
==Spanish for Spanish Speakers 1== LOTE Level 1	Span/Span 1	📖 Classroom-based 📅 Full Year
==Spanish for Spanish Speakers 2 Hono== LOTE Level 2	Span/Span 2H	📖 Classroom-based 📅 Full Year
Spanish I Competency *Adopted from: Middlebury Interactive Languages* LOTE Level 1	Spanish 1/Spanish 1	🛜 Online-based (UC approved through **2018-19**) 📅 Full Year
Spanish II Competency *Adopted from: Middlebury Interactive Languages* LOTE Level 2	Spanish 2/Spanish 2	🛜 Online-based (UC approved through **2018-19**) 📅 Full Year
Spanish III Competency *Adopted from: Middlebury Interactive Languages* LOTE Level 3	Spanish 3H	🛜 Online-based (UC approved through **2018-19**) 📅 Full Year

Visual & Performing Arts ("f") 1 year required

One unit (equivalent to one year) required, chosen from one of the following categories: dance, music, theater, interdisciplinary arts, or visual arts (e.g., painting, web/graphic design, film/video, inter/multimedia arts). Two one-semester courses from the same discipline is also acceptable.

Title/Discipline	Transcript Abbreviation(s)	Course Details
==Advanced Theatre== Theater	Adv Theatre	📖 Classroom-based 📅 Full Year
==Art Fundamentals== Visual Arts	Art Fundamental	📖 Classroom-based 📅 Full Year

Title/Discipline	Transcript Abbreviation(s)	Course Details
Band Percussion Ensemble Music	Band Perc	Classroom-based Full Year
Band Wind Ensemble Music	Band Wind	Classroom-based Full Year
Bass Clef Music	Bass Clef	Classroom-based Full Year
Ceramics 1 Visual Arts	Ceramics 1	Classroom-based Full Year
Ceramics 2 Visual Arts	Ceramics 2	Classroom-based Full Year
Choir Music	Choir	Classroom-based Full Year
Dance 1 Dance	Dance 1	Classroom-based Full Year
Dance 2 Dance	Dance 2	Classroom-based Full Year
Dance 3 Dance	Dance 3	Classroom-based Full Year
Dance 4 Dance	Dance 4	Classroom-based Full Year
Dance 5 Dance	Dance 5	Classroom-based Full Year
Dance Prop Production Dance	Dance Prop	Classroom-based Full Year
Digital Imaging Visual Arts	Digital Imaging	Classroom-based Full Year
Digitial Video Production Visual Arts	Digital Video 1	Classroom-based Full Year
Drawing and Painting 1 Visual Arts	Draw/Paint 1	Classroom-based Full Year
Drawing and Painting 2 Visual Arts	Draw/Paint 2	Classroom-based Full Year
Intro to Theatre Arts Theater	Intro Theatre Intro to Theatre	Classroom-based Full Year
Jazz Ensemble Music	Jazz Ensemble	Classroom-based Full Year
Production and Performance Theater	Prod & Perf	Classroom-based Full Year
Three Dimensional Design Visual Arts	Three D Design	Classroom-based Full Year
Treble Clef Music	Treble Clef	Classroom-based Full Year
Vocal Ensemble Music	Vocal Ensemble	Classroom-based Full Year

College-Preparatory Elective ("g") 1 year required

One unit (equivalent to one year) chosen from the "a-f" courses beyond those used to satisfy the requirements of the "a-f" subjects, or courses that have been approved solely in the elective area.

