

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Chino High School	36676783632502	5/12/2022	July 21, 2022

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Schoolwide Program

Chino High School serves as a Title I Schoolwide Program. Chino Valley Unified School District in partnership with all stakeholders at Chino High School have developed and will monitor the implementation and effectiveness of the School Plan for Student Achievement in order to improve student outcomes and attain growth in the following identified priority areas: A-G, ELA/Math CAASPP, and PBIS.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Chino High School works collaboratively with all stakeholders to develop a comprehensive plan to increase student achievement this year. Student achievement is closely analyzed to identify areas of need, appropriate services are provided to increase student achievement, and financial support is allocated where needed. Our school plan is developed in collaboration with our School Site Council (SSC) and English Learners Advisory Council (ELAC), and implementation of the plan is monitored throughout the school year to ensure that ESSA requirements are met.

This plan effectively meets the Every Student Succeeds Act (ESSA) and aligns with the district's three LCAP goals:

LCAP Goal 1: All students are provided a high-quality teaching and learning environment. (Priority 1,2, and 7)

LCAP Goal 2: Students, parents, families, and staff are connected and engaged at their school to ensure student success. (Priority 3,5 and 6)

LCAP Goal 3: All students are prepared for college and career beyond graduation. (Priority 4 and 8)

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# Centralized Services

<b>Centralized Services Amount</b>	Administrative Supports - Director of Access and Equity: \$160,882, Director of Health Services: \$21,000, 4 Bilingual Clerks: \$75,953, District Community Liaison: \$12,918.00. Direct Services Supports - 4 Technology Training Specialists: \$113,648, TOA Elementary ELD Coaches: \$123,208, TOA Secondary ELD Coaches: \$167,298.
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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

In order to best support students and close achievement gaps the following surveys were conducted:

The Tiered Fidelity Inventory (TFI) to identify the extent to which school personnel are applying the core features of the Multi-Tiered System of Supports (MTSS) implemented at the site. TFI results revealed that CHS is emerging and qualified for bronze status with awareness and tier 1 practices in place. The strongest area of response was the participation of including a well rounded representation of stakeholders. The area of implementation is an area we still need some work (scored mostly 1's) and Discipline (scored 0's) in regards to formatting the student/staff/parent handbook with positive verbiage as well as formatting the referral system reflecting the school-wide expectations.

While the team reviewed data regularly in meetings, action plans needed attention to work toward tier 2 in response to the data.

Principal survey for professional development. Teachers responded with areas of interest for supports, differentiation for instruction, and technical use. Professional development will focus on our teachers requested needs of technology support, especially in terms of Google Classroom, Microsoft Teams, online learning strategies, social emotional support (online) and ways to incorporate more web based app's like Flipgrid, kahoots, desmos and other synchronous engagement activities. Further professional development has been requested for asynchronous and blended learning. These include, but are not limited to support with the new textbook adoption materials (SAVVAS), uploading audio and visual items as well as linking our AERIES system with Google or Microsoft platforms.

The District K12 Insight Survey taken by students, parents, and staff, providing quantifiable data regarding school culture and climate. Overall 134 parents, students and staff reported positive marks for student support, classroom instruction and family involvement. Areas noted for improvement were focused around a safe and clean school environment. Another area noted for improvement was for Teacher feedback to students regarding tests and assignment. Another area of note is the decrease in survey responses over the last two years. CHS will work to increase the amount of parent survey responses through higher levels of communication and technology access.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

In addition to formal teacher observations and evaluations, informal classroom walk-throughs occur on a daily basis at Chino High School. Administration and Intervention Specialists ensure to informally observe teachers and students on a daily basis to ensure the Common Core State Standards are being taught from bell to bell and that students are working towards mastery of these standards.

Outside of the regular evaluation observations our temporary and probationary teachers are being evaluated. For teachers working from home, online observations and walk-thoughts will occur. For teachers working from the site, we will conduct in-person and online observations and walk-throughs. Online walk-throughs will be conducted for all staff (Blended and Distance Learning Programs).

Our site participated in several types of classroom observations conducted during the school year. Types and frequency are as follows:

A district Collaborative Learning Round (CLR) made up of a team of (describe who participated in your CLR) to collect data that is relevant to the District Areas of Emphasis or site selected area of emphasis.

CHS held two site CLR's or Collaborative Learning Rounds. Teachers, Assistant Principals and instructional coaches participated and provided positive feedback for teachers observed. Once a month Wrangler Wednesday, our focused observations were to examine student observables in the areas of collaboration, Math SMP's and ELA Literacy Shifts. Trends observed included, Think-Pair-Share, random selection techniques (pull cards, etc..), use of Google Docs and Chormebooks to support engagement.

## **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Our site utilizes the Professional Learning Communities (PLC) process to analyze state and local assessments to modify instruction and improve student performance. PLCs occur weekly to analyze data and make decisions with regards to instruction and support. Our site administration met with district administration on July 27 to review ESA (SBAC Data was not available as testing for 19-20 was suspended due to the Corona-Virus Pandemic) data from 19-20 school year. However, ELA and Math ESA's (Essential Standards Assessments) were given to ELA 9-12 grades as well as in Integrated I, II and III math courses. This data mirrors the SBAC and allows our teachers an excellent progress monitoring data tool. Through our PLC collaborative process School-wide SMART Goals were developed in the areas of ELA, Math, and PBIS. Site Administration met with (Staff, Leadership Team) to determine Action Steps in the areas of Curriculum and Instruction, Assessment, and Professional Development that will support achieving the SMART Goal. Based on this outcome, the three SMARTS were developed. Additionally, all school-wide PLC teams have created SMART Goals and are in continuous review, adjustment, refinement and evaluation throughout the year.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The PLC process is used to analyze data and to monitor student progress and to respond with intervention and extension for the learning targets with Tier 1 and Tier 2 instruction. Our site will use the CVUSD Essential Standards in ELA and Math to monitor student progress and modify instruction. Essential Standards Assessments will be used three times a year to determine progress toward meeting site SMART Goals in ELA and Math. Data will be monitored with the use of Illuminate, SAVVAS, and other web based applications. When Blended Learning students are able to return to school, teachers will use in-person and hard-copy assessments to review data and check for understanding.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All new teachers hired at Chino High School meet the requirements of a highly qualified staff member.

Chino employs 88 Teachers, with 98% of them being fully credentialed. This includes ROP, Special Education, CTE, electives and all core subjects. The discrepancy in not having 100% of our Teachers fully credentialed lies in our difficulty to hire Teachers with a special education credential. AS a result of this hiring difficulty, we have hired 4 intern-eligible Teachers. They are currently in their second (and final) year of this program and so far have done an outstanding job servicing our school, students and community.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers have received the following professional development trainings with regards to state adopted instructional materials: (list). The following professional development trainings have been scheduled for the 2020-21 school year: training and implementing new ELA textbook and curriculum, piloting NGSS, and continuous training in READ 180/Math 180.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is aligned to the district's 2021-22 Areas of Emphasis and LCAP Goals. Staff development will focus on PLC, Communication (4Cs) and Standards for Mathematical Practice (SMP) Model with Mathematics (SMP 4) and Use Appropriate Tool Strategically (SMP 5). Support will also be given in ELA Literacy Shifts, NGSS, and Positive School Culture. As a result of the COVID-19 Academic online response, additional professional development was needed in the use of technology and most specifically how it related to accessing the core curriculum and enhancing student engagement strategies. An example of this is the ongoing support for Google Classroom and Microsoft Teams.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District instructional coaches will provide ongoing assistance and support to teachers to address the needs of English Learners, Students with Disabilities, Foster Youth, and Students Economically Disadvantaged in order to master standards in ELA and Math.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration occurs weekly through the PLC process embedded in the school day. Teachers meet by grade level/department to plan, analyze and respond to student data.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

An initial analysis of the 2020 ESA Data results took place at three strategic times of the year with district and site personnel. SMART Goals were drafted, and action steps were identified in the areas of Curriculum/Instruction, Assessment, and Professional Development in order to ensure alignment and strengthen the core academic program in ELA and Math for all students. The following student subgroups were identified in needing support to become proficient: Students with Disabilities, Foster Youth, and low socio-economic and English Learners. Since the SBAC and related state testing was suspended in the 2019-20 school year, information from 2019 SBAC was used to address performance standards. Also, an added emphasis on ESA's (Essential Standard Assessments) and IAB's have been among primary sources for data.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Our site adheres to the state recommended instructional minutes for ELA/ELD and Math.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

An analysis of curriculum lesson pacing in ELA and Math and master schedule flexibility has allowed for the development of the following intervention courses or blocks of time (Read 180 3 periods and 1 period of Math Intervention in which we used the Math180 curriculum). Intervention courses are funded through our Title I funding and is taught by credentialed teachers in ELA and Math.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

100% of our students have available to them standards-based instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All materials have been board approved by the CVUSD Board of Education.

## **Opportunity and Equal Educational Access**

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The following services are provided by our regular program that enable underperforming students to meet standards:

PLC meetings weekly (Friday 50 minutes).

Essential Standards Assessments

Interim Assessment Blocks

Read 180

Math 180

Study Skills Intervention Classes

Intervention Counselors

First Best Instruction

Common assessments and data driven reflection

Alternate setting for assessment

Instructional Aide support

AVID

Solutions Tree Training for Professional Learning Communities development.

Evidence-based educational practices to raise student achievement

Through this comprehensive needs assessment process, academic performance and language development data determined that our English Learners continue to be a group that we need to support during ELD and IELD. The number of students scoring a 4 on ELPAC declined significantly as shown in the data summary pages of this SPSA. English Learner data will be evaluated annually through the ELPAC and the ESA. The three goals within this SPSA plan will monitor the progress of the English Learners each year and actions are developed to support implementation towards accomplishing program goals. In order to raise student achievement, the following educational practices are in place:

Collaborative Teaching practices.

Universally Designed Lesson Planning

First Best Instruction

Professional Learning Communities.

Common Formative Assessments.

Consistent Checking for Understanding.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Information is provided on best practices focusing on parent and family engagement topics that assist the needs of our school and under-achieving students as described from feedback in our annual parent survey. The district Family Engagement Center (FEC) provides monthly and weekly workshops on topics parents can use to support their child's academic and behavioral success. The FEC offers a seven-week English Learner Parent Academy and a monthly Special Education support group meeting. Federal funds are used to support the teacher-parent partnership for building a strong community for student success. CABE Parent Information Meetings and Support, SSC, PBIS, Safety Committee, CHAPSS (PTA), Chromebooks and Hot Spots are available for student and family internet access.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The Action Team for Partnership committee collaborate on the development of the engagement policy and ensures each site receives SSC approval and distributes a copy to each parent and family member of each student.

The district has scheduled parent training and workshops on topics such as understanding LCAP, SSC, ELPAC, CAASPP, Early Literacy, Parents as Partners, Transitions, Learning at Home and IEP 101. The district Parent School Community Specialist works collaboratively with site administration to promote and increase parent engagement in monitoring student academic progress, school decision-making and participation in activities.

The Family Engagement Center provides professional development for administration, teachers and classified support staff on topics such as training parents on PBIS, the Reading Process and Effective Instruction, Parents as Partners, Digital Tools, Learning at Home, and Struggling Learners in Reading, Writing, and Math to support creating partnerships for academic success. Each workshop addresses the unique needs of students with disabilities, English learners and migratory children when applicable. The FEC hosts a 6-week NAMI Basics workshop for parents and family caregivers of children and teens who are experiencing symptoms of a mental illness or have already been diagnosed.

