

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 Hills High School	36676783631017	4/6/2022	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)

Chino Hills High School is not a Title I school. Chino Valley Unified School District in partnership with all stakeholders at Chino Hills 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: English Language Arts, Math, and A through G readiness.

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 Valley Unified School District in partnership with all stakeholders at Chino Hills High School, including School Site Council and ELAC members, 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 based on 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

Centralized Services Amount	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 District K12 Insight Survey taken by students, parents, and staff, providing quantifiable data regarding school culture and climate.

The 2022 School Quality Survey for parents, students and staff was administered during in fall of 2022. 602 parents responded to this survey (300 more than last year), of the 179 staff members at CHHS 47 participated, and 45 students completed the survey. The survey revealed the following feedback in 2021. We are still waiting for site results for 2021-22:

Parent feedback:

85% of parents rate the overall quality of CHHS as good to excellent. 90% of parents agree that this school offers students a variety of activities and courses. 89% of parents agree that families are encouraged to attend school-sponsored activities, such as back-to-school night, parent-teacher conferences, or college nights. 87% of parents agree that this school has high learning standards for all students. 87% of parents feel that their students are challenged by their schoolwork. 85% of parents agree that our teachers set high expectations for all students.

Conversely, this survey also revealed areas of growth of which CHHS will work towards improving. The following were the five lowest ranking indicators from the survey: 29% of parents feel that families are informed about school-sponsored activities, such as tutoring, after-school programs, and student performances. 26% of parents feel that teachers give timely feedback about student work. 26% of parents feel that teachers give helpful feedback about student work. 25% of parents feel that teachers successfully show students how lessons relate to life outside of school. 24% of parents feel that this school encourages families to volunteer.

Staff feedback:

99% of staff agree that principal and assistant principals are courteous when I have a concern. 97% of staff agree that CHHS has high learning standards for all students. 97% of staff agree there is a teacher, counselor, or other staff member to whom a student can go to for help with a school problem. 94% of staff agree that teachers set high expectations for all students. 94% of staff agree that students are challenged by their school work. Conversely, this survey also revealed areas of growth of which CHHS will work towards improving. 37% of staff disagree that discipline is enforced fairly. 21% of staff disagree that staff members and student treat each other with respect. 16% of staff disagree that principal and assistant principals are responsive when I have a concern. 16% of staff disagree that all school staff members are aware of the safety and security procedures.

Student feedback:

89% of the students agree that CHHS offers students a variety of activities and courses. 86% of students agree there is a teacher, counselor, or other staff member to whom a student can go for

help with a school problem. 85% of students feel that they are challenged by their school work. 83% of students agree that CHHS has high learning standards for all students . 82% of students agree that CHHS keeps families informed of their student's academic progress, such as using the CVUSD Aeries Parent Portal. Conversely, this survey also revealed areas of growth of which CHHS will work towards improving. 61% of students disagree that teachers successfully show students how lessons relate to life outside of school. 38% of students disagree that teachers give timely feedback about student work. 30% of students disagree that teachers give helpful feedback about student work. 30% of students disagree that CHHS encourages families to volunteer. 25% of students disagree that families are informed about school-sponsored activities, such as tutoring, after-school programs, and student performances.

Classroom Observations

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

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 District Administrators were scheduled to walk through classrooms to collect data that is relevant to the District's Areas of Emphasis/Goals, feeder group collaborative team actions, and site emphasis on increased engagement and rigor. This was cancelled for this year due to the unique challenges of the pandemic.

Additionally, administration is focused on ensuring that they are visible in classrooms daily. Random walk throughs are done by each administrator multiple times per week. Also, there are 21 teachers on the evaluation cycle for 21-22 school year down from 64 last year due to the collective bargaining agreement with respect to Distance Learning. CHHS will continue to conduct on campus collaborative learning rounds with an emphasis of imbedded tier one supports, posted learning outcome/objective, and checking for understanding. The department chairs along with administration, select teachers, and counselors will complete these observations.

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 school utilizes the Professional Learning Community (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 during Leadership Charge in July 2021 to review CVUSD Essential Standards Assessment (ESA) Data and to review progress on our site 20-21 SMART Goals. Through this collaborative process School-wide SMART Goals were developed in the areas of ELA, Math and PBIS for the 21-22 school year. Site Administration met with the Staff Instructional Leadership Team to determine Action Steps in the areas of Curriculum and Instruction Assessment, and Professional Development that will support achieving the SMART Goals.

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.

CHHS will improve by continuing the practice of allowing student data to inform us of our areas of growth while modifying with the formative and summative assessments. This work will be done within the PLC's and staff meetings. Chino Hills High School will commit to learning for all by functioning as a PLC. Always using the four essential questions of the PLC process as a way to guide us with our instruction. CHHS will also look at suspension/expulsion/attendance data to assist with interventions needed by students to lessen the learning gap students may incur when they are absent from school.

SBAC data is utilized along with formative and summative ELA and Math assessments aligned with Common Core State Standards. These assessments are used to identify the level/needs of extended learning including embedded intervention and enrichment. Teachers meet during PLC meetings to review data and determine appropriate interventions based on student needs. These assessments are utilized to identify students levels of achievement.

Baseline ESA Data for August 2021
Essential Standards Baseline Data Math /August 2021
Grade/ Percent Exceeded or Met standard
IM1/ 27.2%
IM2/ 46.3%
IM3/ 58.1%

Essential Standards Baseline Data ELA /August 2021
Grade/ Percent Exceeded or Met standard
9th/ 59.5%
10th/ 66.7%
11th/ 61.9%
12th/ 60.2%

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

Student product is used to document learning outcomes/objectives met and function as formative assessments to be used as a basis to modify instruction. Student groups (EL, SpEd etc.) use additional specialized assessments to identify needs of at risk populations in order to differentiate curriculum, environment or other accommodations necessary to meet students' individual learning needs. Issues of analyzing data in terms of time (by individuals and as a department) is a hurdle that we are working on overcoming. Access to illuminate has been a positive for the staff as whole especially in English and Math where students are assessed on Essential Standards three times a year. Staff feels that PLC's and department meetings are a start, but there is a need for additional meeting time beyond the contractual day. It is imperative that funds are set aside to allow teachers the necessary time for additional data analysis. Teachers also analyze benchmark data, but they feel that the data was unreliable because it is district driven (i.e. Illuminate corrected score sheets inconsistently across all core classes).

Staff feels what needs improvement, creating Common Assessments, communication between SPED case carries and general education teachers, PD on using the collab model to support students that qualify for IEPs and additional professional development in analyzing data.

The progress of English Learner students is monitored through ELPAC assessment. The ELD PLC will also commit themselves to utilize the four essential questions to guide their instruction.

Additional money for continued professional development and PLC planning time is needed.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

1. CHHS employs 116 teachers, 100 % who meet state certification and licensure requirements to teach in field they are assigned).
2. Teachers have received the following professional development trainings with regards to state adopted instructional materials: Extensive PLC training, Google Classroom, Microsoft teams, District provided online learning training.
3. The following professional development trainings have been scheduled for the 2020-2021 school year: Pear Deck, Google Classroom 2.0
4. Staff development is aligned to the district's 2020-2021 Areas of Emphasis and LCAP Goals. Staff development will focus on the PLC process and Instructional Technology to support Distant Learning. Support will also be given in ELA/ELD, Math, and Positive School Culture.
5. 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.
6. Teacher collaboration occurs weekly through the PLC process embedded in the school day. Teachers meet by subject level and department to plan, analyze and respond to student data. During Distance Learning this is done over Zoom.

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

CHHS employs 116 teachers, 100 % who meet state certification and licensure requirements to teach in field they are assigned).