Title/Discipline	Transcript Abbreviation(s)	Course Details
Acellus Business Management *Adopted from: International Academy of Science (IAS)* Interdisciplinary	Business	🛜 Online-based (UC approved through **2020-21**) 📅 Full Year
AP Macroeconomics *Adopted from: Pearson Education (GradPoint)* History / Social Science	AP Economics	★ UC Honors 🛜 Online-based 📅 Half Year
AP Macroeconomics *Adopted from: The College Board Advanced Placement Program* History / Social Science	AP Macroeconomics	★ UC Honors 📖 Classroom-based 📅 Half Year
AP Microeconomics *Adopted from: The College Board Advanced Placement Program* History / Social Science	AP Econ	★ UC Honors 📖 Classroom-based 📅 Half Year
AP Microeconomics *Adopted from: Pearson Education (GradPoint)* History / Social Science	AP Economics	★ UC Honors 🛜 Online-based 📅 Half Year
AP Psychology *Adopted from: The College Board Advanced Placement Program* History / Social Science	AP Psych	★ UC Honors 📖 Classroom-based 📅 Full Year
AP Psychology *Adopted from: APEX Learning* History / Social Science	AP Psychology	★ UC Honors 🛜 Online-based (UC approved through **2018-19**) 📅 Full Year
AP Psychology *Adopted from: Edgenuity, Inc (formerly Education2020)* History / Social Science	AP Psychology/AP Psyc	★ UC Honors 🛜 Online-based (UC approved through **2018-19**) 📅 Full Year
AVID 12 *Adopted from: AVID - Advancement Via Individual Determination* Interdisciplinary	Senior Seminar	📖 Classroom-based 📅 Full Year
COMPUTER TECHNOLOGY 2 Mathematics - Computer Science	COMP TECH 2	📖 Classroom-based 📅 Half Year
COMPUTER TECHNOLOGY 3 Mathematics - Computer Science	COMP TECH 3	📖 Classroom-based 📅 Half Year
Culinary Arts Interdisciplinary	Culinary Arts 1	📖 Classroom-based 📅 Full Year
Culinary Arts II Interdisciplinary	Culinary Arts II	📖 Classroom-based 📅 Full Year
Developmental Psychology of Children History / Social Science	Dev Psych of Child Devel Psych of Children	📖 Classroom-based 📅 Full Year
Earth Science Laboratory Science – Physical Sciences	Earth Science	📖 Classroom-based 📅 Full Year
Economic Education for Consumers History / Social Science	Econ Ed Cons	📖 Classroom-based 📅 Half Year
Economics *Adopted from: Pearson Education (GradPoint)* History / Social Science	Economics	🛜 Online-based 📅 Half Year
Geography and World Cultures *Adopted from: APEX Learning* History / Social Science	World Geo	🛜 Online-based (UC approved through **2020-21**) 📅 Half Year
Intro to Business Hospitality and Tourism Interdisciplinary	HTR	📖 Classroom-based 📅 Half Year
Journalism *Adopted from: Pearson Education (GradPoint)* English	Journalism	🛜 Online-based (UC approved through **2020-21**) 📅 Full Year
Journalism 1 English	Journalism 1	📖 Classroom-based 📅 Full Year

Title/Discipline	Transcript Abbreviation(s)	Course Details
Journalism 2 English	Journalism 2	📖 Classroom-based 📅 Full Year
Journalism 3 English	Journalism 3	📖 Classroom-based 📅 Full Year
Leadership Interdisciplinary	Leadership	📖 Classroom-based 📅 Full Year
Management of Hospitality And Tourism Interdisciplinary	MHT	📖 Classroom-based 📅 Full Year
Principles of Economics History / Social Science	Economics	📖 Classroom-based 📅 Half Year
Principles of Economics Honors History / Social Science	Economics H	📖 Classroom-based 📅 Half Year
Psychology *Adopted from: APEX Learning* History / Social Science	Psyc Pyschology	📶 Online-based (UC approved through **2019-20**) 📅 Half Year
Psychology *Adopted from: Edgenuity, Inc (formerly Education2020)* History / Social Science	Psychology/Psyc	📶 Online-based (UC approved through **2018-19**) 📅 Full Year
Psychology 1 History / Social Science	Psychology Psychology 1	📖 Classroom-based 📅 Half Year
Psychology 2 History / Social Science	Psychology 2	📖 Classroom-based 📅 Half Year
Publications and Design Interdisciplinary	Publ Design	📖 Classroom-based 📅 Full Year
Sociology *Adopted from: Edgenuity, Inc (formerly Education2020)* History / Social Science	Sociology/Sociolgy	📶 Online-based (UC approved through **2020-21**) 📅 Half Year
Sports Medicine *Adopted from: Baldy View ROP* Laboratory Science – Biology / Life Sciences	ROP Sports Med	📖 Classroom-based 📅 Full Year
The Bible As/In History and Literature Interdisciplinary	Bible	📖 Classroom-based 📅 Full Year
U.S. and Global Economics Core *Adopted from: APEX Learning* History / Social Science	Economics	📶 Online-based (UC approved through **2018-19**) 📅 Half Year
U.S. and Global Economics Honors *Adopted from: APEX Learning* History / Social Science	Economics H	★ UC Honors 📶 Online-based (UC approved through **2020-21**) 📅 Half Year

A-G Guide (http://www.ucop.edu/agguide/) | Contact Us (/agcourselist#/contact)