Families are invited to advisory meetings, SSTs, SSC, ELAC, DLAC, IEPs, and WASC meetings throughout the school year.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

See SPSA Actions/Services

## Fiscal support (EPC)

See SPSA Actions/Services

# Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

## Involvement Process for the SPSA and Annual Review and Update

Chino High School is committed to meaningful stakeholder involvement in developing and gaining input on the development of the SPSA plan. Students, parents/guardians, staff and community were involved in the process. All stakeholders reviewed the progress of actions/services implemented in the past year and reviewed data related to each school goal. Feedback from stakeholder surveys was included as part of the data review. An analysis of progress toward goals, current data, and impact on student learning was done and the SPSA was revised and updated based on identified current learning needs. The SPSA was reviewed and shared at the following meetings:

School Site Council

Title I Parent Meeting

CABE Parent Engagement Meetings

Safety Committee

ELAC

Staff Meeting

Other Parent Meetings: CHAPSS (PTA), Booster Club(s), PBIS Meetings (TBD)

Student Advisory Group

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Chino High School strives for equity in all programs. Currently, there are no inequities of note. To address the equity and resources, our administrative team, counselors and staff work hard to identify and match students with the appropriate course. We use multiple measures, including but not limited to SBAC, grades, AP Potential List, Teacher and parent recommendation and other methods to ensure course placement is challenging and appropriate. Discipline and attendance data are frequently reviewed by CHS Administration to look for inequities and overall performance. One area of note that needs constant consideration is in D/F rates and A-G rates. We use data systems like Illuminate and Data-Quest to support these inquiries. High D/F rates are noted in ELA 9, Biology and Integrated Math 1. These D/F rates cut across the board and are not specific to one subgroup. Increased teacher collaboration, alternate test forms, professional development for co-teach classes and UDL (universal design learning) are working to address these concerns.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	487	508	514
Grade 10	466	463	490
Grade 11	462	463	451
Grade 12	432	431	441
<b>Total Enrollment</b>	<b>1,847</b>	<b>1,865</b>	<b>1,896</b>

### Conclusions based on this data:

1. While reviewing the percent and number of enrolled student by subgroups, students of Hispanic/Latino and African American ethnicity have slightly increased in enrollment.
2. Percent and number of enrolled students by subgroups in the following areas have shown a slight decrease in Asian, American Indian and White subgroups.
3. Overall conclusion based on this data is that there is a declining enrollment across all grades from a total of 1931 in 2017-18 to 1847 in 18-19.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	131	133	132	7.1%	7.1%	7.0%
Fluent English Proficient (FEP)	705	695	680	38.2%	37.3%	35.9%
Reclassified Fluent English Proficient (RFEP)	23	3	13	12.8%	2.3%	9.8%

### Conclusions based on this data:

1. Overall number of EL students has decreased from 179 in 2017-18 to 131 in 2018-19.
2. CHS's number of "Fluent English Proficient" students has increased from 682 to 705 in 2018-19.
3. Chino High School reclassified 2 students in 2017-18 and 23 in 2018-19.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	432	430	439	415	410	0	415	410	0	96.1	95.3	0.0
All Grades	432	430	439	415	410	0	415	410	0	96.1	95.3	0.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2549.	2573.		13.98	16.83		26.75	32.68		24.34	27.07		34.94	23.41	
All Grades	N/A	N/A	N/A	13.98	16.83		26.75	32.68		24.34	27.07		34.94	23.41	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	19.28	22.44		47.71	44.15		33.01	33.41	
All Grades	19.28	22.44		47.71	44.15		33.01	33.41	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	23.37	25.85		41.93	52.44		34.70	21.71	
All Grades	23.37	25.85		41.93	52.44		34.70	21.71	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	12.29	15.61		59.76	64.88		27.95	19.51	
All Grades	12.29	15.61		59.76	64.88		27.95	19.51	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	19.52	22.20		46.51	55.85		33.98	21.95	
All Grades	19.52	22.20		46.51	55.85		33.98	21.95	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Baseline data for the listening component of the ELA/Literacy portion of the CAASPP indicate 16% of the student population at Above Standard and 65% At or Near Standard and above. Professional development for staff focusing on implementing a listening component within daily lessons in all areas. Formal and informal assessments and IAB results will be utilized to monitor the listening skills of students.
2. Baseline data for the writing component of the ELA/Literacy portion of the CAASPP indicate 26% of the student population at Above Standard and 53% At or Near Standard and above. Professional development for staff focusing on implementing a writing component within daily lessons in all areas. ERWC, a focus on writing assessments and IAB results will be utilized to monitor the writing skills of students.
3. Little or no data is reflected in 20-21 due to the test being suspended after the testing window opened. This data will not be included in an analysis. We utilized ESA data as local measure in lieu of CAASPP for the this school year.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>Grade 11</b>	429	430	439	406	411	0	406	410	0	94.6	95.6	0.0
<b>All Grades</b>	429	430	439	406	411	0	406	410	0	94.6	95.6	0.0

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>Grade 11</b>	2523.	2544.		5.67	6.59		11.58	17.32		25.86	25.85		56.90	50.24	
<b>All Grades</b>	N/A	N/A	N/A	5.67	6.59		11.58	17.32		25.86	25.85		56.90	50.24	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
<b>Grade 11</b>	9.36	15.37		24.38	26.59		66.26	58.05		
<b>All Grades</b>	9.36	15.37		24.38	26.59		66.26	58.05		

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>Grade 11</b>	6.40	8.78		36.45	45.61		57.14	45.61	
<b>All Grades</b>	6.40	8.78		36.45	45.61		57.14	45.61	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	8.13	10.49		54.93	50.00		36.95	39.51	
All Grades	8.13	10.49		54.93	50.00		36.95	39.51	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Baseline data for the concepts and procedures portion of the Mathematics component of the CAASPP indicate 15% of the student population at Above Standard and 26% At or Near Standard and above. Professional development will be provided to staff that focus on SMP skill sets in daily lessons. A focus on alternate assessments, data review and IAB results will be utilized to measure student success in reaching mathematics goals.
2. Baseline data for the problem solving and modeling/data analysis portion of the Mathematics component of the CAASPP indicate 10% of the student population at Above Standard and 45% At or Near Standard and above. Professional development will be provided to staff that focus on problem solving and modeling/data analysis in daily lessons. A focus on alternate assessments, data review and IAB results will be utilized to measure student success in reaching mathematics goals.
3. Little or no data is reflected in 20-21 due to the test being suspended after the testing window opened. This data will not be included in an analysis. We utilized ESA data as local measure in lieu of CAASPP for the this school year.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	1499.0	1538.5	1555.9	1483.1	1531.7	1555.6	1514.3	1544.6	1555.6	26	28	29
10	1553.1	1513.2	1543.5	1563.6	1515.1	1536.9	1542.0	1510.8	1549.6	30	24	36
11	1580.8	1548.6	1539.6	1592.7	1550.0	1528.3	1568.3	1546.6	1550.6	39	32	23
12	1549.8	1604.7	1508.3	1545.7	1619.9	1500.2	1553.5	1589.1	1516.0	42	34	20
All Grades										137	118	108

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	7.14	17.86	*	42.86	42.86	*	32.14	25.00	*	17.86	14.29	26	28	28
10	*	20.83	2.78	40.00	29.17	61.11	*	4.17	22.22	*	45.83	13.89	30	24	36
11	43.59	12.50	22.73	35.90	28.13	4.55	*	37.50	50.00	*	21.88	22.73	39	32	22
12	35.71	41.18	11.11	*	35.29	16.67	*	14.71	38.89	*	8.82	33.33	42	34	18
All Grades	29.93	21.19	12.50	32.85	33.90	36.54	18.98	22.88	31.73	18.25	22.03	19.23	137	118	104

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	28.57	39.29	*	35.71	39.29	*	21.43	10.71	*	14.29	10.71	26	28	28
10	56.67	37.50	36.11	*	12.50	38.89	*	4.17	16.67	*	45.83	8.33	30	24	36
11	69.23	37.50	22.73	*	21.88	36.36	*	21.88	18.18	*	18.75	22.73	39	32	22
12	42.86	61.76	22.22	30.95	26.47	33.33	*	2.94	11.11	*	8.82	33.33	42	34	18
All Grades	50.36	42.37	31.73	26.28	24.58	37.50	11.68	12.71	14.42	11.68	20.34	16.35	137	118	104

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9		3.57	3.57	*	21.43	35.71	*	42.86	28.57	50.00	32.14	32.14	26	28	28
10	*	4.17	0.00	*	4.17	30.56	*	37.50	44.44	40.00	54.17	25.00	30	24	36
11	*	3.13	13.64	38.46	18.75	9.09	33.33	34.38	31.82	*	43.75	45.45	39	32	22
12	*	17.65	0.00	28.57	29.41	11.11	*	38.24	44.44	33.33	14.71	44.44	42	34	18
All Grades	10.22	7.63	3.85	27.74	19.49	24.04	29.20	38.14	37.50	32.85	34.75	34.62	137	118	104

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	0.00	7.14	53.85	71.43	75.00	*	28.57	17.86	26	28	28
10	43.33	8.33	0.00	46.67	58.33	80.56	*	33.33	19.44	30	24	36
11	56.41	0.00	0.00	33.33	59.38	68.18	*	40.63	31.82	39	32	22
12	33.33	11.76	0.00	38.10	70.59	61.11	28.57	17.65	38.89	42	34	18
All Grades	39.42	5.08	1.92	41.61	65.25	73.08	18.98	29.66	25.00	137	118	104

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	50.00	67.86	74.07	*	14.29	14.81	*	17.86	11.11	26	28	27
10	73.33	50.00	71.43	*	8.33	20.00	*	41.67	8.57	30	24	35
11	76.92	65.63	45.45	*	18.75	40.91	*	15.63	13.64	39	32	22
12	69.05	82.35	61.11	*	8.82	11.11	*	8.82	27.78	42	34	18
All Grades	68.61	67.80	64.71	18.98	12.71	21.57	12.41	19.49	13.73	137	118	102

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>9</b>	*	7.14	7.14	*	57.14	57.14	65.38	35.71	35.71	26	28	28
<b>10</b>	*	4.17	11.11	*	45.83	61.11	66.67	50.00	27.78	30	24	36
<b>11</b>	*	6.25	18.18	56.41	37.50	31.82	30.77	56.25	50.00	39	32	22
<b>12</b>	*	23.53	0.00	42.86	50.00	50.00	38.10	26.47	50.00	42	34	18
<b>All Grades</b>	11.68	11.02	9.62	40.88	47.46	51.92	47.45	41.53	38.46	137	118	104

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>9</b>	*	7.14	3.57	57.69	67.86	85.71	*	25.00	10.71	26	28	28
<b>10</b>	*	4.17	0.00	70.00	58.33	77.78	*	37.50	22.22	30	24	36
<b>11</b>	28.21	12.50	13.64	64.10	71.88	59.09	*	15.63	27.27	39	32	22
<b>12</b>	*	5.88	11.11	57.14	88.24	55.56	*	5.88	33.33	42	34	18
<b>All Grades</b>	18.25	7.63	5.77	62.04	72.88	72.12	19.71	19.49	22.12	137	118	104