Teachers have received the following professional development trainings with regards to state adopted instructional materials: text book adoption in various departments and extensive PLC Area of Emphasis training through the department of CIIS. The following professional development trainings were scheduled for the 21-22 school year: PLC Area of Emphasis, PBIS implementation, Distance Learning (Fisher and Frye), Google Classroom 2.0 Collaborative teaching mode, and California Standards for the Teaching Profession number 1.0 ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING:

- 1.1 Using knowledge of students to engage them in learning
- 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
- 1.3 Connecting subject matter to meaningful, real-life contexts
- 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
- 1.5 Promoting critical thinking through inquiry, problem solving, and reflection
- 1.6 Monitoring student learning and adjusting instruction while teaching.

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

Staff development was aligned to the district's 21-22 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.

Time to develop common assessments and analyze the data from these assessments is always needed. Departments are being granted additional planning days to complete this. English and Math are covering essential standards as selected by the district. Alignment of staff development has taken place in Math & English. Science is aligning with NGSS. Illuminate training to norm curriculum for each department is needed in an effort to assist staff with writing common assessments.

At CHHS Teachers have been given uninterrupted time (50 minutes) every Monday to function as a PLC. The goal for this year is to create a no-opt out classroom, and promote student collaboration in all classes to ensure students are having high levels of discourse with the content and using it to come to a consensus or to produce a product with their peers.

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

Administration is providing ongoing instructional assistance and support for teachers using Fisher and Frey's Distance Learning Playbook. Additionally, administration is selecting teachers to share best practices in staff meetings.

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

PLC Informal collaboration, Academy collaboration and CTE collaboration has allowed teachers to discuss student needs. Monday mornings are given to PLC's, there has been constant PD to ensure that PLCs are adequately using their time. Collaboration is done by department and subject level (i.e. Math, ELA, Social Science, Science). Spec. Ed is split between meeting together and going to content area meetings. Departments have meeting norms and admin is active within meetings.

Teaching and Learning

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

1. An analysis of the 21-22 ESA data results took place in July 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: (Identify lowest performing student subgroups in need of the most support in order to improve academic achievement)

- students with IEPs scored significantly lower than their peers without IEPs, to support these students we have taken the steps to add a study skills class to those students' schedule
- our EL students are also scoring lower than their peers on these assessments, to provide intervention for these students the Math teachers have discussed extending the time students get and collaborating with our onsite EL coordinator to determine best course of action for additional support.

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

Instructional Minutes are approved by the district office every year. Each teacher commits to performing bell to bell instruction. Chino Hills High School does not authorize additional assemblies or rallies that would diminish a students mandated instructional time. What has changed this year is that SB98 ensures that students are receiving 240 instructional minutes per week.

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 (provide a number for ELA and Math) How will you address intervention in your master schedule?

Pacing to the needs of students regarding master schedule flexibility has been addressed. As more teachers have a prep period, this allows them to be able to collaborate with their colleagues on an ongoing basis. Additionally, more academic/academy/CTE pathway teachers have common prep time. Teachers would like to have collaboration, articulation and review of K-8 curriculum. Vertical alignment with our Junior High School teachers is desired, but CHHS is committing to the PLC process with identifying standards, writing assessments, and analyzing data. This vertical articulation will be addressed in the future, but not be the focus this year. PLUSS is an intervention program for students but staff knows little about it. The Master Schedule doesn't support intervention other than ESL or Special Education. There needs to be articulation between primary and secondary schools. Staff has agreed upon implementing an imbedded intervention for all students and has developed an Intervention Committee to assist with developing the best program necessary to meet all student's needs.

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

Staff feels that there are not enough funds to purchase standards based instructional materials because, at times funds seem limited. Textbooks are missing for students; (i.e.: missing ancillary materials for Common Core). There is no availability of standards-based science materials and as of yet, there is an unmet need in Math. AP Classes have outdated textbooks and are in need of support. The District Office has assisted us in ensuring we are current and have a textbook for every student. They are also leading the charge regarding updating AP textbooks.

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

Many of the concerns expressed last year regarding the increased need for instructional materials have been met. Currently staff must now take the time to look at current standards and select those that are the most important. Upon doing so, lesson plans and common formative assessments must be with the need and CHHS still rests upon the need for intervention materials and a room designated for interventions to take place when necessary. CHHS will be utilizing our Intervention Counselor and Specialists to assist us with which Intervention materials are truly needed. More funds are needed for our PBIS initiative (i.e. incentives, additional money for professional development, training, etc).

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:

SST's are held for underperforming students to determine if students are in need of accommodations to be successful. Test score data, progress reports and team sport study hall are additional supports to assist students. AP intervention with at-risk students is offered to underperforming students. Loaner clothing to lower socio-economic students are given to students in PE. Alternative assignments to students that are injured or unable to perform are also given to students. Additionally, imbedded in the Master Schedule are Study Skills courses that are offered to At-Promise students. CHHS has a PLUSS Program for students who have good attendance, good behavior, but poor grades. Collaboration classes have increased for students that qualify for special education but are able to receive their specialized academic instruction in the general education setting. CHHS has implemented Math and Read 180 classes.

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. ERWC, state testing scores, PLC's, site team meetings, and capstone projects all assist with identifying student achievement. SAT, AP tests, PSAT, A - G readiness and California Fitness Testing data is also looked at to raise student achievement and provide interventions. CHHS is also in the implementing tier one and tier two intervention into the instructional period school-wide, this work started as a site area of emphasis in the 2018 - 2019 school year and will be a practice CHHS continues to build on.

Parental Engagement

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

1. 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.

2. 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. In order to support parents and families as they transition to Distant and Blended learning options, the FEC provides virtual, small group, and 1 to 1 tutorials on how to navigate digital platforms, access Google Classroom, district, school, and teacher web page, and where to find resources to support learning at home. 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. Translation is provided at all workshops and trainings

3. 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 Coordinator of Parent and Family Engagement 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.

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)

School Site Council, P.T.S.A., Advisory Boards for Academies, Booster Clubs, Student Athlete Night, AAA night, WASC participation, Advanced Placement Night, curriculum planning by inter-school teams are all ways for parents to get involved in funding for tutoring/intervention. Parent involvement in determining resource allocation or monies spent on students who are underperforming are all needed.

Funding

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

See SPSA Actions/Services

See SPSA Budget Section

We do not receive categorical funds.

Fiscal support (EPC)

LCFF

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

The SPSA was discussed at the October 2020 department chair meeting, Leadership then presented it to the whole staff at the 11/05/2020 meeting. It will also be discussed at the SSC Meeting on 10/28/2020.

Chino Hills High School is committed to meaningful stakeholder involvement in developing and gaining input on the development of the CSI/ATSI/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:

- a. School Site Council
- b. ELAC
- c. Staff Meeting
- d. Student Advisory Group

Resource Inequities

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

Chino Hills High School strives to create an inclusive school with school-wide programs that are open to all student subgroups. There are no inequities with regards to quality of books, materials, and class size as evidenced by our Williams review. There is a need to revamp the master schedule in an effort to eliminate all RSP level courses and start enrolling our students that qualify for special education under RSP into our general education courses; particularly, in English and Math as these are the subjects where IEP goals are written in. Additionally, there is a need to schedule common

prep periods for teachers teaching the same courses so that they can use the PLC process during their prep period and to enable our special education and general education to collaborate during their prep periods.

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	676	704	672
Grade 10	701	711	699
Grade 11	693	705	706
Grade 12	704	681	687
Total Enrollment	2,774	2,801	2,764

Conclusions based on this data:

1. Student enrollment number remain consistent around the same amount the last three years (within 100 students).

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	103	124	123	3.7%	4.4%	4.5%
Fluent English Proficient (FEP)	641	672	637	23.1%	24.0%	23.0%
Reclassified Fluent English Proficient (RFEP)	4	14	23	4.8%	13.6%	18.5%

Conclusions based on this data:

1. The number of students in this sub group has increase with the school's total enrollment.
2. The percentage/number of students being reclassified has increased as the number of EL students has increased.