Chino Hills High School

16150 Pomona Rincon Road • Chino Hills, CA 91709-3101 • 909-606-7540 • Grades 9-12
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Chino Valley Unified School District
5130 Riverside Drive
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District Governing Board
Pamela Feix, President
James Na, Vice President
Irene Hernandez-Blair, Clerk
Andrew Cruz, Member
Sylvia Orozco, Member
Jonah Botello, Student Representative

District Administration
Wayne M. Joseph
Superintendent
Norm Enfield, Ed.D.
Deputy Superintendent
Sandra H. Chen
Assistant Superintendent, Business Services
Lea Fellows
Assistant Superintendent, Human Resources
Grace Park, Ed.D.
Assistant Superintendent, Curriculum, Instruction, Innovation, and Support
Gregory J. Stachura
Assistant Superintendent, Facilities, Planning & Operations

School Description

CHHS opened its doors to the freshman class of 2005 in September of 2001, as a two story modular campus with 500 students and 35 staff members. After 4 years, construction of the permanent facilities was complete. Since then, we keep expanding to almost 2900 students and 173 staff members. Over 90% of our students are from Chino Hills, with about 7% from Chino, and the rest from Ontario. The student body reflects the relative ethnic and economic diversity of those communities. Our attendance area covers the southern portions of the 3 cities, from the hills to the agriculture preserve, and includes the last open land in this rapidly developing area. From the beginning, our focus has been to establish and promote a positive and welcoming school climate. The high levels of trust and respect between students, parents, staff, and administration, are the hallmark of our school culture. Students, staff, and community embrace the traditions of Husky Pride. Maintaining trust and improving communication between stakeholders will continue to be our priority, to help CHHS perpetuate its reputation as "the Pride of the Hills."

Now 17 years later, Chino Hills High School finds itself to have grown from being thrust in a large abyss of change to seeing stability and positive growth. With an Administrative team that has been together several years; staff, students and parents have adjusted to a systemic procedural protocol that has occurred over the last five years. The staff has worked tirelessly to ensure that all students are successful in all four corners of our school crest (Academics, Athletics, Visual and Performing Arts and Activities). Most recently, students, staff and community members created school wide behavior expectations: P.R.I.D.E. These expectations are the foundation of our school wide MTSS. Collectively we look to PLC's to assist us with analyzing data to look for areas of growth and to assist us in ensuring that we remain at the forefront of many innovative practices/programs.

Chino Hills High School's vision is to be a school that encourages personal and academic achievement and integrity for all students in a challenging, safe, and supportive environment.

Chino Hills High School's mission is to provide an environment of respect and cooperative learning among students, staff, and parents, where all students engage in relevant standards-based curriculum and activities that fosters responsibility and academic excellence.

Chino Hills High School Beliefs:
We believe passion drives life-long learning.
We believe respect fosters growth and unity.
We believe integrity promotes positive character and good citizenship.
We believe determination cultivates success.
We believe that excellence is achieved when we reach our individual potential.

2016-17 School Accountability Report Card for Chino Hills High School — Page **1** of 11

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	680
Grade 10	715
Grade 11	738
Grade 12	753
Total Enrollment	2,886

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.9
American Indian or Alaska Native	0
Asian	15.4
Filipino	7.5
Hispanic or Latino	41.2
Native Hawaiian or Pacific Islander	0.3
White	27.4
Two or More Races	3
Socioeconomically Disadvantaged	28.7
English Learners	2.5
Students with Disabilities	9.8
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Chino Hills High School	15-16	16-17	17-18
With Full Credential	121.9	121.7	120.1
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	1	1	0
Chino Valley Unified School District	15-16	16-17	17-18
With Full Credential	☐	☐	1275.6
Without Full Credential	☐	☐	12
Teaching Outside Subject Area of Competence	☐	☐	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Chino Hills High School	15-16	16-17	17-18
Teachers of English Learners	1	0	0
Total Teacher Misassignments	2	1	0
Vacant Teacher Positions	0	0	1

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)
On October 5, 2017, the Chino Valley Unified School District's (CVUSD) Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution 2017/2018-20 which certifies as required by Education Code 60119 that (1) sufficient textbooks and instructional materials have been provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and context of the curriculum frameworks in the following subjects: history/social science, mathematics, reading/language arts, and science, (2) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, (3) laboratory equipment was available for science laboratory classes offered in grades 9-12, inclusive.

Textbooks and instructional materials are provided for each student for use in class and to take home. It was determined that each pupil in each school has sufficient textbooks and instructional materials that are aligned to the academic content standards in the core subject areas for the 2017/2018 school year. Additionally, sufficient textbooks and/or instructional materials were provided to each pupil for visual and performing arts.