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Performance levels in the reading domain stayed pretty much the same in the "well developed" category with 11.68% in 17-18 and 11.02% in 18-19. Continuing to provide support for our EL students with instructional aides, Read 180 (with better fidelity) and improvement plans to increase all areas of language acquisition.
2. In the writing domain, scores fell in the "well developed" category from 18.25% to 7.63%. Scores grew in the "somewhat and moderately" category from 62% to 72%.
3. Scores in the "well developed" category in the speaking domain remained close but dipped slightly from 68% to 67%. Beginning levels in the same domain grew from 12% to 19%.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1896	64.8	7.0	0.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	132	7.0
Foster Youth	7	0.4
Homeless	151	8.0
Socioeconomically Disadvantaged	1229	64.8
Students with Disabilities	303	16.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	40	2.1
American Indian or Alaska Native		
Asian	51	2.7
Filipino	27	1.4
Hispanic	1568	82.7
Two or More Races	15	0.8
Native Hawaiian or Pacific Islander	2	0.1
White	190	10.0

### Conclusions based on this data:

1. Our school has a high population of SED students

2. 7% of our students are EL and most of them are LTELs

3. Our Hispanic population is our largest student group

# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Graduation Rate</b>  Green	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Yellow		
<b>College/Career</b>  Orange		

#### Conclusions based on this data:

1. SBAC scores for from 16-17 to 17-18 fell slightly for ELA and Math. This resulted in an orange level of performance indicator.
2. Graduation rate stayed constant in the 94/95% range resulting in a green level indicator.
3. Suspension rates dipped for almost all subgroups from 16-17 to 17-18. The decrease in suspensions resulted in a green suspension rate indicator.

# School and Student Performance Data

## Academic Performance English Language Arts

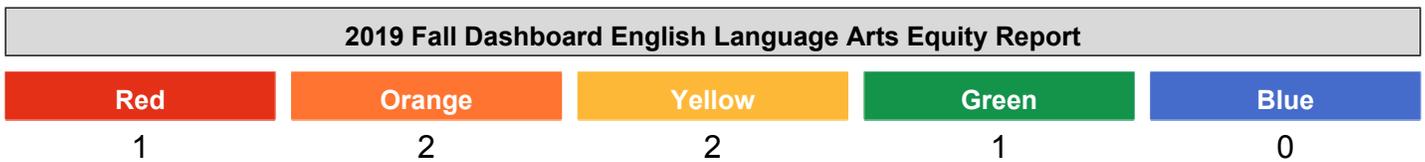
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Yellow 8.3 points below standard Increased Significantly ++21.1 points 400	<p><b>English Learners</b></p> Orange 96.9 points below standard Increased ++6.8 points 57	<p><b>Foster Youth</b></p> No Performance Color 0 Students
<p><b>Homeless</b></p> Orange 60.6 points below standard Increased ++4.2 points 47	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 20 points below standard Increased Significantly ++21.7 points 278	<p><b>Students with Disabilities</b></p> Red 129.4 points below standard Maintained -2.2 points 58

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 53.5 points above standard 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 17.9 points below standard Increased Significantly ++17.7 points 324	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 28.6 points above standard Increased Significantly ++11.0 points 43

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
131.8 points below standard Declined -3.3 points 27	65.5 points below standard Maintained ++0.5 points 30	2.9 points above standard Increased Significantly ++22 points 216

**Conclusions based on this data:**

1. We have 5 groups that fall into red, orange, and yellow
2. We have 1 student group that fell into green
3. Our ELs are performing 131.8 points below the standard

# School and Student Performance Data

## Academic Performance Mathematics

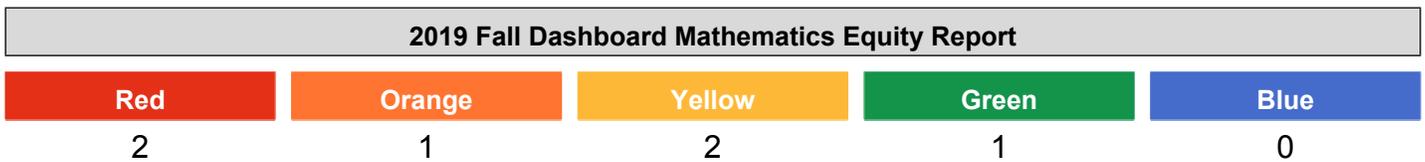
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> Yellow 82.1 points below standard Increased Significantly ++18 points 401	<p><b>English Learners</b></p> Orange 146.7 points below standard Increased ++11.2 points 57	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p> Red 137.1 points below standard Declined Significantly -15.6 points 47	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 93.6 points below standard Increased Significantly ++15.8 points 278	<p><b>Students with Disabilities</b></p> Red 193.8 points below standard Maintained 0 points 58

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color <span style="background-color: #e6f2ff;">18.8 points above standard</span> 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow <span style="background-color: #e6f2ff;">93.4 points below standard</span> Increased ++13.8 points 324	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green <span style="background-color: #e6f2ff;">41.6 points below standard</span> Increased Significantly ++11.0 points 44	

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #e6f2ff;">149.4 points below standard</span> Increased Significantly ++26.6 points 27	<span style="background-color: #e6f2ff;">144.2 points below standard</span> Declined -13.2 points 30	<span style="background-color: #e6f2ff;">71.1 points below standard</span> Increased Significantly ++28.2 points 217

**Conclusions based on this data:**

1. We have 5 groups that fall into red, orange, and yellow
2. We have 1 student group that fell into green
3. Our ELs are performing 149.4 points below the standard

# School and Student Performance Data

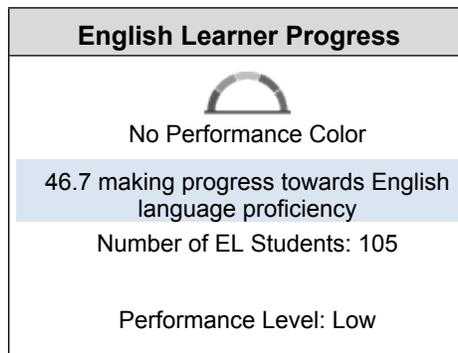
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
25.7	27.6	10.4	36.1

#### Conclusions based on this data:

1. less than half of our ELs are making progress towards proficiency
2. one fourth of our EL students decreased
3. one fourth of our EL students maintained

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	437	100
<b>African American</b>	9	2.1
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	15	3.4
<b>Filipino</b>	6	1.4
<b>Hispanic</b>	357	81.7
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	45	10.3
<b>Two or More Races</b>	4	0.9
<b>English Learners</b>	30	6.9
<b>Socioeconomically Disadvantaged</b>	355	81.2
<b>Students with Disabilities</b>	74	16.9
<b>Foster Youth</b>	2	0.5
<b>Homeless</b>	85	19.5

<b>Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	38	8.8
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	4	26.7
<b>Filipino</b>		
<b>Hispanic</b>	28	7.9
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	5	11.1
<b>Two or More Races</b>		
<b>English Learners</b>	1	3.3
<b>Socioeconomically Disadvantaged</b>	24	6.8
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>	4	4.8

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

<b>International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	0	0
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	0	0
<b>Filipino</b>		
<b>Hispanic</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	0	0
<b>Two or More Races</b>		
<b>English Learners</b>	0	0
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>	0	0

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	22	5
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	0	0
<b>Filipino</b>		
<b>Hispanic</b>	19	5.3
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	3	6.7
<b>Two or More Races</b>		
<b>English Learners</b>	0	0
<b>Socioeconomically Disadvantaged</b>	18	5.1
<b>Students with Disabilities</b>	5	6.8
<b>Foster Youth</b>		
<b>Homeless</b>	3	3.5

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	181	41.4
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	11	73.3
<b>Filipino</b>		
<b>Hispanic</b>	140	39.2
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	22	48.9
<b>Two or More Races</b>		
<b>English Learners</b>	8	26.7
<b>Socioeconomically Disadvantaged</b>	140	39.4
<b>Students with Disabilities</b>	9	12.2
<b>Foster Youth</b>		
<b>Homeless</b>	25	29.4

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	12	2.7
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	0	0
<b>Filipino</b>		
<b>Hispanic</b>	10	2.8
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	2	4.4
<b>Two or More Races</b>		
<b>English Learners</b>	0	0
<b>Socioeconomically Disadvantaged</b>	10	2.8
<b>Students with Disabilities</b>	2	2.7
<b>Foster Youth</b>		
<b>Homeless</b>	1	1.2

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>	40	9.2
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	2	13.3
<b>Filipino</b>		
<b>Hispanic</b>	34	9.5
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	3	6.7
<b>Two or More Races</b>		
<b>English Learners</b>	2	6.7
<b>Socioeconomically Disadvantaged</b>	36	10.1
<b>Students with Disabilities</b>	3	4.1
<b>Foster Youth</b>		
<b>Homeless</b>	5	5.9

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>	21	4.8
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	0	0
<b>Filipino</b>		
<b>Hispanic</b>	19	5.3
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	1	2.2
<b>Two or More Races</b>		
<b>English Learners</b>	1	3.3
<b>Socioeconomically Disadvantaged</b>	18	5.1
<b>Students with Disabilities</b>	2	2.7
<b>Foster Youth</b>		
<b>Homeless</b>	1	1.2

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

<b>Earned the State Seal of Biliteracy – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	61	14
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	0	0
<b>Filipino</b>		
<b>Hispanic</b>	61	17.1
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	0	0
<b>Two or More Races</b>		
<b>English Learners</b>	4	13.3
<b>Socioeconomically Disadvantaged</b>	57	16.1
<b>Students with Disabilities</b>	1	1.4
<b>Foster Youth</b>		
<b>Homeless</b>	9	10.6

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

1. Asian students demonstrate the highest rate of readiness (64.3%) in comparison to other student groups.
2. The largest identified group, Socioeconomically Disadvantaged students, demonstrate a low readiness percentage (34.1%).
3. Students with Disabilities (9.6%) and Homeless students (24.7%) demonstrate the lowest percentage of readiness.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	437	401	3	91.8
English Learners	30	23	0	76.7
Foster Youth	2		0	
Homeless	85	69	1	81.2
Socioeconomically Disadvantaged	355	320	3	90.1
Students with Disabilities	74	61	1	82.4
African American	9		0	
American Indian or Alaska Native				
Asian	15	14	0	93.3
Filipino	6		0	
Hispanic	357	326	3	91.3
Native Hawaiian or Pacific Islander				
White	45	44	0	97.8
Two or More Races	4		0	

### Conclusions based on this data:

1. Largest graduation percentage increase was noted for Asian and African American students.
2. Homeless and White students are identified as having lowest performance levels.
3. White students showed an actual decline in graduation rates.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