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	685	677	687	655	654	297	655	654	290	95.6	96.6	43.2
All Grades	685	677	687	655	654	297	655	654	290	95.6	96.6	43.2

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	2611.	2619.	2663.	31.45	35.63	45.86	29.92	29.82	31.38	21.22	16.82	15.52	17.40	17.74	7.24
All Grades	N/A	N/A	N/A	31.45	35.63	45.86	29.92	29.82	31.38	21.22	16.82	15.52	17.40	17.74	7.24

2019-20 Data:

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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	41.07	40.67	45.94	42.29	38.84	47.00	16.64	20.49	7.07
All Grades	41.07	40.67	45.94	42.29	38.84	47.00	16.64	20.49	7.07

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	37.77	42.35	51.24	39.76	38.84	40.28	22.48	18.81	8.48
All Grades	37.77	42.35	51.24	39.76	38.84	40.28	22.48	18.81	8.48

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	30.38	29.36	21.75	57.86	57.80	71.23	11.76	12.84	7.02
All Grades	30.38	29.36	21.75	57.86	57.80	71.23	11.76	12.84	7.02

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	35.42	40.52	45.30	43.82	42.20	51.92	20.76	17.28	2.79
All Grades	35.42	40.52	45.30	43.82	42.20	51.92	20.76	17.28	2.79

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. Overall Achievement in ELA Literacy was 65% of students who met or exceeded the standards. Administration would like to see an increase of 5%. PLC's can assist with this endeavor.
2. Over a 4% increase in students met or exceeded the standards in Reading, Writing, Listening & Research/Inquiry. PLC work will continue to assist site members to continue to make positive gains.
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
Grade 11	686	677	684	658	653	98	658	653	95	95.9	96.5	14.3
All Grades	686	677	684	658	653	98	658	653	95	95.9	96.5	14.3

* 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	2605.	2623.	2661.	19.00	21.75	33.68	25.53	27.87	27.37	25.08	26.03	27.37	30.40	24.35	11.58
All Grades	N/A	N/A	N/A	19.00	21.75	33.68	25.53	27.87	27.37	25.08	26.03	27.37	30.40	24.35	11.58

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
Grade 11	31.61	37.52	39.36	33.74	34.46	43.62	34.65	28.02	17.02
All Grades	31.61	37.52	39.36	33.74	34.46	43.62	34.65	28.02	17.02

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
Grade 11	18.84	23.43	35.11	49.54	50.84	58.51	31.61	25.73	6.38
All Grades	18.84	23.43	35.11	49.54	50.84	58.51	31.61	25.73	6.38

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	23.10	25.42	36.84	55.93	54.82	53.68	20.97	19.75	9.47
All Grades	23.10	25.42	36.84	55.93	54.82	53.68	20.97	19.75	9.47

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. Overall achievement is up 5% from 17 - 18, we believe this work is attributed to the PLC process and expect to continue with this trend.
2. 6% increase on Concepts and Procedures and with our Math departments commitment to using "I can" statements we expect to continue to see growth in this area
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	1548.7	1570.6	1554.7	1533.5	1567.3	1546.0	1563.3	1573.5	1563.0	15	30	28
10	1602.1	1555.0	1554.6	1609.9	1551.2	1558.6	1593.8	1558.4	1550.2	28	27	35
11	1590.4	1595.2	1560.9	1609.5	1583.0	1541.0	1570.6	1607.0	1580.3	19	29	29
12	*	1499.5	1565.9	*	1496.2	1560.5	*	1502.2	1570.8	*	21	13
All Grades										72	107	105

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	*	23.33	14.29	*	40.00	53.57	*	33.33	17.86	*	3.33	14.29	15	30	28
10	46.43	40.74	21.21	39.29	29.63	36.36	*	11.11	21.21	*	18.52	21.21	28	27	33
11	*	34.48	10.34	*	34.48	44.83	*	24.14	31.03		6.90	13.79	19	29	29
12	*	19.05	25.00	*	23.81	33.33	*	33.33	16.67	*	23.81	25.00	*	21	12
All Grades	37.50	29.91	16.67	40.28	32.71	43.14	15.28	25.23	22.55	*	12.15	17.65	72	107	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.

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	*	30.00	35.71	*	46.67	35.71	*	16.67	14.29	*	6.67	14.29	15	30	28
10	64.29	55.56	36.36	*	18.52	30.30	*	3.70	15.15		22.22	18.18	28	27	33
11	78.95	41.38	24.14	*	31.03	34.48	*	27.59	20.69		0.00	20.69	19	29	29
12	*	38.10	50.00	*	33.33	0.00		4.76	33.33	*	23.81	16.67	*	21	12
All Grades	62.50	41.12	34.31	22.22	32.71	29.41	*	14.02	18.63	*	12.15	17.65	72	107	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.

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	*	10.00	7.14	*	30.00	32.14	*	43.33	46.43	*	16.67	14.29	15	30	28
10	39.29	14.81	12.12	*	44.44	21.21	*	18.52	33.33	*	22.22	33.33	28	27	33
11	*	24.14	6.90	*	24.14	20.69	*	37.93	55.17	*	13.79	17.24	19	29	29
12		14.29	16.67	*	9.52	25.00	*	33.33	16.67	*	42.86	41.67	*	21	12
All Grades	23.61	15.89	9.80	27.78	28.04	24.51	27.78	33.64	41.18	20.83	22.43	24.51	72	107	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.

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	*	10.00	17.86	*	80.00	67.86	*	10.00	14.29	15	30	28
10	71.43	22.22	15.15	*	59.26	63.64	*	18.52	21.21	28	27	33
11	*	3.45	3.45	*	75.86	62.07	*	20.69	34.48	19	29	29
12	*	0.00	8.33	*	61.90	50.00	*	38.10	41.67	*	21	12
All Grades	54.17	9.35	11.76	33.33	70.09	62.75	*	20.56	25.49	72	107	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.

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	*	76.67	68.00	*	16.67	16.00	*	6.67	16.00	15	30	25
10	67.86	74.07	58.06	*	3.70	19.35	*	22.22	22.58	28	27	31
11	84.21	79.31	51.85	*	17.24	29.63		3.45	18.52	19	29	27
12	*	66.67	58.33	*	9.52	25.00		23.81	16.67	*	21	12
All Grades	70.83	74.77	58.95	26.39	12.15	22.11	*	13.08	18.95	72	107	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.

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
9	*	26.67	17.86	*	63.33	50.00	*	10.00	32.14	15	30	28
10	50.00	37.04	24.24	*	37.04	42.42	*	25.93	33.33	28	27	33
11	*	31.03	13.79	*	51.72	72.41	*	17.24	13.79	19	29	29
12		14.29	16.67	*	19.05	41.67	*	66.67	41.67	*	21	12
All Grades	27.78	28.04	18.63	38.89	44.86	52.94	33.33	27.10	28.43	72	107	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.

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
9	*	0.00	0.00	*	90.00	89.29	*	10.00	10.71	15	30	28
10	*	3.70	0.00	64.29	77.78	78.79	*	18.52	21.21	28	27	33
11	*	13.79	10.34	68.42	79.31	79.31		6.90	10.34	19	29	29
12	*	0.00	8.33	*	80.95	66.67		19.05	25.00	*	21	12
All Grades	31.94	4.67	3.92	61.11	82.24	80.39	*	13.08	15.69	72	107	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.