Textbooks and Instructional Materials Year and month in which data were collected: October 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	9-12 Prentice Hall: Timeless Voices; Timeless Themes (Adopted: 2005) 12 California State University: Expository Reading and Writing 2, 2ND Edition (Adopted: 2013) 9-12 National Geographic Learning/Cengage Learning; EDGE, 2ND Edition (Adopted: 2017) 9 Read 180 (Adopted: 2011) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	9-12 McGraw Hill – Integrated Math 1, Integrated Math II, and Integrated Math III (Adopted: 2015)9-12 Carnegie Learning; Geometry, A Common Core Math Program Adopted: 2014)9-12 Glencoe; Elementary Statistics (Adopted: 2007)9-12 Holt McDougal; Mathematics Explorations in Core Math for Common Core Algebra 2 (Adopted: 2014) 11-12 Pearson Addison Wesley: Stats Modeling the World, 2ND Edition (Adopted: 2009) 11-12 Pearson Prentice Hall: Calculus, 3RD Edition (Adopted: 2009) 10-11 Pearson Prentice Hall: Pre-Calculus (Adopted: 2009) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	9-12 Pearson Prentice Hall; Earth Science (Adopted: 2008) 9-12 Pearson Prentice Hall; Biology (Adopted: 2008) 9-12 Pearson Prentice Hall: Physical Science: Concepts in Action with Earth and Space Science (Adopted: 2007) 10-12 Pearson Prentice Hall; Chemistry (Adopted: 2008) 11-12 Glencoe; Physics: Principles and Problems (Adopted: 2008) 11-12 Wiley; Environmental Science: Earth as a Living Planet (Adopted: 2008) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	10 Prentice Hall; World History: The Modern World (Adopted: 2007) 11 Holt, Reinhart and Winston; American Anthem: Modern American History (Adopted: 2007) 11 Bedford; American's History (Adopted: 2007) 12 Glencoe/McGraw-Hill; United States Government: Democracy in Action (Adopted: 2007) 12 McDougal Littell; American Government: Institutions & Policies (Adopted: 2007) 12 Prentice Hall; Economics, Principles in Actions (Adopted: 2007) 12 Prentice Hall; Foundations of Economics (Adopted: 2007) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

Textbooks and Instructional Materials
Year and month in which data were collected: October 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	9-12 Prentice Hall; Realidades, Book 1 and 2 (Adopted: 2007) 9-12 McDougal Littell; Abriendo Puertas, Tomo, Gramatica, and Lectura (Adopted: 2007) 9-12 Wayside Publishing; Azulejo (Adopted: 2007) 9-12 Harcourt School Publishers; Nuevas Vista, Book 1 and 2 (Adopted: 2007) 9-12 EMC/Paradigm Publishing; C'est a Toi Book 1, 2, and 3 (Adopted: 2007) 9-12 Holt, Reinhart and Winston; Komm Mit! Book 1, 2, and 3 (Adopted: 2007) 9-12 Spinner Publications; Bom Dia! Book 1 and 2 (Adopted: 2007) 9-12 Joint Publishing; Chinese Made Easy (Adopted: 2007), 2006 9-12 Cheng and Tsui; Adventures in Japanese 1 and 2 (Adopted: 2007) **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0
Health	9-12　　　Glencoe; Glencoe Health (Adopted: 2009) **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Chino Valley Unified School District (CVUSD) makes it a priority to maintain safe, clean, and effective school sites for our students, staff, and parents. The safety of students is of paramount importance to CVUSD. Staff and security are situated across the campus throughout the day ensure students interact safely. At the end of the school day, staff supervise student dismissal. The staff and student work spaces for this site are cleaned on a regular basis by the school site custodial staff. In addition to regular cleanings, deep cleanings are scheduled and carried out during breaks and vacation periods. The school facility is adequate and has sufficient classrooms, playground, and staff spaces in order to operate efficiently. A planned or recently completed school improvement for this site is a new aquatic center completed in the 2013/2014 school year.