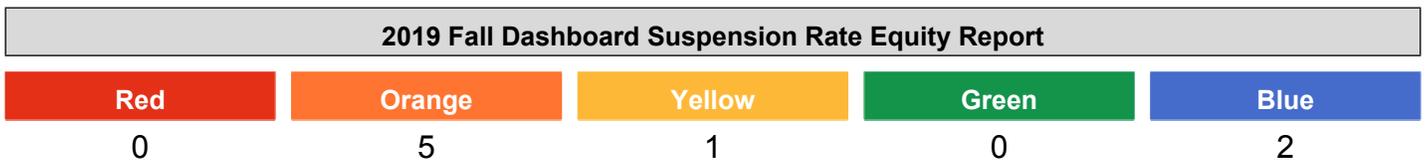
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>2.3</p> <p>Maintained 0</p> <p>1976</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>4</p> <p>Increased +2.5</p> <p>151</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>6</p>
<p><b>Homeless</b></p> <p>Orange</p> <p>4.8</p> <p>Increased +1.5</p> <p>248</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>2.8</p> <p>Maintained -0.1</p> <p>1406</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>5.2</p> <p>Increased +0.4</p> <p>309</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 2.2 Increased +2.2 46	 No Performance Color Less than 11 Students - Data 2	 Blue 0 Declined -4.1 56	 No Performance Color 0 Declined -9.1 30
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.7 Increased +0.4 1601	 No Performance Color 0 Maintained 0 24	 No Performance Color Less than 11 Students - Data 5	 Blue 0.5 Declined -1.3 212

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.3	2.3

**Conclusions based on this data:**

1. All student groups scored in yellow and orange
2. Our Asian population fell into the Blue category.
3. Decreasing suspensions overall should be a goal for our school

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

High-Quality Teaching and Learning Environment

## LEA/LCAP Goal

LCAP Goal 1: All students are provided a high-quality teaching and learning environment. [Priority 1, 2, and 7]

Priority 1: Credentials, Instructional materials, Facilities

Priority 2: Implementation of SBE adopted standards and programs/services that enable English learners to access the CA standards and ELD standards \*(will improve 15%)

Priority 7: Broad course of study, Programs/Services for Unduplicated pupils and provided to individuals with exceptional needs (College and Career Readiness for High school ONLY)

## Goal 1

2022-23 Chino High School Feeder Group Collective Commitment Goal.

Chino High School Teachers in all subjects will ensure that daily lesson goals and objectives match standard-based learning targets ("I Can Statements"). Chino High School Teachers in all subject areas will collectively respond with intervention and extension for the learning target(s) with Tier 1 and Tier 2 instruction strategies for at least three learning targets. This goal is measured by visible "I Can" Statements in classrooms, common and formative assessment data and D/F rates.

To achieve this goal:

All Teachers will participate in professional development for PLC development, writing effective "I Can" statements, responding to interventions needed and creating common formative assessments.

All teachers will be provided professional development that supports effective instructional strategies in ELA/ELD, Math, Science and Technology to ensure all students experience academic growth as measured by CVUSD assessments throughout the year and SBAC results at the end of the year.

One hundred percent of students will have access to technology for individual, large and small group projects, research, and tutorials in classes with fully credentialed teachers.

All Collaborative Teachers will be trained in effective Co-Teach Strategies and UDL (Universally Designed Lessons).

All Teachers will be supported with professional development in PLC implementation to incorporate Common Core State Standards, the 4 C's (Critical Thinking, Creativity, Collaboration, and Communication) and data analysis to drive instruction strategies. .

Teachers will receive training in the use and implementation of technology for classroom instruction, assessments, data analysis, and school to home communication.

## Identified Need

The impact of these goals will be measured by academic indicators such as our D/F rates, graduation rates, IAB's, progress reports, A-G completion and an increase in the amount of students that stay on track toward graduation. Additionally this goal will be measured by Teacher and Administrative observations of student engagement. Our current realities are a high percentage of D/F rates in Math and ELA. The ELA D/F rate fluctuates between 12-18 percent, while Math is a higher percentage between 21-32.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA ESA		
Math ESA		
D and F Rates	Baseline will be determined after progress report in 1st semester	A decrease in the D/F rates by 5% in all course subjects.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students will be served by this Goal.

**Strategy/Activity**

Teachers will participate in PLCs and Professional Development to help with the implementation of essential standards and research based teaching strategies.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3040.00	Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures 1a. Professional Development for CCSS and NGSS to increase student achievement as measured by CVUSD and State Assessments
2000.00	Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures 1b. Professional Development in use of educational technology; hardware/software to increase CHS's capacity to offer a 21st Century Education and increase students achievement levels on State and CVUSD Assessments. This

	includes training on Google Classroom, AERIES Gradebook, ViewSonic Viewboards, Microsoft 365 and other technology programs to engage students and increase student achievement as measured by grades, state and local assessments and SBAC scores.
2000.00	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries 1c. Professional Development in use of educational tech A_G requirements; College/Career Readiness. This professional development will assist students and parents in understanding A-G requirements and setting goals for college attendance and career readiness.
8000	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries 1d. Substitute teachers provided to support CHS's implementation of CLR's. Collaborative Learning Rounds are used by teachers to observe colleagues, synthesize best practices and support PLC implementation and focus on engaging instructional strategies.
24452.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 1.e. Pay for one period of Instructional Coaching for CHS Math Department. Instructional Math Coach will provide support, training and professional development for ESA administration, instructional technology, tier 1 in class supports, PLC implementation, first best instruction engagement practices and development of common assessments.
2000.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 1.f. Pay for release time for teachers and Instructional Coach to collaborate, plan, and observe best practices in an effort to provide 21st Century engaging instruction to increase student achievement as measured on formal and informal assessments.
5000.00	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures 1.g. Pay for one administrator to attend the California Educating For Careers Conference in Sacramento to support CTE development, pathway and academy development and career

	technical education for students, staff and school community. Educating for Career is the premier conference for career technical education resources and state of the art ideas.
5000.00	Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures 1.g.a. Pay for professional development for UC Davis C-STEM Program Professional Development for initial implementation. Training is to support CHS Math Teachers on implementation for STEM type program to support our Integrated I and II math courses with supplemental resources to increase student comprehension, hands-on activities and success as measured by lower D/F rates, higher ESA and SBAC scores.
290506	District Funded 1000-1999: Certificated Personnel Salaries Title I and Title III District money will cover the cost of an Access and Equity Instructional Coach/TOSA that will support staff co-teaching, instructional strategies, use of data, and implementation of the ELD/ELA common core standards.
113648	District Funded 1000-1999: Certificated Personnel Salaries Title I and Title IV District money will cover the cost a Tech Coach/TOSA that will support staff with the integration of technology into instructional programs.

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students will be served with this goal.

### Strategy/Activity

Special Education, General Education Teachers, Paraprofessionals and administrators participating in our Collaborative Classes will receive Co-Teach support and professional development for effective strategies and UDL Lesson planning through common planning release time and PLC meetings.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4800.00

Title II Part A: Improving Teacher Quality  
5800: Professional/Consulting Services And Operating Expenditures  
1h. Pay for release time for Collaboration, Co-Teach Teachers (both Special Needs and General Education) to plan, collaborate, create common assessments and synthesize best practices .

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Teachers of EL

#### Strategy/Activity

Teachers will participate in professional development and PLC to review EL data and discuss implementation of DELD and IELD.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000.00

Source(s)

Title II Part A: Improving Teacher Quality  
1000-1999: Certificated Personnel Salaries  
1.i Use of instructional coaches to support PDs and PLCs to support EL through the cost of subs and release time.

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

#### Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

# ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

## Strategy 1: Full Implementation

Students need access to the most current CA Academic Standards aligned materials for all core subject areas: All Students has access to core content materials as judged by our successful Williams Review. Additionally teachers received professional development in the areas of PLC, Instructional Strategies, NGSS (Solutions Tree and 2Teach LLC) and Classroom engagement (no opt-out learning).

Staff will receive release time and training to develop rigorous standards-based lessons and assessments that meet CCSS and NGSS requirements. Additionally, release time will be utilized to implement and evaluate lessons being taught: All departments utilized at least one "full release day" to plan, discuss best practices, develop common assessments and rubrics.

The school will acquire technology and software to supplement Common Core State Standards and NGSS instruction in all academic areas to increase student achievement as measured by grades, benchmark scores, ELPAC scores, SAT/ACT/AP scores, and CAASPP results. Technology will include laptops, Surface Pros, Wireless LCD projectors, scientific calculators, audio headsets, Viewsonic Viewboards, Chromebooks, and Science lab software to implement NGSS: CHS purchased class sets of Chromebooks for Collaborative Math and ELA classes, Viewsonic viewboards for strategic classrooms, READ and Math 180 materials and software and upgraded computers in labs and library to supplement core material acquisition.

## Strategy 2: No Implementation

Special Education, General Education Teachers, Paraprofessionals and administrators participating in our Collaborative Classes will receive Co-Teach support and professional development for effective strategies and UDL Lesson planning: Six days of training with Dr. Murawski of the 2Teach LLC. for General Education and Special Education teachers and staff to strengthen our Collaborative model, Co-Teach and UDL strategies. Additionally, 2 days of observation with a specialist to progress monitor and discuss next steps. This year, due to the Covid (Omicron surge ) we were unable to secure the necessary substitutes to provide this professional development opportunity. Our goal is to return to this training next year (substitutes permitting).

CA Academic Standards aligned assessments will be formed to assist with PLC implementation and data driven instruction: Working with Solutions Tree and utilizing release time to assist with PLC implementation. Developed common assessments, common rubrics and how to gather and use data to drive instruction.

Staff will receive release time and training to develop and share assessments that incorporate CCSS and NGSS standards that are differentiated for our SWD population: As a result of our response to the COVID-19 Global Pandemic, we have temporarily suspended our 2Teach Co-Teach and UDL staff professional development (All staff, including our SWD Department utilized release time (4 days) both as a large group (Gen. Ed. and Sp. Ed. together) and small groups (Sp. Ed. by departments) to address CCSS and NGSS standards and strategies. Also training provided by NGSS trainings with SBCOE and California Assoc. of Science Teachers. Solutions Tree and 2Teach LLC. provided trainings for CCSS, PLC and UDL). The funding utilized in this area last year

will be diverted to purchasing more Chromebooks (student devices) and Viewsonic Viewboards and document writing tablets for Teachers and para-professionals.

### Strategy 3: Partial Implementation

Students have increased access to technology infrastructure and devices: We increased our student device ratio by close to 1 device per 2 students (actual ratio is 1:1.6). Also we provided increase access to library computers by increasing the amount of computers available.

(Full) Purchase software that will aid students and teachers with NGSS lessons and labs. The school will acquire supplemental materials and technology to provide Common Core State Standards instruction in all academic areas to increase student achievement as measured by grades, benchmark scores, ELPAC scores, SAT/ACT/AP scores, and CAASPP results: Read and Math 180 were purchased to address Math and ELA needs, and area to grow is to look at possible software to support NGSS.

(Partial) In order to provide computer and internet access to students, staff members can be assigned to monitor computer labs in an effort to increase computer lab access time for students. Usage will be assessed by using sign-in sheets: CHS used sign-in sheets to monitor computer lab usage, however we did not pay staff members to monitor computer lab.

(Full) The school will acquire technology and software to supplement Common Core State Standards and NGSS instruction in all academic areas to increase student achievement as measured by grades, benchmark scores, ELPAC scores, SAT/ACT/AP scores, and CAASPP results. Technology will include laptops, Wireless LCD projectors, scientific calculators, audio headsets and Science lab software to implement NGSS: Viewsonic Viewboards, Chromebooks, laptops and increased desktops for library and computer labs, projectors and scientific calculators were purchased to support student achievement.