Conclusions based on this data:

1. Data currently being reviewed by school site instructional team.

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
2764	31.0	4.5	0.3
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	123	4.5
Foster Youth	7	0.3
Homeless	112	4.1
Socioeconomically Disadvantaged	856	31.0
Students with Disabilities	287	10.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	174	6.3
American Indian or Alaska Native	12	0.4
Asian	513	18.6
Filipino	209	7.6
Hispanic	1188	43.0
Two or More Races	100	3.6
Native Hawaiian or Pacific Islander	13	0.5
White	546	19.8

Conclusions based on this data:

1. Data currently being reviewed by school site instructional team.

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
<p data-bbox="186 667 480 699">English Language Arts</p>  <p data-bbox="297 751 370 779">Green</p>	<p data-bbox="706 667 915 699">Graduation Rate</p>  <p data-bbox="781 751 834 779">Blue</p>	<p data-bbox="1179 667 1398 699">Suspension Rate</p>  <p data-bbox="1247 751 1321 779">Yellow</p>
<p data-bbox="251 867 415 898">Mathematics</p>  <p data-bbox="297 951 370 978">Green</p>		
<p data-bbox="240 1066 427 1098">College/Career</p>  <p data-bbox="289 1150 378 1178">Orange</p>		

Conclusions based on this data:

1. Data currently being reviewed by school site instructional team.

School and Student Performance Data

Academic Performance English Language Arts

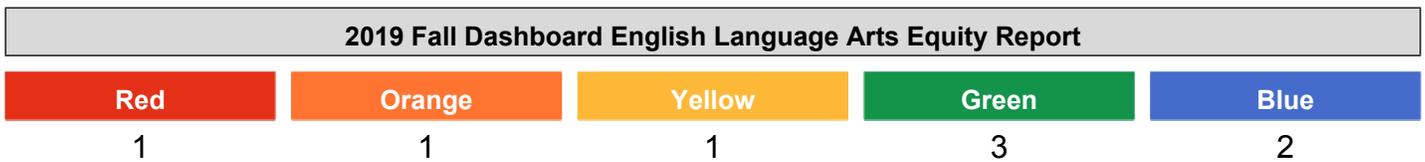
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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>All Students</p> Green 38.1 points above standard Increased ++8.1 points 646	<p>English Learners</p> Red 63.7 points below standard Declined -4.8 points 37	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color 1.4 points below standard Increased Significantly ++20.9 points 27	<p>Socioeconomically Disadvantaged</p> Green 5.8 points above standard Increased ++7.1 points 194	<p>Students with Disabilities</p> Orange 90.7 points below standard Increased ++3.4 points 52

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 0.7 points above standard Increased ++9.6 points 35	 No Performance Color 0 Students	 Blue 94.3 points above standard Increased Significantly ++10.7 points 135	 Blue 80.4 points above standard Increased Significantly ++26.8 points 51
Hispanic	Two or More Races	Pacific Islander	White
 Green 10.9 points above standard Increased ++8 points 250	 No Performance Color 90.7 points above standard Increased Significantly ++21.6 points 14	 No Performance Color 0 Students	 Yellow 26.1 points above standard Declined -11.4 points 153

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
69.3 points below standard Increased Significantly ++10.8 points 26	51.1 points below standard Declined Significantly -35.8 points 11	35.4 points above standard Increased ++6.2 points 451

Conclusions based on this data:

- Data currently being reviewed by school site instructional team.

School and Student Performance Data

Academic Performance Mathematics

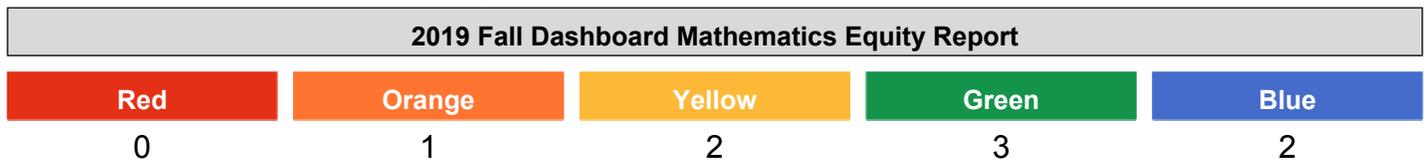
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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>All Students</p> Green 3.8 points below standard Increased Significantly ++17.4 points 645	<p>English Learners</p> Yellow 50.1 points below standard Declined -9 points 37	<p>Foster Youth</p>
<p>Homeless</p> No Performance Color 34.1 points below standard Increased Significantly ++24.8 points 27	<p>Socioeconomically Disadvantaged</p> Green 32.5 points below standard Increased Significantly ++22.8 points 193	<p>Students with Disabilities</p> Orange 148.3 points below standard Increased Significantly ++16.8 points 52

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 45.9 points below standard Increased Significantly ++22.8 points 35		 Blue 92.4 points above standard Increased Significantly ++17.1 points 135	 Blue 43.6 points above standard Increased Significantly ++10 points 50
Hispanic	Two or More Races	Pacific Islander	White
 Green 49.3 points below standard Increased ++13.8 points 249	 No Performance Color 21.6 points above standard Increased Significantly ++28.1 points 14		 Yellow 18 points below standard Maintained ++0.7 points 154

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
11 points below standard Increased Significantly ++55.8 points 26	143.2 points below standard Declined Significantly -124 points 11	12.8 points below standard Increased Significantly ++16.4 points 451

Conclusions based on this data:

- Data currently being reviewed by school site instructional team.

School and Student Performance Data

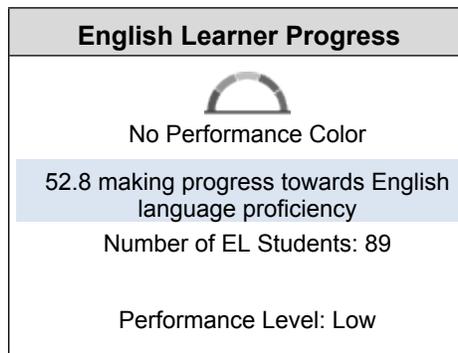
Academic Performance English Learner Progress

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
23.5	23.5	13.4	39.3

Conclusions based on this data:

- Data currently being reviewed by school site instructional team.

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.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	693	100
African American	44	6.3
American Indian or Alaska Native	1	0.1
Asian	129	18.6
Filipino	39	5.6
Hispanic	301	43.4
Native Hawaiian or Pacific Islander	4	0.6
White	147	21.2
Two or More Races	27	3.9
English Learners	27	3.9
Socioeconomically Disadvantaged	305	44
Students with Disabilities	66	9.5
Foster Youth	3	0.4
Homeless	55	7.9

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	181	26.2
African American	8	18.2
American Indian or Alaska Native		
Asian	77	60.2
Filipino	17	43.6
Hispanic	44	14.7
Native Hawaiian or Pacific Islander		
White	28	19
Two or More Races	5	19.2
English Learners	2	7.4
Socioeconomically Disadvantaged	61	20.1
Students with Disabilities	3	4.5
Foster Youth		
Homeless	5	9.1

* 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.