To ensure sites are clean, safe and functional, Maintenance and Operations department staff conduct inspections at the school sites on a continual basis. School sites may also enter maintenance requests by accessing the School Dude system. After the school site request is entered into the system, a work order is generated, and the Maintenance staff work diligently to complete all work orders in a timely manner. The Maintenance team utilized the Facility Inspection Tool (FIT), a survey instrument developed by the State of California Office of Public School Construction (OPSC), to record inspection results. The District's inspection took place on September 22, 2017, the overall rating of this site's most recent survey is GOOD, and any associated repairs were completed on or before December 30, 2017.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: September 2017

System Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		ADMINISTRATION BUILDING, M103, M125, M206, M212, ROOMS 242, 247, 259, 261, 262: Stained ceiling tiles CENTER QUAD LUNCH TABLES: 1.) Areas evaluated have accumulated refuse, dirt and grime 2.) Damage to exterior paint, plaster or finish LIBRARY, M205, ROOMS 146, 254: Unsafe carpet condition M122, ROOM 190 BAND ROOM: Ceiling tiles are missing, damaged or loose M207: 1.) Stained ceiling tiles 2.) Replace the baseboards ROOMS 138, 158, 235, 250, SNACK BAR: Replace the baseboards ROOM 191 DRAMA ROOM: 1.) Unsafe carpet condition 2.) Walls have damage from cracks, tears, holes or water damage Room 245: 1.) Unsafe carpet condition 2.) Replace the baseboards 3.) Walls have damage from cracks, tears, holes or water damage Deficiencies corrected on or before December 30, 2017
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			CENTER QUAD LUNCH TABLES: 1.) Areas evaluated have accumulated refuse, dirt and grime 2.) Damage to exterior paint, plaster or finish CENTER QUAD RESTROOMS, MODULAR RESTROOMS: Rest rooms are dirty and not maintained regularly Deficiencies corrected on or before December 30, 2017
Electrical: Electrical	X			M122: Ceiling tiles are missing, damaged or loose M208: Electrical outlet covers or light switch covers are damaged or missing Deficiencies corrected on or before December 30, 2017
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			ROOM 176: Sink or fountain fixture is loose ROOM 248: Leaking faucet Deficiencies corrected on or before December 30, 2017
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			CENTER QUAD LUNCH TABLES: 1.) Areas evaluated have accumulated refuse, dirt and grime 2.) Damage to exterior paint, plaster or finish Deficiencies corrected on or before December 30, 2017

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			ROOM 267: Locks and other security hardware are not functioning properly Deficiencies corrected on or before December 30, 2017
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	76	75	59	57	48	48
Math	54	49	47	46	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	67	65	64	63	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
9	19.1	22.1	46.7

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
	Number of Students		**Percent of Students**	
Group	**Enrolled**	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	739	713	96.5	65.1
Male	361	348	96.4	66.7
Female	378	365	96.6	63.6
Black or African American	38	36	94.7	52.8
Asian	103	103	100.0	84.5
Filipino	62	61	98.4	72.1
Hispanic or Latino	283	271	95.8	55.7
White	232	221	95.3	67.4
Two or More Races	19	19	100.0	73.7
Socioeconomically Disadvantaged	209	200	95.7	54.0
English Learners	20	19	95.0	10.5
Students with Disabilities	59	54	91.5	35.2

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	721	679	94.17	74.67
Male	355	334	94.08	68.86
Female	366	345	94.26	80.29
Black or African American	38	34	89.47	67.65
Asian	113	107	94.69	86.92
Filipino	59	58	98.31	82.76
Hispanic or Latino	271	259	95.57	70.27
White	212	193	91.04	73.06
Two or More Races	25	25	100	76
Socioeconomically Disadvantaged	237	225	94.94	65.78
English Learners	34	30	88.24	36.67
Students with Disabilities	50	46	92	19.57

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	721	681	94.45	48.75
Male	355	337	94.93	46.88
Female	366	344	93.99	50.58
Black or African American	38	35	92.11	40
Asian	113	109	96.46	78.9
Filipino	59	58	98.31	55.17
Hispanic or Latino	271	259	95.57	35.14
White	212	192	90.57	48.44
Two or More Races	25	25	100	64
Socioeconomically Disadvantaged	237	223	94.09	36.77
English Learners	34	32	94.12	25
Students with Disabilities	50	46	92	4.35

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
Chino Hills High School offers a number of opportunities for parents and community members to be involved with our campus. We have a large number of parents who collaborate with on campus staff through PTSA, School Site Council, ELAC, DELAC, Parent Partnership Nights, and WASC. Chino Hills High School has numerous parent volunteers who assist with the various booster clubs (i.e. General Boosters, Aquatics Boosters, Band Boosters, Baseball Boosters, Dance Boosters, Grad Nite Boosters and Spirit Boosters). Many husky parents are stakeholders with our PBIS initiative and activities such as ASB. Parents are always encouraged to contact any of our classified or certificated staff members via a personal phone call or e-mail. Chino Hills High School uses various means to help our parents be informed including our website, marquee, and Aeries Communication.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
Each school has a detailed School Site Safety Plan for emergencies that is annually reviewed, updated, and discussed by the School Site Council. The date on which the School Site Safety Plan was last annually reviewed was March 2017, and the plans are reviewed monthly by the School Site Council. Each staff member is assigned a specific responsibility in the event of an emergency. Staff members are trained in the plan's components and procedures. Fire, earthquake, and intruder drills are held on a regular basis so that all students and staff are familiar with emergency procedures. Emergency supplies are located on each campus in the event of an emergency.