(Partial) Provide release time for Teachers to observe colleagues and implement CVUSD's Collaborative Learning Rounds (CLR) model of professional development: A total of three days release time were used for designated teachers to support CHS's 2 days of CLR (Collaborative Learning Rounds) model of professional development. We had to discontinue this practice as a result of the Covid 19 Pandemic and a lack of school business subs for professional development.

(Full) Provide staff with training to use and troubleshoot technology hardware and software: Utilizing CVUSD's instructional technology training team, CHS provided 2 large group technology trainings and multiple small group trainings for instructional software and AERIES Gradebook.

(Partial)

CHS has recently adopted the Collaboration SAI Learning model. IDEA (identified) students will be placed in Collaboration classes in all core areas. CHS Administration, SAI and Gen. Ed. Teachers will be trained in this model to provide high quality, data-based, engaging instruction to support learning needs and academic growth in CCSS core class: CHS supported SAI and Collaborative classes in the areas of Science, ELA and Math and utilized training with 2Teach LLC. to support UDL and instructional strategies. As stated above, we had difficulty obtaining school business substitutes and had to discontinue our 2Teach LLC professional development.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Strategy 1: Expenditures projected are \$64,030.00.

We have budgeted an accurate amount for this goal. We may possibly overspend on this goal to support technology needs to supplement student access to curriculum. Technology needs are viewboards, chargers and desktop computers.

Strategy 2: Expected expenditures, \$4800.00

We have not spent this amount for this goal. Due to a lack of school business subs, we have had to discontinue our professional development temporarily for Co-Teach Collaborative Learning model classrooms.

Strategy 3: Expected expenditures are \$27,000.00.

We have budgeted this strategy accurately. We were not able to conduct CLR's due to the lack of school business subs (Covid Pandemic), and thus did not spend in that area. However, the remaining parts of this strategy have been accurate and implementation is underway. Additionally, we may need to add funds to support the technology needs stated above

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal 1 will be revised and re-written as a SMART Goal. Annual outcomes, metrics and strategies/activities will be revised as well to accurately reflect progress monitoring of SMART Goal 1.

The following items will be deleted from this goal.

1. At this time we are not deleting any items from this goal. We are anticipating that a reduction in Covid infections next year will allow us to return to utilizing school business subs affording us opportunities to have professional development in the areas of PLC implementation

Additions to next years goal are:

1. UDL and Co-Teach Co-Plan professional development.
2. Release time for PLC development.

Metrics used to support monitoring the effectiveness of these changes will be ESA's SBAC, ELPAC, D/F Rates, A-G Completion Rates and chapter and unit formative and summative assessments (CFA's)..

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Connections to and Engagement at School to Ensure Student Success

## LEA/LCAP Goal

LCAP Goal 2: Staff, parents, families, and students are connected and engaged at their school to ensure student success. [Priorities 3, 5, 6]

Priority 3: Parent Involvement

Priority 5: School Attendance, Dropout Rates, Chronic Absenteeism

Priority 6: Suspension Rates, Expulsion Rates, Safety and School Connectedness

## Goal 2

To engage and connect all stakeholders with Chino High School and ensure student success, our goal is to increase parent involvement in school events/workshops (CABE, counselor parent meetings, ETS parent meetings, etc.) by 10%, 95% or better attendance rate, decrease the number of referrals by 20% and decrease our suspension rate by 5%. Additionally, to decrease our dropout rate, our goal is to have 100% of students coded appropriately within 30 days of student exit.

Chino High School will provide parents with multiple opportunities to be involved in school decisions and individual and family learning opportunities to assist them and their students be active participants in the educational process.

Opportunities will include CABE - Virtual Parent Workshop and Engagement Program.

Parent Counseling Night (Virtual)

Community Liaison Parent Workshops (Virtual and in-person if able)

Partnerships for Learning Network Meetings (Virtual and in-person if able)

Educational Talent Search (Cal Poly Pomona) (Virtual, in-person pending Cal Poly Pomona lifting restrictions)

Principal Conferences/Coffee with the Principal (Virtual)

Sign in sheets and exit surveys will be used to gauge participation and gain feedback for future training. (online/virtual setting)

MTSS B:

PBIS Tier 1 Implementation.

PBIS Tier II training and implementation.

Link Crew Mentoring Program

Suspension/Expulsion

By end of year, the school staff will have established and implemented a school-wide Tier 1 MTSS-B program.

By end of year, students identified at-risk (meeting criteria for MTSS-B) are offered Tier 2 and 3 interventions

Chronic Absenteeism

By the first Wednesday of October, and on a monthly basis thereafter, sites will have identified students to be monitored as at-risk of chronic absenteeism.

## Identified Need

Currently CHS is has achieved the Silver Level status for PBIS according to our most recent TFI Walk and Observation. Our referrals for classroom disruptions are down over 10%, and suspension rates were reduced almost 5% from the prior year. Additionally, we have areas of need to achieve our desired Silver status. These areas include, all staff buy in on a classroom referral process, increase our tier 2 and 3 interventions, continue to address chronic absenteeism and move forward with PBIS and Love and Logic classroom and school-wide professional development. Parent feedback by way of surveys, meetings and suggestions have revealed that parent communication has improved, but still needs growth. Updating the website, informing parents in other ways besides phoneblasts, emails and text and increasing parent attendance at school events are the top priority. An increased focus and school climate and parent connectedness are necessary and recommended for increased student achievement.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric and indicators include: Chronic absenteeism rates. TFI and PBIS Implementation Discipline data, including referral and suspension rates. Attendance rates including SART and SARB data and monthly reports. Parent and Student Survey participation rates.	Our current realities are: PBIS Tier 1 TFI report. 96% Attendance Rate Discipline data that includes over 130 referrals every 6 weeks. High suspension rates, including sub groups of Latino and African-American. Parent participation in CAFE, Booster Groups, SSC and other parent involvement groups.	Decrease referral rates by 10% for the year. Increase Attendance rates by 2% by the end of year. Increase parent involvement. PBIS Implementation and TFI score to Silver

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students will be served with this

**Strategy/Activity**

In order to provide a safe school climate, the school will provide collaboration opportunities to staff, students, and parents in ways to identify and respond to bullying, cyberbullying, and safe use of the internet.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

1000.00	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures 2a. Release time for Intervention Counselors to collaborate, discuss and support students academic, social and emotional needs. Intervention Counselor PLC Time.
2000.00	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures 2b. Site license and professional development conference to support ROX and SNO Programs. Both support all students including "at-risk" academic and behavior students toward higher GPA, lower amounts of discipline infractions, school connectedness and better attendance rate.
14750	Sports – General Fund 5800: Professional/Consulting Services And Operating Expenditures 2.c Officials to support the sports program and other athletic costs

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students will be served through this goal.

**Strategy/Activity**

PBIS implementation. Provide professional development and release time for CHS's PBIS Implementation Team to train, support and work with CHS Staff to create a positive school atmosphere. An atmosphere in which all stakeholders feel valued, supported and connected. Release time for PBIS Team to promote implementation.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

**Amount(s)**

5000.00

**Source(s)**

Title I Part A: Allocation  
1000-1999: Certificated Personnel Salaries  
2.d PBIS Implementation. Provide common planning release time to support our PBIS Tier I and II implementation. This includes time to develop school-wide expectations, plan our roll-out activities, create incentives (awards, stickers, pencils, erasers, etc) for success and

recognition and other activities to increase school connectedness, decrease the frequency of behavior infractions and promote a positive school climate. This is measured by a decrease in discipline data and an increase in class time and attendance for all students.

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Increasing Parent participation and knowledge of student support systems and programs such as: CAFE, PIQE, Parent Stories, ELAC, SSC groups.

#### Strategy/Activity

CHS will provide support for parents struggling to find a connection with school and how to match their children up with the appropriate supports.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

#### Source(s)

13000.00	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures 2.e Contract with CAFE Educational Partners and The Latino Family Literacy Project to promote parent engagement and awareness of academic/social and emotional support programs to increase connectedness. CAFE for parent institutes and classes.
2000.00	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures 2.f. Provide light snacks and materials for parent involvement in CAFE (California Association for Bilingual Education) and other parent participation groups like SSC, ELAC and various groups designated to increase parent engagement. .
40000.00	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries 2.g. Provide a Bilingual Community Liaison to assist with connecting our parents and community to school events, support structures, parent engagement and academic, social and emotional development programs.

2000.00	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries 2.h(1) Provide family engagement services to parents and stakeholders for various parent nights including but not limited to Back to School Night, LCAP Meetings, School Site Council, Parent Conferences and others.
2000.00	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries 2i. Provide light snacks for Link Crew family engagement events; Freshman Mentor program to increase family engagement and connectedness. Connectedness is judged by event attendance, lower discipline for 9th grade students and increased awareness of campus events. Lower referrals and better classroom attendance. Lower ALC class attendance.

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Increase attendance rates for all subgroups.

**Strategy/Activity**

Offer Saturday School Attendance Make-up days periodically throughout the year.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 2.j. Offer Saturday AP Institute and remedial make-up days periodically throughout the year.

**Annual Review**

**SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

**ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Strategy 1: Partial Implementation

(Full) Instructional practices and materials aligned to CA Academic Standards. - Successful Williams Review, all students have access to CCSS aligned and CVUSD Board Approved materials.

(No Implementation) Purchase and implement Love and Logic software to increase school climate and provide a student social development and support program. - Purchased Love and Logic software to assist with school-wide training's and professional development.

(Partial) Classroom observations and walk-throughs. - Classroom observations and walk-throughs during multiple CLR (collaborative learning rounds) days.

(Full)To ensure highly engaging lessons and instruction, the school will utilize Instructional Coach. - Math Instructional Coach supported PLC implementation and development of essential standards and common assessments.

(Partial) Teacher Release Time and outside professional development to improve instructional practices. - Release time provided for PLC's to collaborate, develop essential standards, common assessments and discuss best strategies for student engagement.

(Full) The school will provide students with transportation to College/Career Field Trips. - College and career readiness field trips included STEM, CTE, pathways, academy and AVID field trips to enrich student experiences and connect them to the subject matter.

(Full) In order to provide a safe school climate, the school will provide training opportunities to staff, students, and parents in ways to identify and respond to bullying, cyberbullying, and safe use of the internet. - Parent communication nights in association with Chino PD and our SRO to promote a safe school for kids.

(No Implementation) Support, train and provide professional development for student mentoring programs such as: Link Crew, Love and Logic, ROX and other support teams. - Sent several teams of teachers and staff to training in Colorado for Love and Logic. They trained our staff on techniques to de-escalate frustrated students and create a positive atmosphere in the classroom. Sent staff to link Crew and ROX trainings and both programs flourished this school year.

(Full) Site license and professional development for Intervention Counselor to implement academic, social and emotional success program "ROX" (Ruling Our Experiences) targeting our female "at-risk" student population. Program includes mentoring and guidance toward academic and behavioral success. - ROX program implemented and received a state recognition for effectiveness and implementation fidelity. PBIS, Love and Logic, ROX, Intervention Counselors and increasing Parent connectedness through CABE, PFLN, ELAC and other programs helped to decrease discipline statistics and promote a positive school climate.

## Strategy 2: Full Implementation

Identification of learning needs of all students and implementation of appropriate interventions and/or enrichment. - Counselors and Assistant Principals reviewing academic data to ensure appropriate course placement and interventions.