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

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	22	3.2
African American	2	4.5
American Indian or Alaska Native		
Asian	3	2.3
Filipino	2	5.1
Hispanic	9	3
Native Hawaiian or Pacific Islander		
White	6	4.1
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	9	3
Students with Disabilities	6	9.1
Foster Youth		
Homeless	3	5.5

* 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.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	445	64.2
African American	28	63.6
American Indian or Alaska Native		
Asian	106	82.2
Filipino	32	82.1
Hispanic	168	55.8
Native Hawaiian or Pacific Islander		
White	94	63.9
Two or More Races	13	48.1
English Learners	12	44.4
Socioeconomically Disadvantaged	152	49.8
Students with Disabilities	24	36.4
Foster Youth		
Homeless	19	34.5

* 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).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	13	1.9
African American	1	2.3
American Indian or Alaska Native		
Asian	3	2.3
Filipino	2	5.1
Hispanic	4	1.3
Native Hawaiian or Pacific Islander		
White	3	2
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	3	1
Students with Disabilities	2	3
Foster Youth		
Homeless	1	1.8

* 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.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	141	20.3
African American	4	9.1
American Indian or Alaska Native		
Asian	19	14.7
Filipino	2	5.1
Hispanic	72	23.9
Native Hawaiian or Pacific Islander		
White	38	25.9
Two or More Races	4	14.8
English Learners	3	11.1
Socioeconomically Disadvantaged	63	20.7
Students with Disabilities	13	19.7
Foster Youth		
Homeless	10	18.2

* 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).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	89	12.8
African American	3	6.8
American Indian or Alaska Native		
Asian	13	10.1
Filipino	1	2.6
Hispanic	47	15.6
Native Hawaiian or Pacific Islander		
White	22	15
Two or More Races	2	7.4
English Learners	1	3.7
Socioeconomically Disadvantaged	40	13.1
Students with Disabilities	9	13.6
Foster Youth		
Homeless	7	12.7

* 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).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	62	8.9
African American	1	2.3
American Indian or Alaska Native		
Asian	30	23.3
Filipino	1	2.6
Hispanic	25	8.3
Native Hawaiian or Pacific Islander		
White	3	2
Two or More Races	2	7.4
English Learners	5	18.5
Socioeconomically Disadvantaged	34	11.1
Students with Disabilities	0	0
Foster Youth		
Homeless	5	9.1

* 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. Data currently being reviewed by school site instructional team.

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	693	659	3	95.1
English Learners	27	25	0	92.6
Foster Youth	3		0	
Homeless	55	49	0	89.1
Socioeconomically Disadvantaged	305	281	2	92.1
Students with Disabilities	66	54	0	81.8
African American	44	41	0	93.2
American Indian or Alaska Native	1		0	
Asian	129	124	1	96.1
Filipino	39	38	0	97.4
Hispanic	301	285	1	94.7
Native Hawaiian or Pacific Islander	4		0	
White	147	140	0	95.2
Two or More Races	27	25	1	92.6

Conclusions based on this data:

1. Data currently being reviewed by school site instructional team.

School and Student Performance Data

Conditions & Climate Suspension Rate

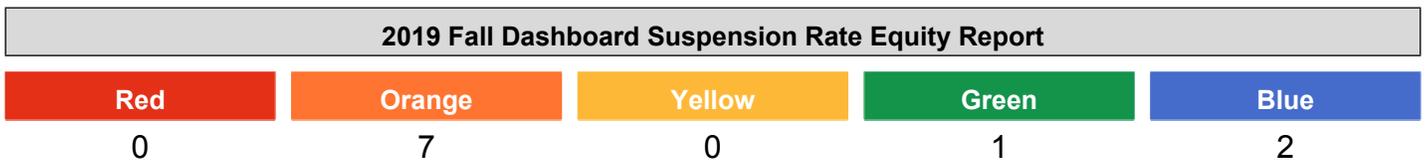
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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>All Students</p> <p>Yellow</p> <p>1.6</p> <p>Maintained 0 2920</p>	<p>English Learners</p> <p>Orange</p> <p>3.1</p> <p>Increased +0.9 127</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>6</p>
<p>Homeless</p> <p>Orange</p> <p>3.8</p> <p>Increased +0.4 133</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>3</p> <p>Increased +0.5 959</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>4.9</p> <p>Increased +2.1 326</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 1.2 Declined Significantly -4.8 165	 No Performance Color Less than 11 Students - Data 10	 Blue 0.2 Declined -0.4 516	 Green 1 Declined -0.9 203
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.2 Increased +0.3 1209	 Orange 2.4 Increased +0.4 125	 No Performance Color Less than 11 Students - Data 9	 Orange 1.8 Increased +1.1 683

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.6	1.6

Conclusions based on this data:

1. Data currently being reviewed by school site instructional team.

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

All students are provided a 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

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)

State Priorities: 1, 2, 7

Local Priorities: 21st century learning tools

Goal 1

Provide high quality staff development and support to improve student achievement through small groups, scaffolding, differentiation, and learning intentions.

Identified Need

The mean score of last year's three ESA administrations was equivalent to the prior year's CAASP data, with student proficiency at 66%. The mean score of last year's three ESA math administrations was 45% which is 5% lower than the previous year's CAASP data; however, in the IM3 classes (CAASP testing group) each time the ESA was administered the scores were trending up.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ESAs administration windows: 08/10 - 09/04 11/02 - 12/04 02/08 - 03/05	Baseline - 66% proficient ELA , 41% proficient Math Goal - 71% proficient ELA, 55% proficient Math	Students taking the CAASPP/ESA 3 scoring "standards met" or "standards exceeded" (combined) in ELA will meet or exceed 71% and 55% in Math

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

All staff will deconstruct essential standards through “learning progression” from standard, to learning targets, to “I can” student statements (success criteria)

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)

10000

Title II Part A: Improving Teacher Quality
1000-1999: Certificated Personnel Salaries
Collaboration time for PLCs for certificated staff;
cost of release and subs

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

Compile and plan lessons for essential standards through PLCs

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)

5000

Title II Part A: Improving Teacher Quality
1000-1999: Certificated Personnel Salaries
Collaboration time; cost of release and subs

290,506

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.

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

Administer CFA , Administer ESA , Provide PD on deconstructing learning targets, Provide PD for teachers on assisting students with goal setting, Provide teachers with training and resources on Tier 1 Small Group Instruction.

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)

26480

Title II Part A: Improving Teacher Quality
1000-1999: Certificated Personnel Salaries
Collaborative time will be arranged for PLC's and Departments to meet to create a schedule, to calibrate students work, data analysis, and plan best practices (Instructional strategies).

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Analyze data from ESAs and answer PLC critical questions #3 and #4
Analyze CFA data using a data analysis protocol, by student and learning target to determine next steps for instruction(intervention and extension)

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)

5000

Title II Part A: Improving Teacher Quality
0000: Unrestricted
Analyze data from ESAs ; cost of extra hours or subs

113,648

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 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.

Clearly communicate current intervention services to channel students into appropriate intervention. Fully implemented. Site administration and instructional leaders communicate intervention data (PBIS & MTSS-A and B) to staff throughout the academic year at staff meetings. Release time for PD and planning was provided to PBIS team. Instructional Coaches, Department Chairs and Intervention Counselor assisted with the coordination of PBIS training.

Create individual intervention plans for at-risk students. Fully Implemented Staff was given the opportunity to participate in professional development to assist with meeting the needs of students; specifically but not limited to SPED and ELL's throughout the academic year. Staff who requested additional release time to conduct additional planning was approved. Necessary technology, books, supplemental supplies, furniture (to foster collaboration, critical analysis, communication and creativity) was purchased to increase intervention opportunities.

Present full professional development (PD) on differentiation at staff meetings, focusing on specific pieces of differentiation and strategies. Fully Implemented. Collaborative time was arranged for PLC's and Departments to meet to create a schedule, to calibrate students work, discuss assessment data plan best practices (Instructional strategies). Purchased materials and supplies necessary for PD, PLC, planning & coordination. However, we will work on getting all staff to have release time to Unit Plan and include differentiation, checking for understanding.

Support one-on-one teacher coaching for differentiation by creating & implementing a plan to include teachers in Collaborative Learning Rounds (CLR's). Fully Implemented. Coordination and planning occurred when working on collaborative learning rounds. Books, supplies, supplemental materials, technology, materials was purchased to further enhance instruction.

Integrate Tier 1 PD with the PLC system. Fully Implemented. Dedicated release time to participate in professional development and incorporating interventions within the academic day. Planning and coordination of professional development occurred on a consistent basis throughout the academic year.. Supplies, materials, books, tech. needed. Create & revise a plan for incorporating Study Skills into freshman level courses. Example: Note taking; Test taking skills; Interactive notebook.