Assigned staff monitors school grounds daily before, during, and after school. The District policy regarding campus visitors is enforced by requiring everyone to check in at the school office and obtain a visitor's badge. A visitor sign-in log is located in the school office and all visitors must sign in before going onto the campus. In addition, all visitors must wear an identifying badge while on campus. To increase security, all gates remain locked during the school day, so visitors must enter campus through the school office.

The Chino Valley Unified School District is committed to providing an environment that fosters health and safety, in both form and function. This commitment extends to the process of developing and maintaining a comprehensive Emergency and Disaster Preparedness Plan as a part of the District's Safe Schools Plan and is evident from the individual site to the overall District. These plans delineate actions to protect all students while they are at school. The plans are designed with the help of security staff members, local law enforcement, local fire, and emergency management, and public health officials as required by Education Code 32280-32282.

Plans are reviewed and updated yearly in accordance with Education Code 32286. These plans include procedures to respond to critical incidents, such as fire, earthquake, or intruders. School personnel practice these drills regularly.

The primary purpose of the Chino Valley Unified School District Emergency and Disaster Preparedness Plan is to define roles and responsibilities at the site and between the site and district office management. The Emergency and Disaster Preparedness Plan establishes the minimum requirements for school and site plans throughout the District. This Plan meets the requirements of the Standardized Emergency Management System (SEMS) as mandated by California Code of Regulations, Sections 2400-2450, and the National Incident Management System (NIMS) as mandated by Government Code 8607. It also meets the requirements for earthquake preparedness found in Title 5 (California State Education Code, Sections 35295-35297).

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	4.11	1.73	3.02
Expulsions Rate	0.03	0	0.2
District	2014-15	2015-16	2016-17
Suspensions Rate	3.32	3.2	2.46
Expulsions Rate	0.08	0.09	0.08
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		13
Percent of Schools Currently in Program Improvement		72.2

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	7.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0.25
Library Media Services Staff (Paraprofessional)	1.5
Psychologist	1.4
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	
Resource Specialist	8.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	385

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)											
	Average Class Size			Number of Classrooms*							
				1-22			23-32			33+		
Subject	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	27	30	28	23	42	21	42	32	37	46	43	47
Mathematics	29	29	27	16	35	21	40	40	39	39	28	35
Science	29	31	29	8	12	11	34	37	32	33	32	33
Social Science	27	30	28	21	23	17	44	35	38	41	36	40

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

The Chino Valley Unified School District is committed to high quality Professional Learning to support the instructional capacity of teachers and leaders. Professional learning opportunities are aligned to CVUSD's Area of Emphasis for 4C's-Critical Thinking and Collaboration, Common Core ELA, Common Core Math, Positive Student Behavior, Instructional Technology, Timely Feedback on Formative Assessments, and Historical Inquiry. These areas were identified by the Teaching and Learning Task Force as focus areas for our district in 2017-18. Professional learning opportunities are evaluated through survey results, feedback, and next steps from end-users. Professional learning opportunities are varied in its delivery: district-wide days during school hours, after-school workshops, site based- PD offerings and volunteer sessions. Implementation for learning is supported through Site-Based PD from Site Administrators and coaching opportunities from Instructional Coaches.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,894	$47,808
Mid-Range Teacher Salary	$76,263	$73,555
Highest Teacher Salary	$96,096	$95,850
Average Principal Salary (ES)	$116,526	$120,448
Average Principal Salary (MS)	$117,928	$125,592
Average Principal Salary (HS)	$132,309	$138,175
Superintendent Salary	$230,000	$264,457
Percent of District Budget		
Teacher Salaries	41%	35%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$9,134	$2,119	$7,016	$77,606
District	♦	♦	$7,395	$79,870
State	♦	♦	$6,574	$79,228
Percent Difference: School Site/District			-5.1	-2.8
Percent Difference: School Site/ State			6.7	-2.0

* Cells with ♦ do not require data.