PBIS implementation. Provide professional development and release time for CHS's PBIS Implementation Team to train, support and work with CHS Staff to create a positive school

atmosphere. An atmosphere in which all stakeholders feel valued, supported and connected.- PBIS Team is successfully implementing PBIS program and TFI review earned us a bronze level for recognition.

Release time for PBIS Team to promote implementation. - Several release days throughout the year. Our PBIS Team utilized release days to supporting TFI readiness, development of school-wide and classroom expectations and positive behavior reinforcement.

### Strategy 3: Full Implementation

CHS will partner with CAFE (California Association of Bi-Lingual Education) to provide support for parents struggling to find a connection with school and how to match their children up with the appropriate supports.- CAFE meetings were very well attended as witnessed by CHS Administration and sign-in sheets. Morning and evening sessions provided parents with multiple opportunities to attend.

Our Community Liaison has worked with parents to implement CAFE and The Latino Family Literacy Project.

### Strategy 4: Full Implemented

Chino High School will offer (virtual or in-person if able) AP workshops to support increased engagement and achievement on AP Test and course assignments.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Strategy 1: Expenditures projected are \$26250.00.

This was an inaccurate amount to spend on this goal. We were unable to access Love and Logic training and curriculum. We are hoping to return to this goal next year as school business subs become available.

Strategy 2: Expected expenditures, \$3000.00

This was the accurate amount budgeted for this strategy.

Strategy 3: Expected expenditures are 54,000.00

This was the accurate amount budgeted for this strategy. Our Community Liaison has been working with parents to implement Latino Family Literacy project and CAFE.

Strategy 4: Expected expenditures, \$8252.00

This was an accurate amount for Strategy 4. No adjustment are needed at this time.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The following items will be adjusted from the current goal:

1. Love and Logic curriculum and training. As a result of the lack of school business subs and a change in staffing.

Additions to next years goal are:

1. SSC will continue to look into ways to support this goal and if new items are brought forward they will be reflected and approved through SSC and listed in this section. Additional funding was re-allocated from items that were deleted toward areas in strategy 1 to support. academic and school climate programs like Link Crew, ROX and and a possible return to Love and Logic training.

Metrics used to support monitoring the effectiveness of these changes we will continue to focus our resources on our ROX, PIQE, PFLN, PBIS and our staff, including our intervention counselors to support students and staff. These efforts have assisted with creating a positive learning environment. Our metrics will remain the same; discipline data, including referrals and suspension rates, D/F rates, A-G completion rates, TFI, sign in sheets are all metrics used to progress monitor this goal. Additional academic metrics will be ESA's, D/F rates and CAASSP. This data can be retrieved from the SPSA in the goal page and school information pages.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Preparation for College and Career Beyond Graduation

## LEA/LCAP Goal

LCAP Goal 3: All students are prepared for college and career beyond graduation. [Priority 4 and 8]  
 Priority 4: State assessments for grades 3-8, A-G completion, % of students who pass an AP exam with 3+, % of 11th grade students who participate in and demonstrate college preparedness on the SBAC  
 Priority 8: Other pupil outcomes (College and Career Readiness for High school ONLY)

## Goal 3

School Level SMART Goal: On the 2022-23 CAASPP, the percent of students scoring “Standards Met” and “Standards Exceeded” (combined) in ELA an Math will increase by 10% respectively, and CHS will increase AVID participation by 5%. All CHS Teachers in core subject areas will be trained in Integrated ELD strategies and SWD Teachers will continue UDL and Co-Teach professional development. AP Course enrollment will grow by 5%. CHS A-G completion rate will increase by 5%.

When will you stop and reflect to see the progress students have made toward the SMART goal? If applicable, identify the metric you will use to monitor progress.

SMART Goal Checkpoint 1: Essential Standards Assessment 1 +3%                      Math = +3%	8/8/22 - 9/9/22	ELA =
SMART Goal Checkpoint 2: Essential Standards Assessment 2 +6%                      Math = +6%	11/1/22 - 12/9/22	ELA =
SMART Goal Checkpoint 3: Essential Standards Assessment 3 +10%                     Math = +10%	2/6/23 - 3/10/23	ELA =

Secondary: By end of year, all students identified as at risk in ELA will be enrolled in an ELA Intervention Course that addresses specific ELA skills needed to be successfully complete all grade level ELA assessments.

English Learners -By end of year, as a result of high quality, daily Designated ELD and Integrated ELD instruction, each English learner student will increase their English language proficiency by 1 level in preparation for reclassification and successful completion of the CAASPP.

LTEs - By end of year, a reclassification plan for each Long Term English Learner will be written in order to support the student's progress towards meeting the district reclassification criteria and successful completion of the CAASPP (CVUSD LTEL Form)

CTE:

All students will have access to two fully sequenced CTE Pathways that lead to graduation of student participants.

A-G Course Completion:

All students will have access to A-G courses that lead to graduation. School Level SMART Goal: 50% of all 12th grade students will meet a-g requirements by decreasing D and F rates by 5% in all grades and all subject areas with an emphasis on our A-G approved classes.

SMART Goal Checkpoint 1: August 2020: 40% Seniors with no D/F grades in a-g courses

SMART Goal Checkpoint 2: Semester 1 week 6 and week 12: 46% Seniors with no D/F grades in a-g courses

SMART Goal Checkpoint 3: Semester 2 week 6 and week 12: 48% Seniors with no D/F grades in a-g courses

AP Course Completion with a 3 or higher:

AP access: Increase the AP course offerings and access to those courses by students in all subgroups.

AP Success: Increase the percentage of students scoring 3 or higher on AP exams.

Graduation Rate:

All underperforming students will be provided cycles of intervention that lead to successful completion of graduation course requirements.

All students at risk of not meeting graduation requirements will receive appropriate supports to ensure successful completion of graduation requirements.

## Identified Need

In the last SBAC administration (2018-19 school year), Chino High School had an outstanding year in terms of State Assessments. Growing 6% in Math and 9% in English Language Arts on our Smarter Balanced State Assessments. Additionally, CHS grew in its A-G Completion rate. While meeting and exceeding our goals in SBAC Testing, we only partially met our A-G completion goal. We grew a percentage point, but it wasn't enough growth to achieve last year's goal of an A-G completion rate above 40%. Our AVID participation rate remained steady and will benefit from a new AVID Coordinator and some new staff to increase student connectivity to the program.

Current Reality: In 2018-19, CAASP scores reflect 50% of students meeting/exceeding standard in ELA. In 2018-19, CAASP scores reflect 24% of students meeting/exceeding standard in mathematics. CAASP scores for 2019-20 were not available due to a suspension of state testing due to COVID-19 Pandemic. Current Reality: In 2020-21, 42% of graduating seniors met UC/CSU a through g requirements. Currently, of the 12th grade students enrolled at Chino High School, 42% are in progress toward completing UC/CSU a through g requirements. Additionally, in 2020-21 Chino High School students had D/F rates in Mathematics and English Language Arts at over 31% and 25% respectively.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math and Read 180 participation rates	Increase student participation in these Tier 3 interventions.	Increase Tier 2 and 3 ELA and Math participation.
SBAC Scores	Math SBAC score: 26% Meets or Exceeds Standard. ELA SBAC score: 42% Meets or Exceeds Standards	Increase SBAC scores 5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A-G completion rates	A-G completion rate below 40%.	Increase A-G participation rate to over 42%.
AVID participation	AVID participation rate has stayed constant.	Increase AVID by one full class (33 students).
AP class and test participation rates	AP score data	AP class and test participation rates increase 5%
ELD Training sessions	UDL and Integrated ELA training began in 2018-19.	All core subjects trained in UDL and Integrated ELD strategies.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students.

#### Strategy/Activity

Provide access to intervention opportunities in order to increase student achievement, especially for English learners.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

#### Source(s)

2000.00

Title I Part A: Allocation  
1000-1999: Certificated Personnel Salaries  
3a. Assign subject specific teachers for Saturday tutoring sessions to increase student achievement on CVUSD and State Assessments.

2000.00

Title I Part A: Allocation  
1000-1999: Certificated Personnel Salaries  
3b. Assign staff members to monitor after school Math Lab in an effort to increase access time for students to increase student achievement and understanding as measured by CVUSD and State Assessments, including SBAC, IAB's and other computer base assessments.

18000.00

Title I Part A: Allocation  
1000-1999: Certificated Personnel Salaries  
3.c. Provide 1 period of Math 180 intervention for targeted students with historically low math and

	core subject grades and achievement. Math 180 program will be used to support students performing below grade level and with historically low grades in Math. SMI scores will be used to measure effectiveness.
5000.00	Title II Part A: Improving Teacher Quality 4000-4999: Books And Supplies 3d. Purchase CCSS supplies and resources for teachers and students to increase CHS's technological capacity to provide a 21st century educational experience. This will be measured by student engagement and use of educational technology and participation rates in intervention classes that utilize this technology. Also measured by CVUSD and State Assessments, D/F rates and SBAC scores.
80,460	District Funded 5800: Professional/Consulting Services And Operating Expenditures Provide 24/7 online tutoring to all 9-12 grade students with language support for English learners at the rate of \$45 per student
60000.00	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries 3.e. Provide Bi-lingual aides (2) for English learners to offer language support and work with students to increase English development as measured by State and CVUSD Assessments.
6000.00	Title I Part A: Allocation 4000-4999: Books And Supplies 3.f. Provide funding for science Dept. (including Biology, Chemistry, Physics and other courses) to purchase materials for labs and hands on activities to engage students and provide meaningful relevant and standards based lessons.
3000.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 3.g. Provide hourly rate payment to teachers to provide instruction for credit recovery classes after school and English, Math, Science, and History tutoring intervention focusing on our EL subgroup.

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support a college going culture

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000.00	Activities – General Fund 5000-5999: Services And Other Operating Expenditures 3hPurchase transportation for graduation seniors to perform "grad walk" at their Elementary and JHS's to celebrate and honor their accomplishments.
3000.00	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures 3.i. Provide fees for bus, travel and substitute coverage for AVID and other college information and educational/cultural awareness field trips. Field trips are to colleges and universities to provide All students, including our AVID students information on college and career readiness, entrance requirements and application process.
6000.00	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries 3.j. Provide extra support and payment to AVID Tutors. Hourly wage to support increased AVID Tutor support to our students.
29000.00	AVID 5800: Professional/Consulting Services And Operating Expenditures 3.k. Professional Development for staff to attend AVID Summer Institute

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide supplemental materials to support CCSS implementation, CTE pathways, and enrichment opportunities

## Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000.00	Title I Part A: Allocation 4000-4999: Books And Supplies 3.l. Purchase of Supplemental materials to enhance current AP course offerings and make curriculum accessible to populations of students that are underrepresented in AP classes (i.e. EL, low SES, SAI). This includes AP workbooks, technology and software.
6252.00	Lottery: Instructional Materials 4000-4999: Books And Supplies 3m Use of the print center to support the implementation of CCSS through supplemental materials
30000.00	Title I Part A: Allocation 4000-4999: Books And Supplies 3.n. Purchase supplemental materials including but not limited to audio-visual technology, 3-Dimensional visual aides, manipulatives and other consumables to support student achievement in ALL Subjects, including but not limited to: Math, ELA, Social Science, Science and PE. Successful participaton as measured by grades and student participation in ALL courses.
3000.00	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures 3.o Purchase supplies and rental equipment to support PSAT an AP Testing to address student needs. Rental equipment includes, tables, chairs and furniture to support testing locations and provide PSAT and AP Testing centers for all of our students, including our SES, SWD and EL populations.
25000.00	Title I Part A: Allocation 4000-4999: Books And Supplies 3.p. Purchasing art supplies and other supplemental materials to support student creativity, achievement and connectedness. Materials will assist students with accessing the Art and music/band/choir class curriculum, stimulate student engagement and grow the number of students participating in the fine arts.