Necessary incentives, books, supplies, technologies purchased. Release time, sub coverage. Assist with planning and coordination.

Continue to review student data to identify low performing students and create a plan to provide intensive interventions for them within the classroom. Partially Implemented. Some staff utilized data analysis protocol within their PLC's to analyze data and create unit lesson plans. Release time for additional planning, and to attend workshops, time sheets occurred throughout the year. Purchased necessary technologies, books, supplies, to create and execute plans. CHHS will work on ensuring these actions become whole school actions.

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

Clearly communicate current intervention services to channel students into appropriate intervention. Expenditures were budgeted appropriately. There were no drastic overages or shortages in funding for this activity.

Create individual intervention plans for at-risk students. Expenditures were budgeted appropriately. There were no drastic overages or shortages in funding for this activity.

Present full professional development (PD) on differentiation at staff meetings, focusing on specific pieces of differentiation and strategies. Expenditures were budgeted appropriately. There were no drastic overages or shortages in funding for this activity.

Support one-on-one teacher coaching for differentiation by creating & implementing a plan to include teachers in Collaborative Learning Rounds (CLR's). Expenditures were budgeted appropriately. There were no drastic overages or shortages in funding for this activity.

Integrate Tier 1 PD with the PLC process. Expenditures were budgeted appropriately. There were no drastic overages or shortages in funding for this activity.

Continue to review student data to identify low performing students and create a plan to provide intensive interventions for them within the classroom. Expenditures were budgeted appropriately. There were no drastic overages or shortages in funding for this activity.

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 is a school wide smart goal, on the 2022 CAASPP/ESA 3, the percent of students scoring "Standards Met" and "Standards Exceeded" (combined) in ELA will increase from 66% to 71% and in from 41% to 55% Math.

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 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

By the end of the year, 70% of all 12th grade students will meet a-g requirements by decreasing D and F rate.

By May 1, 2021, Tier 1 team meets monthly to review behavior data and monitor PBIS implementation for total of 9-10 meetings in the school year.

Identified Need

Per the class of 2020-21 data, Students meeting A – G requirements increased by 8% (65.3%).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monitor D and F rates in Math at each six week grading period.	At the six week mark 32% of 12th graders had at least one D. At the six week mark 13% of 12th graders had at least one F.	By the end of the year, 70% of all 12th grade students will meet A-G requirements by decreasing D and F rate.
Discipline data	SMART Goal Checkpoint 1: 3 Tier 1 team meetings (October 30) SMART Goal Checkpoint 2: 4-5 Tier 1 team meetings (January 30) SMART Goal Checkpoint 3: 9-10 Tier 1 team meetings (May 1)	Decrease in top three behaviors

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

Counselors will develop a progress monitoring process to ensure students are meeting A-G requirements.

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)

24896

Source(s)

General Fund
0001-0999: Unrestricted: Locally Defined
Counselors will develop/improve protocols to progress monitor student's work towards meeting A - G requirements. Looking at proactive practices to ensure student success.

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

Data chats and Collaborative Learning Rounds with core departments and foreign languages.

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)

30000

Source(s)

General Fund
0001-0999: Unrestricted: Locally Defined
Funds will be used to provide release time for teachers to participate in these data chats and provide insight to the instructional leadership team.

30000

General Fund

	0001-0999: Unrestricted: Locally Defined Funds will be used to provide release time for teachers to participate in CLR's and to meet and plan based on the feedback they get from these opportunities.
40000	General Fund 4000-4999: Books And Supplies materials to be purchased based on feedback from Data Chats and CLR's that would be used to improve instruction.

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

Create signage that labels school wide expectations within each location of campus (I.e. front office, center ice, library, bathrooms, etc.)

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)
5000	General Fund 1000-1999: Certificated Personnel Salaries Time sheets, release time, sub coverage, planning time
25000	General Fund 4000-4999: Books And Supplies Purchase materials to support school connectedness
9121	Lottery: Instructional Materials 0000: Unrestricted Copies, printing
4000	Activities – General Fund 4000-4999: Books And Supplies Supplies for rallies, assemblies, events

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implementation of Tier 2 PBIS: Postive Reward System, TFI administration

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)
10000	General Fund 0000: Unrestricted Tier 1 and Tier 2 expenses for PBIS Implementation
10000	General Fund 4000-4999: Books And Supplies Purchase PBIS materials (books supplies tech)
5000	General Fund 4000-4999: Books And Supplies Release time to participate in TFI and cost of subs

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)
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Strategy/Activity 6

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)
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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.

Communicate, revise, refine and hold tight PLC system structures which are in alignment to district initiatives. Full Implementation. Provided instruction and experiences that will expand student engagement, knowledge in the classroom through holding tight those expected outcomes as outlined by the district vision. Time sheets, release time, substitute coverage, planning time given to PLC's who requested additional time. Teachers will receive more focused professional development specifically in online learning resources in order based a survey administered by selected consultants. In an effort to analyze the effectiveness of instruction for academic success and use of engagement strategies for all students. Full Implementation. Time sheets, release time, planning time, substitute teachers coverage given for additional professional development as well as to observe the use of strategies in the classroom.

Craft master schedule while keeping the need to lessen prep periods for teachers in order to increase collaboration within the PLC. Full Implementation. Administration worked collaboratively with the instructional leadership team to ensure that more teachers had a prep period and/or common prep. Increase technology to gather data, and create innovative instructional lessons as well as provide whole staff PD on approaches to using technology to transform instruction. Full Implementation. Time given to staff regarding the uses of technology. District provided all Science and English classes with a set of computers.

Establish, manage and evaluate intensive tiers of support and ensure its effectiveness. Full Implementation. Data was analyzed to assist with teacher instruction and to assist with determining appropriate school wide interventions. Additional time given for PLC planning. Provide training and expand sections for co-teach collaboration model. Partial Implementation. Time sheets, substitute coverage, additional planning time, release time given for collaboration teachers to plan. More time needs to be scheduled and given to collaboration teachers. There is also a need for additional training as the number of sections offered has increased. We will continue to work on scheduling within our SPED department so that we can maximize support being offered to students with learning disabilities. Increase A-G completion rates. Full Implementation. Use of data will assist in evaluating A-G completion. Increased the use of technology and PD for teachers.

Increase AP sections and exam test takers. Partial Implementation. Release time to collaborate and develop standards based assessments/lessons for all students were given to staff. Release time given to staff so they may attend professional development. Counselors identified the course(s) that students are interested in enrolling. Provided funds for training to AP teachers. Provide multiple opportunities for students to develop self efficacy through such things as creative, collaborative engaging instruction. Partial Implementation. Strategically recruited teachers from various disciplines to tutor after school. Utilized AVID tutors to assist with lunch and after school tutoring. We also utilized AVID tutors to support Math classes by pushing in students and using the tutorial model inside math classes. Would like to see more students systemically utilize this service. Students will receive more real life training, exposure to real life training to prepare for college and career preparation through academies. Partial Implementation. CTE pathways are increasing as ROP classes are increasing to complete these pathways.

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

The glaring difference is the additional funds available to us as a result of ESSER funds made available this year and over the next 3 years. As a team we have decided that one good use of these funds is to ensure we offering not only credit recovery but content recovery to our students. We will use some of these funds to offer those options and to train our staff on how we can offer them to our students and ensure they are successful in them.

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.

School will keep the goal and its strategies/activities so that continued progress can be made within this area.

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

All students are prepared 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

Goal 3

On the 2022 CAASPP/ESA 3, the percent of students scoring "Standards Met" and "Standards Exceeded" (combined) in ELA will increase from 66% to 71% and in Math will increase from 41% to 55%.