Types of Services Funded

The District's general fund includes monies for:
1. General operations- services, materials, and support to the general education.
2. Specific education-programs offering appropriate, individualized education to students with special needs.
3. Special projects- monies from agencies (e.g., federal, state) earmarked for specific services.
4. Transportation
5. Maintenance and operations
6. District administration
7. LCFF/LCAP- Serves targeted students of the district See District's LCAP plan located on www.cvusd.k12.ca.us

Each school in the District receives an instructional budget based upon enrollment, programs and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies. In addition, sites may receive program funding for GATE, AVID, CTE, Professional Development, Title I and Title III to provide additional support to the students.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Chino Hills High School	2013-14	2014-15	2015-16
Dropout Rate	1.4	2.6	2.2
Graduation Rate	96.34	95.57	96.95
Chino Valley Unified School District	2013-14	2014-15	2015-16
Dropout Rate	6.2	6.7	4.9
Graduation Rate	89.43	89.65	92.2
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1100
% of pupils completing a CTE program and earning a high school diploma	2.09%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	75%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	98.93
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	51.48

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		☐
English	2	☐
Fine and Performing Arts		☐
Foreign Language	4	☐
Mathematics	3	☐
Science	5	☐
Social Science	5	☐
All courses	19	27.3

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	96.42	90.78	87.11
Black or African American	97.3	88.72	79.19
American Indian or Alaska Native	100	75	80.17
Asian	96.88	96.49	94.42
Filipino	95.24	89.92	93.76
Hispanic or Latino	94.04	88.64	84.58
Native Hawaiian/Pacific Islander	100	100	86.57
White	99.46	94.13	90.99
Two or More Races	100	92.75	90.59
Socioeconomically Disadvantaged	100	91.36	63.9
English Learners	21.05	46.92	55.44
Students with Disabilities	100	93.81	85.45
Foster Youth	0	51.61	68.19

Career Technical Education Programs

Our vision includes a relevant and rigorous academic program that integrates with career technical education. Chino Valley Unified School District (CVUSD) will provide the opportunity for all students to master the academic standards, develop physical and social skills, and apply them with the vocational and technical skills of Career Technical Education (CTE). The purpose is to prepare our students to successfully interact, communicate, and work in key industry sectors that are vital to our local, state, and global economies. Through proper preparation, our students will acquire the necessary education and skills to enhance, support, and grow our global economy. The goal of CVUSD includes changing, improving, and enhancing the philosophy of career technical education from past practices to a paradigm shift that includes rigorous, relevant, and quality programs that prepare students with a seamless transition to the workforce, technical training programs, and postsecondary education. Students will have universal access to all CTE programs.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

California Basic Education System (CBEDS)

CHINO VALLEY UNIFIED SCHOOL DISTRICT

CHINO HILLS HS

Attendance Month	CBEDS
Enrollment Report As Of	10/4/2017
Completed By	D Payne
Date	10/4/2017

Grade	Regular Day Class	Special Day Class	Home and Hospital	Long Term Independent Study	Virtual High School	Non Enrolled for Min. Day	Total All Programs
9	660	13	1	1	2	·	677
10	684	9	1	2	3	1	700
11	656	18		9	10		693
12	661	13		21	12	1	708
Total	2661	53	2	33	27	2	2778
Last Day Drop							0
Aeries Totals	2661	53	2	33	27	2	2778

AERIES REGULAR EDUCATION PROGRAM

	Column
BEGINNING ENROLLMENT	B
ADDS	C
DROPS	E
MONTH END ENROLLMENT	F

AERIES HOME & HOSPITAL PROGRAM

	Column
BEGINNING ENROLLMENT	B
ADDS	C
DROPS	E
MONTH END ENROLLMENT	F

AERIES SPECIAL EDUCATION PROGRAM

	Column
BEGINNING ENROLLMENT	B
ADDS	C
DROPS	E
MONTH END ENROLLMENT	F

AERIES LONG TERM INDEPENDENT STUDY PROGRAM

	Column
BEGINNING ENROLLMENT	B
ADDS	C
DROPS	E
MONTH END ENROLLMENT	F

AERIES ADULT TRANSITION PROGRAM

	Column
BEGINNING ENROLLMENT	B
ADDS	C
DROPS	E
MONTH END ENROLLMENT	F

AERIES VIRTUAL PROGRAM

	Column
BEGINNING ENROLLMENT	B
ADDS	C
DROPS	E
MONTH END ENROLLMENT	F

AERIES F-1 VISAS PROGRAM

	Column
BEGINNING ENROLLMENT	B
ADDS	C
DROPS	E
MONTH END ENROLLMENT	F

AERIES NON ADA PROGRAM

	Column
BEGINNING ENROLLMENT	B
ADDS	C
DROPS	E
MONTH END ENROLLMENT	F

HIGH SCHOOL GRADUATION REQUIREMENTS

All students receiving a high school diploma from the Chino Valley Unified School District shall:
    1. Maintain a cumulative G.P.A. of 2.0
    2. Pass the California High School Exit Examination (CAHSEE) – **suspended for 2015/2016**
    3. Complete the course requirements as follows:

Subjects:		**Units of Credits**
English		40 units
Mathematics, including Algebra 1 (Integrated Math 1)		30 units
Algebra (if taken at the high school level)	10 units	
Other level math	20 units	
Physical Education		20 units
Visual & Performing Arts (VAPA)/Foreign Language		20 units
(one VAPA course may be replaced with an a-g approved Career Technical Ed/CTE course)		
Science		20 units
Biological Science	10 units	
Earth/Physical Science	10 units	
Social Science		30 units
World History	10 units	
U.S. History	10 units	
U.S. Government (American Democracy)	5 units	
Economics	5 units	
Health		5 units
Electives		60 units
Total units of credit:		**225 units**

A note about math: students who complete Algebra 1, or Algebra 1 and Geometry, with a grade of "C" or better in junior high school shall be required to successfully complete only two years of mathematics (20 units) at the high school level in order to qualify for a diploma. Students who take Algebra 1 or Algebra 1 and Geometry in junior high school will not receive high school graduation credit for that level of math and shall be required to complete 225 total units of credit in grades 9-12. **New math courses and sequencing began partial implementation in 2014/15. Information will be shared as soon as it becomes available.**

UC/CSU Entrance Requirements (A – G Requirements)

English	4 years
Math	3 years or more (Algebra 1, Geometry, Algebra 2)
Social Science	2 years or more (World Hist., U.S. Hist., U.S. Government)
Foreign Language	2 years or more (same language)
Lab Science	2 years or more (Biology; Earth Science **(CSU Only),** Chemistry or Physics)
Visual/Perf Art	1 year or more
Elective	1 year or more

7 of the required academic classes must be in the 11th – 12th grade. **Courses must be taken from the approved UC list. (Refer to www.ucop.edu/doorways for Chino High A-G list.)**
- **SAT or ACT: Required for 4-year colleges/universities.** Subject tests may also be required by particular colleges/programs. Check with individual colleges for testing deadlines.
- **GPA –** Grades in required classes must be a C or better. **Only grades from a-g courses in the sophomore and junior years are used in the GPA calculation.**

Budget

	14-15	15-16	16-17
Title II			
GATE			
SB813			
LEP			
Title V			
CA Sch. Lib.			
CA SLIBC			
CA VPA			
CA PE			
CAHSEE			
Title III Immigration	$ 4,642.70		
AVID		$ 36,246.00	$ 40,407.00
Perkins	$ 22,500.00	$ 20,635.00	$ 45,757.00
MAA			

Glossary

ABI – Aeries Browser Interface
ALC – Alternative Learning Center
AP – Advanced Placement
AVID – Advancement via Individual Determination
BAHT – Business Academy of Hospitality and Tourism
BTSA – Beginning Teacher Support and Assessment
Chet – Chino Educational Technology
CPT – Common Planning Time
DII – Direct Interactive Instruction
EAP – Early Assessment Program
ERWC – Expository Reading and Writing Course
HSA – Health Science Academy
Husky Highlights – school television broadcast of the bulletin, sports highlights and school events
MTSS – Multi-Tier System of Supports
PAA – Performing Arts Academy
PBIS – Positive Behavior Intervention and Supports
P.R.I.D.E. –Passion, Respect, Integrity, Determination, and Excellence
PLC – Professional Learning Community
RCD – Rigorous Curriculum Design
ROP – Regional Occupational Program
SEIS- Special Education Information System
SPED – Special Education
SPED/ELL Passports – document sent to regular education teachers detailing the needs and levels of special needs students
SPSA – Single Plan for Student Achievement
SST – Student Success Team
SWD – Students With Disabilities
TOA – Teacher On Assignment
Walk-Around – a green half sheet of paper that a parent, teacher, coach of student can request to get a grade check on specified dates.
WOW – Word of the Week (on the Husky Highlights)

CHINO HILLS