	Purchase supplemental supplies (including but not limited to books, technology, workbooks, subscriptions etc...) for CHS Art/VAPA, Library and Theater Arts, Health classes and CTE Departments to support student engagement, achievement and school connectedness.
20000.00	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures 3.q. Purchase supplemental material and provide professional development for Modern Language classes and Teachers. Materials and professional development will support language acquisition as measured by local common and formative assessments.
30000.00	Band – General Fund 4000-4999: Books And Supplies 3.r.Resources and supplies to support Band; including new uniforms
5000.00	Title I Part A: Allocation 4000-4999: Books And Supplies 3.s.Provide funding for All subjects for hands-on academic and cultural enrichment opportunities. Transportation, cost of events, field trips and other community based activities to supplement classroom instruction and relating subject material to real life situations and experiences.
8596.00	Title I Part A: Allocation 4000-4999: Books And Supplies 3t. Purchase, repair, replace computers (Chromebooks), software, and additional technology or purchase supplies for CCSS and NGSS implementation. The school will acquire technology and software to supplement Common Core State Standards and NGSS instruction in all academic areas. Technology will include laptops, Surface Pros, Wireless LCD projectors, scientific calculators, audio headsets, Viewsonic Viewboards, Chromebooks, and Science lab software to implement NGSS.
6000.00	Title I Part A: Allocation 4000-4999: Books And Supplies 3u Purchase supplemental supplies for Science Classes to support NGSS Implementation, Labs, hands-on activities, and technology infrastructure to support new curriculum adoption and assist with students access and achievement. Successful implementation will be

measured by increased A-G rate, decreased D/F rate in science courses and increased enrollment in higher level science classes.

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Sub 2.0 Students, Intervention Students, Unduplicated population and All students served by counselors.

### Strategy/Activity

Use of Intervention Counselors to ensure underserved students have equal access rigorous courses and interventions if grades and achievement fall behind

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

#### Source(s)

82000.00

Title I Part A: Allocation  
1000-1999: Certificated Personnel Salaries  
3v. Provide an additional Intervention Counselor to monitor student group achievement, work with students and parents to increase awareness of available interventions and match student with appropriate intervention.

18000.00

Title I Part A: Allocation  
3000-3999: Employee Benefits  
3w. Provide an additional Intervention Counselor to monitor subgroup achievement, work with students and parents to increase awareness of available interventions and match student with appropriate intervention.

3000.00

Title II Part A: Improving Teacher Quality  
5800: Professional/Consulting Services And Operating Expenditures  
3.x. Conferences for CHS Counseling Staff to support Students performing below the academic requirements for CVUSD Graduation. Conferences include ASCA and other counseling related professional development.

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

### Strategy/Activity

## Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

### Strategy 1: Partial Implementation

Access to advanced courses. - All students have access to Honor's and AP Courses.

In order to support the success of under-represented and EL students, the site will use Bilingual aides to assist EL students in core classes as well as using Intervention counselors and providing Summer classes and transportation. - EL Instructional Aides were utilized in the classroom to assist with engagement and small group and individual instruction. Summer classes and transportation were not provided by Title I funding.

Academically at-risk students will be provided additional academic support through before and after school tutoring, Read and Math 180 placement and Study Skills classes for SWD students. - READ 180 and Math 180 Courses were provided through Title I funding. Courses were offered both semesters and students were strategically placed in the courses based on multiple measures and metrics.

Participation will be tracked by counselors and administrators checking grades and progress reports. - Counselors and CHS Administration monitored progress as evidenced in CVUSD Fall and Spring Data Chats.

Release time for teachers to work in PLC's and analyze data. - Teachers in all core subjects, as well as CTE, Modern Language, PE and Fine Arts utilized release days for PLC and data driven instruction development.

Summer Bridge classes offered to support students behind in credits and decrease D/F grades and increase A-G. - Summer Bridge courses offered to recover D/F grades in Integrated I Math and ELA 9. Approximately 50 students participated.

### Strategy 2: Partial Implementation

AP course enrollment. - AP Course enrollment grew overall. New courses were added and this helped to increase the overall numbers. AP enrollment in AP English 12 remains low and is not stable at this time. This will be addressed this coming year.

Increase CHS's AP course offerings and support universal access in AP classes to promote increased enrollment, especially for traditionally underrepresented populations (i.e. low SES, SAI, EL and LTEL's). - AP Computer Science Principles and AP Human Geography are now being offered. Counselors are reaching out to all students especially our "unduplicated" and historically underrepresented populations. CHS had a higher percentage rate of students taking AP classes from the aforementioned populations.

Purchase educational technology and professional development for Tier 2 and 3 academic interventions: Read and Math 180. - Chromebooks, charging towers, headphones and software were purchased to support Read and Math 180.

#### Strategy 3: Full Implementation

Provide Math Tutoring using SDAIE strategies. - Math Tutoring was provided in Rom M10 four days a week. Teachers were paid with time cards to assist students with homework help and preparing for upcoming assessments.

English Learners will have academic success as they improve their English Proficiency. Progress will be documented through the use of reclassification data, and Graduation Required Course completion. - Progress monitoring of our EL Students by our EL Coordinator and Assistant Principal.

Supplies for PSAT and AP testing to serve traditionally underrepresented populations. - Supplies purchased included tables and chairs for a comfortable testing environment, snacks to assist those students that don't have food to bring from home.

The site will arrange for additional ELL Training for staff and bi-lingual aides. Additional bi-lingual aides will be hired through temporary contracts to continue to support student achievement. - We utilized the same Instructional Aide as last year and did not hire a new aide.

#### Strategy 4:

Homeless, foster youth, socioeconomically disadvantaged students and students with disabilities will demonstrate academic success:

Graduation Rate

Drop Out Rate

Alternative Supports for Foster Youth

AVID

Use of Intervention Counselors to ensure underserved students have equal access to AP, AVID, and other rigorous courses and interventions if grades and achievement fall behind

Releases time and training for staff on needs of Foster Youth, ELL, and low-SES students

Professional development for staff, counselors and parents that focus on academic and/or behavioral success for under-served and underrepresented students. This includes conferences (ASCA) for School Counselors and Intervention Counselors to develop new strategies to support student social, emotional and academic success.

AVID Activities to promote college and career readiness, A-G completion and college entrance.

Strategy 5:

Students of all demographics, including unduplicated populations will have access to college and career readiness classes including our Law, Justice and Public Service and Culinary and Hospitality Academies, Sports Medicine and Emergency Medical Response pathway courses. Supplemental materials are needed to enhance and supplement curriculum to support engagement and achievement for student populations that are traditionally underrepresented in these fields.

Strategy 6:

Elective classes such as Art, Ceramics, Digital Imaging, Animation and others associated with the Arts and Fine Arts are in integral part of creating a well rounded, engaged and successful student. The kinesthetic, technical and hands-on aspects of these types of classes stimulate brain activity and support student connectedness and achievement in all demographics.

Purchase supplemental materials and provide professional development for Modern Language teachers and classes to support language acquisition and dual language learning.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Strategy 1: Expenditures projected are \$177,000.00

This was the accurate amount budgeted for this strategy and action plan.

Strategy 2: Expected expenditures, \$5,000.00

This was the accurate amount budgeted for this strategy.

Strategy 3: Expected expenditures are \$3,000.00.

This was the accurate amount budgeted for this strategy.

Strategy 4: Expected expenditures, \$136,000.00

We did not spend this budgeted amount on crossroads services. This money was utilized elsewhere for the purchase of technology (Chromebooks).

Strategy 5: Expected expenditures, \$17,000.00.

Spent slightly less. Our actual expenditure was \$350.00 and the remaining funds for this goal went to the purchase of technology (Chromebooks).

Strategy 6: Expected expenditures, \$38,000.00

This is the accurate amount budgeted for this strategy.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The following items will be deleted from the current goal:

1 No deletions for this goal at this time. Monitoring of the effectiveness of these activities and expenditures is ongoing.

Additions to next years goal are:

1. We added funding to our existing goals and strategies. We added in the areas of strategy 2 and 3. Providing more resources for SAT, PSAT testing as well as credit recovery opportunities.

Metrics used to support monitoring the effectiveness of these changes we will continue to focus our resources on our ROX, PIQE, PFLN, PBIS and our staff, including our intervention counselors to support students and staff. These efforts have assisted with creating a positive learning environment. Our metrics will remain the same; discipline data, including referrals and suspension rates, D/F rates, A-G completion rates, TFI, sign in sheets are all metrics used to progress monitor this goal. This data can be retrieved from the SPSA in the goal page and school information pages.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$460,422.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,003,504.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$349,048.00
Title I Part A: Parent Involvement	\$44,000.00
Title II Part A: Improving Teacher Quality	\$41,840.00

Subtotal of additional federal funds included for this school: \$434,888.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Activities – General Fund	\$4,000.00
AVID	\$29,000.00
Band – General Fund	\$30,000.00
District Funded	\$484,614.00
Lottery: Instructional Materials	\$6,252.00
Sports – General Fund	\$14,750.00

Subtotal of state or local funds included for this school: \$568,616.00

Total of federal, state, and/or local funds for this school: \$1,003,504.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	453,610.00	104,562.00
Title I Part A: Parent Involvement	6,812.00	-37,188.00
Title II Part A: Improving Teacher Quality	35,840	-6,000.00
Lottery: Instructional Materials	6,252.00	0.00
Activities – General Fund	4,000.00	0.00
Band – General Fund	30,000.00	0.00
Sports – General Fund	14,750.00	0.00
General Fund	168,441.00	168,441.00
AVID	29,000	0.00

## Expenditures by Funding Source

Funding Source	Amount
Activities – General Fund	4,000.00
AVID	29,000.00
Band – General Fund	30,000.00
District Funded	484,614.00
Lottery: Instructional Materials	6,252.00
Sports – General Fund	14,750.00
Title I Part A: Allocation	349,048.00
Title I Part A: Parent Involvement	44,000.00
Title II Part A: Improving Teacher Quality	41,840.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	558,606.00
2000-2999: Classified Personnel Salaries	108,000.00

3000-3999: Employee Benefits	18,000.00
4000-4999: Books And Supplies	123,848.00
5000-5999: Services And Other Operating Expenditures	19,000.00
5800: Professional/Consulting Services And Operating Expenditures	176,050.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	Activities – General Fund	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	AVID	29,000.00
4000-4999: Books And Supplies	Band – General Fund	30,000.00
1000-1999: Certificated Personnel Salaries	District Funded	404,154.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	80,460.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	6,252.00
5800: Professional/Consulting Services And Operating Expenditures	Sports – General Fund	14,750.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	140,452.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	66,000.00
3000-3999: Employee Benefits	Title I Part A: Allocation	18,000.00
4000-4999: Books And Supplies	Title I Part A: Allocation	82,596.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	34,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	42,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	2,000.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	14,000.00
4000-4999: Books And Supplies	Title II Part A: Improving Teacher Quality	5,000.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	5,000.00

5800: Professional/Consulting  
Services And Operating Expenditures

Title II Part A: Improving Teacher  
Quality

17,840.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	462,446.00
Goal 2	83,750.00
Goal 3	457,308.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
John Miller	Principal
Maria Rodriguez	Other School Staff
Shifon Foster Berumen	Classroom Teacher
Adrian Cardenas-Isley	Classroom Teacher
Arminda Gonzalez	Parent or Community Member
Debbie Butler	Classroom Teacher
	Parent or Community Member
Francisco Juarez	Secondary Student
Karla Murphy	Parent or Community Member
Rosa Garcia-Mercado	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/12/2022.