Identified Need

All students and staff.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Review CAASPP and ESA Data	List CAASPP baseline here from Leadership Charge	List Leadership Charge expected outcome here

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 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Create a master schedule that provides opportunities for students to be college and career ready.

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)
34000	AVID

	5800: Professional/Consulting Services And Operating Expenditures Support for students to ensure they are a-g eligible and college ready.
10000	General Fund 2000-2999: Classified Personnel Salaries Timesheets to work on master schedule coordination.
43000	ESSER III 1000-1999: Certificated Personnel Salaries Courses offered during zero period (for no credit) to proactively intervene and support students with unsatisfactory performance in courses, giving students in every grade the opportunity to move forward in their A-G completion and/or CTE pathway completion.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Update and replace outdated/broken materials around campus that directly impact student groups and programs.

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)
70000	General Fund 0001-0999: Unrestricted: Locally Defined Purchase materials and repair facilities that directly impact student groups and programs.
15000	Band – General Fund 4000-4999: Books And Supplies Repair and replace instruments and equipment
20000	Sports – General Fund 4000-4999: Books And Supplies Repair and replace athletic equipment

Strategy/Activity 9

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.

Create signage that labels expectations within each location of campus (i.e. front office, center ice, library, bathrooms, etc.). Expectations explicitly explained by teachers. The effectiveness of this will be reviewed when examining discipline data checks at PBIS meetings. There will be a need to revisit positive reward system, to determine systematic supports offered by school staff. We are looking to add 5 Star as a rewards system.

Websites/Classrooms will be visited to see that tier one is in place. Daily walk throughs are communicated with teachers by admin.

Conduct our first internal TFI prior to the November data chat.

Conduct our second internal TFI prior to the April (approximately 6-8 weeks prior to data chat/external visit).

Professional Development

Include PBIS into staff development and meetings (i.e. positive rewards, teaching expectations, managing problematic behaviors, stakeholder involvement, etc.)

Refresh Tier 1 PBIS team and begin constructing our Tier 2 team.

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

Communicate, revise, refine and hold tight PLC system structures which are in alignment to district initiatives. Expenditures were budgeted appropriately. However funds for teachers to receive more focused professional development on top of the district provided PD are sparse.

Craft master schedule while keeping the need to lessen prep periods for teachers in order to increase PLC Involvement. Expenditures were budgeted appropriately. We were over on FTE's per Human Resources Department; however, we were able to show them that this overage was a need

based on the school's population increasing. Timesheets to work on master schedule coordination were not needed.

Increase technology to gather data, and create innovative instructional lessons as well as provide whole staff PD on approaches to using technology to transform instruction. There were no drastic overages or shortages in funding for this activity or to work on master schedule coordination.

Establish, manage and evaluate intensive tiers of support and ensure its effectiveness. There were no drastic overages or shortages in funding for this activity.

Provide training and expand sections for co-teach collaboration model. There were no drastic overages or shortages in funding for this activity.

Increase A-G completion rates. Use of data will assist in evaluating A-G completion. There were no drastic overages or shortages in funding for this activity.

Increase AP sections and exam test takers. There were no drastic overages or shortages in funding for this activity. to work on master schedule coordination.

Provide multiple opportunities for students to develop self efficacy through such things as creative, collaborative engaging instruction.

Students will receive more real life training, exposure to real life training to prepare for college and career preparation through academies, CTE pathways, ROP classes and all courses offered. There were no drastic overages or shortages in funding for this activity.

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 3 will be re written as a SMART Goal. Annual outcomes, metrics, or strategies/activities will be revised to support the rewritten SMART Goal. Based on stakeholder feedback and progress with this goal the recommendation is to continue to keep the goal and it's strategies/activities so that continued progress can be made within this area.

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	\$0
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	\$835,651.00

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 II Part A: Improving Teacher Quality	\$46,480.00

Subtotal of additional federal funds included for this school: **\$46,480.00**

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 (\$)
	\$0.00
Activities – General Fund	\$4,000.00
AVID	\$34,000.00
Band – General Fund	\$15,000.00
District Funded	\$404,154.00
ESSER III	\$43,000.00
General Fund	\$259,896.00
Lottery: Instructional Materials	\$9,121.00
Sports – General Fund	\$20,000.00

Subtotal of state or local funds included for this school: **\$789,171.00**

Total of federal, state, and/or local funds for this school: **\$835,651.00**

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 II Part A: Improving Teacher Quality	46,480.00	0.00
Lottery: Instructional Materials	9,121.00	0.00
Activities – General Fund	4,000.00	0.00
Band – General Fund	15,000.00	0.00
Sports – General Fund	20,000.00	0.00
General Fund	259,896.00	0.00
AVID	34,000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Activities – General Fund	4,000.00
AVID	34,000.00
Band – General Fund	15,000.00
District Funded	404,154.00
ESSER III	43,000.00
General Fund	259,896.00
Lottery: Instructional Materials	9,121.00
Sports – General Fund	20,000.00
Title II Part A: Improving Teacher Quality	46,480.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	24,121.00

0001-0999: Unrestricted: Locally Defined	154,896.00
1000-1999: Certificated Personnel Salaries	493,634.00
2000-2999: Classified Personnel Salaries	10,000.00
4000-4999: Books And Supplies	119,000.00
5800: Professional/Consulting Services And Operating Expenditures	34,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
4000-4999: Books And Supplies	Activities – General Fund	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	AVID	34,000.00
4000-4999: Books And Supplies	Band – General Fund	15,000.00
1000-1999: Certificated Personnel Salaries	District Funded	404,154.00
1000-1999: Certificated Personnel Salaries	ESSER III	43,000.00
0000: Unrestricted	General Fund	10,000.00
0001-0999: Unrestricted: Locally Defined	General Fund	154,896.00
1000-1999: Certificated Personnel Salaries	General Fund	5,000.00
2000-2999: Classified Personnel Salaries	General Fund	10,000.00
4000-4999: Books And Supplies	General Fund	80,000.00
0000: Unrestricted	Lottery: Instructional Materials	9,121.00
4000-4999: Books And Supplies	Sports – General Fund	20,000.00
0000: Unrestricted	Title II Part A: Improving Teacher Quality	5,000.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	41,480.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	450,634.00

Goal 2	193,017.00
Goal 3	192,000.00
Goal 6	0.00

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
- 5 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Randal Buoncristiani, Ed.D.	Principal
Danielle Tribe	Classroom Teacher
Trevor Harden	Classroom Teacher
John Youngblood	Classroom Teacher
Cletus Ganschow	Other School Staff
Micaela Soriano	Other School Staff
Bill Glass	Parent or Community Member
Katherine Chynea Ahyou	Parent or Community Member
Melissa Roberts	Parent or Community Member
Johnny Patino	Parent or Community Member
Jeff Fassbinder	Secondary Student
Erica Collins	Secondary Student
	Parent or Community Member
	Secondary Student
	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

see attached

English Learner Advisory Committee

Other: PTSA

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 4/6/2022.

Attested:



Principal, Randal Buoncristiani, Ed.D. on 4/6/2022

see attached

SSC Chairperson, Cletus Ganschow on 4/6/2022

Chino Valley Unified School District

Chino Hills High School

Parent and Family Engagement Policy

2022-2023

School Policy Engagement:

Chino Hills High School recognizes that **parents and family members are their children's first and most influential teachers** and that continued **parental engagement in the education of children contributes greatly to student achievement and conduct**. Chino Hills 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** the requirements of Title I and 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, in the planning, review, and improvement of its Title 1 programs and parent and family engagement policy and school-parent compact. The school will offer a flexible number of meetings and provide, if requested, parents' opportunities for regular meetings to participate in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible. The parent and family engagement policy and school-parent compact will be posted on the school website and distributed to all parents through regular means of communication.

Shared Responsibilities for High Student Academic Achievement:

The staff of Chino Hills High School in consensus with research-based practices knows that the education of its students is a **responsibility shared between 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 set forth 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** with the goal of supporting 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 Hills 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 by grade or department level of 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 as possible. The school-parent compact will list district and school improvement goals and describe the "in the classroom" and "at home" strategies for teachers, parents, and students to implement Chino Hills High School's **goals will include a school improvement goal in these three areas: English Learners, one academic area, and one non-academic area**. 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. Annually the school-parent compact will be updated by staff and parents, based on formal and informal data. 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 Hills 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, and all staff members will work effectively with our diverse families. Chino Hills High School will make sure to involve parents by providing links to teachers' Google classrooms, sending out grade notifications every six weeks, and directing parents to various resources available to them at the district level.
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, annual conferences, reports on student progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities will be provided to parents and family members. Chino Hills High School will utilize ParentSquare and Aeries Communication to make sure parents stay well-informed about a variety of events at the school site level. ELAC meetings will provide both Spanish and Mandarin interpretation so even parents who struggle with English have ways to participate. Additionally, because all teachers use Aeries Gradebook and Google Classroom, parents can view upcoming assignments and assessments.
3. **Volunteering.** We will expand the recruitment, training, and recognition of family and community volunteers; we will provide opportunities for families and community members to contribute from home, the workplace, and other community-based sites. Chino Hills High School will commit to reaching out to parents to participate in PTSA, School Site Council, ELAC and LCAP. Chino Hills High School also has an extensive network of athletic boosters who help out with everything from football games, to dances, to running the food stand at various events.
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. Chino Hills High School will not only provide the aforementioned Google Classroom and Aeries communications, but also provide all students with a Chromebook and internet hot spot for students. This way parents can monitor at-home learning and connect with the teacher as needed. Additionally, the school site has short-term independent study resources for students who might not be able to attend school for any length of time.
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 child's educational experiences and comply with state and federal laws and regulations pertinent to family engagement. Chino Hills High School will provide opportunity and access to parents who wish to participate in school organizations. In addition to the ELAC, SSC, PTSA, and LCAP groups, all four administrators have an open-door policy that allow parents to reach out directly with questions or concerns.
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 Hills High School provides several opportunities for community engagement. Although Covid has made volunteering more

challenging, our on-campus organizations (HSA, BAHT, AVID) often partner with local groups and businesses to provide services and learn a few skills along the way. Many of our clubs also prioritize community engagement through elementary tutoring programs.

Building Capacity for Parent Engagement

The Chino Hills High School 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 children
- provide materials and training to help parents work with their children to improve their children'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 children
- distribute information related to school and parent programs, meetings, and other activities to the parents of participating students in a format and, to the extent practicable, in a language the parents understand
- provide such other reasonable support for parental engagement activities under this section as parents may request

Accessibility

Our school, Chino Hills High School and our LEA 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.

(revised 2021-2022)

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

***ELAC Meetings** offer support for parents of English Language Learners (English Language Advisory Committee).

***AP Preview Night** provides parents and students information on accessing advanced courses (Advanced Placement) for college and career preparation.

***College and Career Fairs** provides parents and students with opportunities to plan for post-secondary success.

***Parent/Teacher/Student Conferences** are available for students not meeting proficiency in classes.

Social-Emotional Development and Growth

***Parent Partnership Events** provide parent education opportunities.

***Booster and Parent Organizations** offer opportunities to support your child's extracurricular interests and leadership development.

Volunteering Opportunities

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

Communication about Student Learning

Our school is committed to regular two-way communication with families about their children's learning. Some of the ways parents and teachers communicate all year are:

- **School to Home**
 - newsletters
 - school website
 - school marquee
 - frequent progress monitoring
- **Home to School**
 - school agendas
 - email
 - parent-teacher meetings
 - participate in "activities to build partnerships" (see above)

www.chinohillshigh.com

Chino Valley Unified School District

SCHOOL-PARENT COMPACT for STUDENT ACHIEVEMENT 2022-23



9th through 12th Grade

FOCUS FOR STUDENT SUCCESS

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

CHINO HILLS HIGH SCHOOL

16150 POMONA RINCON RD.

CHINO HILLS, CA 91709

(909) 606-7540

Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

All students are provided a high-quality teaching and learning environment in the classroom setting.

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

All students are prepared for college and career beyond graduation.

School Goals

Academic

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

Non-Academic

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

English Learner

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

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

Academic Goal

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

Non-Academic Goal

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

English Learner Goal

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

At Home

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

Academic Goal

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

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

Non-Academic Goal

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

English Learner Goal

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

At home, I will reinforce classroom learning by:

***Providing a structured study time.**

***Supporting the school behavior standard of PRIDE (Passion, Respect, Integrity, Determination, Excellence).**

Student Learning Activities

Activities students will do to support their learning:

*Seek tutoring from school-sponsored tutoring programs.

*Keep in contact with school counselors; meet, email or speak with counselor at least one time per year.

*Come to class prepared, motivated and excited to learn new information.

*Follow the school behavior standard of PRIDE (Passion, Respect, Integrity, Determination, Excellence) in the classroom, on campus and during school activities.

ENGLISH LANGUAGE ADVISORY COMMITTEE (ELAC) MEETING 4 4/26/22 2:45 P.M.
SIGN - IN SHEET

PRINT NAME	FIRST NAME	SIGNATURE	EMAIL ADDRESS	STUDENT NAME
Lee	Derek	Derklee		Derek Lee
Bagnoli	Nancy	Nag Bae	nancy-bagnoli@chino.k12ca.gov	N/A
Lopez	Christine	Chry	christine.lopez@chino.k12.ca.us	N/A
Maganu	Fernando	Fernando - M.S		
Liao	Jewel	Jewel	z.liao@stu.chino.k12.ca.us	LeBron James
Strington	Stephanie	Stephanie	stephanie.strington@chino.k12.ca.us	
Ganschow	Cletus	Cletus	cletus_ganschow@chino.k12.ca.us	
Zhou	Liyi	Liyi	lzhou@stu.chino.k12.ca.us	Zhou
Maganu	Luis	Fernando		
Mortaga	Maria	Maria	Maria-mortaga@chino.k12.ca.us	N/A
Tu	ERIC	ERIC	ERIC@RYLINK.COM	PUHAN PENG

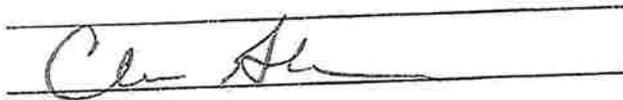
CHINO HILLS – SCHOOL SITE COUNCIL MEMBERS 2021 - 2022

Date 4/6/22

SIGN IN SHEET

Administrator

Randal Buoncristiani



Cletus Ganschow

Certificated Staff

Danielle Tribe (Year 2)



Trevor Harden (Year 1)

Open (Year 1)

Classified Staff

Micaela Soriano



Parent/Community Representatives

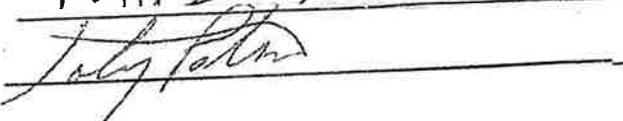
Katherine Chynea Ahyou (Year 2)



Billy Glass (Year 2)

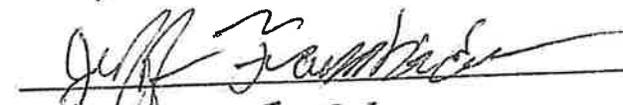


Johnny Patino (Year 1)



Student Representatives

Jeff Fassbinder



Erica Collins



Alternative/Other Attendees