Attested:

See Attache

Principal, John Miller on 5/12/2022

SSC Chairperson, Rosa Isela Mercado on 5/12/2022

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# Chino Valley Unified School District

## Chino High School 2022-2023 Parent and Family Engagement Policy

### School Policy Engagement:

Chino High School recognizes that **parents and family members are their children's first and most influential teachers**. Moreover, continued **parental engagement in children's education contributes significantly to student achievement and conduct**. Therefore, Chino High School shall jointly develop with and distribute to parents of Title 1 and Non-Title 1 students a written parental engagement policy agreed upon by such parents and updated periodically to meet the needs of parents and the school. This policy shall be an addendum component of the School Plan for Student Achievement (SPSA) that promotes a meaningful partnership between the school, the home, and the community.

Title I schools will convene an **annual meeting to inform parents** of the requirements of Title I, their right to be involved in the parental engagement policy, and the school-parent compact of strategies to increase parental engagement. The parents of participating students will be involved in an organized, ongoing, and timely way to plan, review, and improve its Title 1 program, parent and family engagement policy, and school-parent compact. The school will offer a flexible number of meetings and provide parents with opportunities for regular meetings to participate in decisions relating to the education of their children and respond to any such suggestions as soon as possible. The parent and family engagement policy and school-parent compact will be posted on the school website and distributed to all parents through traditional means of communication.

### Shared Responsibilities for High Student Academic Achievement:

The staff of Chino High School, in consensus with research-based practices, knows that the education of its students is a **responsibility shared between the school and parents**. The school's primary responsibility shall be to have an effective learning environment that enables all students to meet the academic expectations outlined in the CA Common Core state standards. Parents shall have the responsibility and opportunity to work with the school in a mutually **supportive and respectful partnership** to support their child's learning. The school-parent compact of strategies to increase parental engagement outlines how the parents, the teachers, and students will share the responsibility for improved student academic and behavioral achievement. Chino High School will provide parents with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet. Through an *Action Team for Partnership* process school staff, parents, and community members will jointly review, plan and develop a one-year school-parent compact promising practices to increase parental engagement to include the six types of engagement listed below (*Epstein's Six Types of Parental Involvement*). The annual school-parent compacts will specify partnership activities for as many of the six types of engagement. In addition, the school-parent compact will list district, school improvement goals, and describe the "in the classroom" and "at home" strategies for teachers, parents, and students to implement.

Chino High School's **goals will include a school improvement goal in these three areas: English Learners, one academic area, and one non-academic area**. In addition, the compact will list how the school provides two-way communication between home and school. It will also describe opportunities for parents to volunteer, observe, and participate in the classroom. Based on formal and informal data, the school-parent compact will be updated annually by staff and parents. Also, annually, the *Action Team for Partnerships* will evaluate the effectiveness of the school's home-school-community partnership activities and celebrate successes. This **shared responsibility** will help the school and parents build and develop a partnership to help children reach or exceed the grade-level standards.

Chino High School will support these home-school partnerships by using the following **six types of engagement**:

1. ***Parenting.*** We will promote and support parenting skills and the family’s primary role in encouraging a child’s learning at each age and grade level. All staff members will work effectively with our diverse families. Chino High School will provide academic support through after school tutoring; social-emotional well-being will be supported through counseling services, mentorship, and support groups; and continue with professional development to support staff with strategies aimed at positive behavior, reflection, and response.
2. ***Communication.*** We will communicate about curriculum, instruction, assessment, staff development, school programs, and student progress through two-way, meaningful, timely, and effective methods. At a minimum, fall and spring conferences, reports on student progress, reasonable access to staff, and observation of classroom activities will be provided to parents and family members. In addition, Chino High School will utilize AERIES Communication to reach out to families through email and phone calls. Chino High School will also reach out to families with increased communication through various media platforms.
3. ***Volunteering.*** We will expand the recruitment, training, and recognition of family and community volunteers; we will provide families and community members opportunities to contribute from home, the workplace, and other community-based sites. In addition, Chino will continue to support Band and Sports boosters and family involvement and participation in programs like AVID and ROX. Chino will also host workshops for families and assemblies to provide families with the requested support and recognize student achievement.
4. ***Learning at Home.*** We will promote family engagement in learning activities at home, including homework and other curriculum-related activities appropriate to the grade and development of the student. In addition, Chino High School will work to provide teachers with training on the use of technology to support students with supplemental materials, such as videos, online textbooks, and presentations, so they can access materials from home and communicate with teachers.
5. ***Decision-making.*** We will include students, parents, and community members as partners in planning and decision-making. We will encourage participation by parents and family members in decisions that affect their student’s educational experiences and comply with state and federal laws and regulations pertinent to family engagement. Chino High School will continue to grow parent and family engagement through participation in English Learner Advisory Committee, District English Learner Advisory Committee, California Association for Bilingual Education or Parent Institute for Quality Education, Partnerships for Learning Network, and School Site Council.
6. ***Collaborating with Community.*** We will coordinate resources and services for students and families with businesses, agencies, service organizations, and other groups and provide services to the community through our volunteer efforts and community improvement projects. Chino High School will continue working to continue and expand services offered through programs like Educational Talent Search and CAFE or PIQE, as well as services like Chino Human Services, Project HOPE, and American Cancer Society Cancer Action Network.

### **Building Capacity for Parent Engagement**

The Chino High School staff is committed to partnering with parents in the following ways:

- assist parents in understanding academic content and achievement standards and assessment and how to monitor and improve the achievement of their students
- provide materials and training to help parents work with their students to improve their student’s academic achievement
- educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners

- coordinate and integrate parental engagement with other programs and activities in our school and support parents in more fully participating in the education of their students
- disseminate information related to school and parent programs, meetings, and other activities in a format, to the extent practicable, in a language the parents have identified on record
- provide such other reasonable support for parental engagement activities under this section as parents may request

## **Accessibility**

Our school, Chino High School, and our Local Education Agency shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under Section 6311 in a format and, to the extent practicable, in a language such parents understand.

## 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>

**ibis\_cordero@chino.k12.ca.us**  
**909 628-1201 ext 5601**

**(Spanish) 909 628-1201 ext 5602**

## Parent Participation

### Activities to Build Partnerships

#### Student Learning

CHS will provide parents/guardians and students with multiple opportunities to be involved in school decisions. Individual and family learning opportunities will offer assistance to families to become active participants in the educational process.

#### Social-Emotional Development and Growth

Increase parent involvement in school events/workshops by 15%. Examples include:

- California Association for Bilingual Education (CABE) or Parent Institute for Quality Education (PIQE)
- Counselor/Parent Meetings
- Parent Conference Night
- Partnership For Learning Networks (PFLN) Participation
- Educational Talent Search (ETS) Parent Meetings
- 12 Powers of Family Business
- Chino Human Services
- Multi-Tiered System of Support Behavior (MTSSB) Counselor
- The Latino Family Literacy Project
- Behavior Health Services

#### Volunteering Opportunities

If you would like to *volunteer, participate* in, and/or *observe a classroom*, please contact the front office and ask to speak with Maria Rodriguez.

### 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 are:

- **School to Home**
  - Letters/Emails/Phone Calls
  - School Website
  - Daily Bulletin
  - School Marquee
  - Frequent Progress Monitoring
  - Parent Square
  - School Instagram Accounts
  - School Meetings
- **Home to School**
  - School Agendas
  - Letters/Emails/Phone Calls
  - Parent-Teacher Meetings
  - Parent Square
  - Participate in "activities to build partnerships" (see above)

**WEBSITE: [www.chino.k12.ca.us](http://www.chino.k12.ca.us)**

## Chino Valley Unified School District

### SCHOOL-PARENT COMPACT for STUDENT ACHIEVEMENT 2022-2023



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

**Chino High School**

5472 Park Place

Chino, CA, 91709

909-627-7351

## Our Goals for Student Achievement

### 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

Smarter Balanced Assessment Consortium (SBAC) – 11<sup>th</sup> grade students will increase their proficiency on the SBAC in English and Math by 5%.

#### Non-Academic

Students will meet the district attendance rate of 97.5%.

#### English Learner

All English Language Learners (ELL) will band up one language proficiency level on the English Language Proficiency Assessments for California (ELPAC).

***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

### In the Classroom

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

#### Academic Goal

All students will have access to technology for individual/small/large groups, as well as research and tutorials in classes with fully credentialed teachers.

All lessons will incorporate Common Core State Standards and the “4 C’s” (Communication, Collaboration, Critical Thinking, and Creativity).

#### Non-Academic Goal

CHS will train students and staff in Positive Behavior Intervention Supports (PBIS) and increase opportunities for individual and group MTSSB counseling by 5%.

CHS will integrate PBIS and the 4 Be’s (Be Respectful, Be Responsible, Be Resilient, Be Safe) in order to meet a positive behavior rate of 81%.

#### English Learner Goal

By the end of the year, as a result of high quality daily designated ELD and Integrated ELD instruction, each EL student will increase their English language proficiency by 1 level in preparation for reclassification and successful completion of the CAASPP.

### At Home

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

#### Academic Goal

Check your child’s notebook for homework, classwork, and upcoming projects or tests.

Utilize the Aeries Parent Portal to access: attendance, student grades, communication with teachers, counselors, administrators, and other resources.

Encourage the use of Academic Language at home by accessing a list of Academic Words commonly used in classes through IXL Learning on the school’s website.

Engage families to attend school-wide events, parent-teacher conferences, and workshops.

#### Non-Academic Goal

CHS will provide parents with various opportunities to be involved in school decision and individual/family learning opportunities to assist them and their student to be active participants in the educational process.

Parents will support their children’s school success by implementing a structured routine at home that fosters good health, sleep, nutrition, and social-emotional well-being. In addition, parents will make sure their children attend school daily and on time.

#### English Learner Goal

English Learner (EL) parents will be invited to attend English Learner Advisory Committee (ELAC) meetings. CHS will have at least 13 EL Parents on ELAC.

### Student Learning Activities

**Activities students will do to support their learning:**

- Weekly grade checks
- School website links.
- Tutoring Opportunities: National Honor Society (NHS), Educational Talent Search (ETS), Virtual, and Paper Co
- Individual/Group/Peer Counseling
- Career Center
- Upward Bound (Sponsored by Cal Poly)
- Remind 101
- Link Crew
- Advancement Via Individual Determination (AVID)
- Associated Student Body (ASB) and Renaissance