



# **CHINO HIGH SCHOOL MID-CYCLE PROGRESS REPORT**

**5472 Park Place**

**Chino, CA 91710**

**Chino Valley Unified School District**

**April 2020**

**Accrediting Commission for Schools  
Western Association of Schools and Colleges**



## Acknowledgements

Our utmost gratitude is given to everyone that is a part of the greater Chino High School community. Our school is a cornerstone to the City of Chino and the community is a close-knit one that is rich in tradition and heritage. We are thankful to the alumni, even generations ago, that look to Chino High School as a place of pride and we strive to keep that pride enduring. Your continued faith in and support of this institution fosters the greater Chino High School Family of Cowboys. Your loyalty and contribution is foundational to our success.

To our community business partners and volunteers that so graciously participate in school events, fundraisers and donate money to numerous Chino High School causes, your generosity does not go unnoticed. Many of our business partners are former Chino High School students and your ongoing support of our student's academics and extra curricular activities affords our students access to incredible opportunities they might not otherwise have. Thank you.

To the administration, thank you for your leadership and guidance through this WASC process – your flexibility and willingness to allow staff the freedom to create a document that speaks to who we are reveals the trust and confidence you have in your staff. We thank you for your support, especially in these past few years, where there has been so much personal loss of students, faculty, and extended Chino High School family. These have not been easy years, but you uplifted us and maintained the course through it all.

To the faculty, counselors, and staff your dedication in and out of the classroom is integral to the emotional, behavioral, and academic success of our students. So many of you give your time, your money, your talents, skills, and yourselves to ensure Chino High School students are presented with quality education and relationships. Your contributions and commitments through this WASC process were integral to ensuring we had a transformative document to present to the WASC Visiting Committee. Your cooperation and input was invaluable to this process and we should be a staff emboldened with pride over what we have accomplished and as we look to the future.

To the WASC Steering Committee and its leadership, thank you for your willingness to work above and beyond on behalf of Chino High School to usher in a new era of collaboration with all stakeholders and for setting the stage for data-driven decision making. Behind you stood the Department Chairs and PLC Chairs working diligently to bring our greatest challenges and areas of success to the forefront. We extend our gratitude to you for embodying what it means to be change agents and to be thought of as leaders on our campus.

To our parents, we know many of you are alumni of Chino High School and are invested in this school. Thank you for standing shoulder to shoulder with the faculty, staff, administration, custodians, and everyone else that contributes to the betterment of our school. We acknowledge you are the first teachers your children experience and it is a pleasure to work in conjunction with you.

To our students, you are the heart and soul of our school – Chino High School exists and continues for you. We thank you for the creativity, humor, insight, grit, and energy you bring to this place. Every day you teach us. You are Chino High School's legacy and we are so proud of you.

And, as always, "Go Cowboys!"

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## I: Student/Community Profile Data

- An updated student/community profile that includes the following: a brief, general description of the school and its programs; the school's vision, mission, and learner outcomes; student and faculty/staff demographics; and student achievement data for a three-year period.



### Description of Chino High School and its Programs

#### History of the City of Chino

Little known to residents, the City of Chino has a rich history that reflects several major events that have occurred in California. Chino was first inhabited by the Tongva Indian tribe and after the arrival of the Spanish in California, Chino was included in the lands of the Mission San Gabriel Arcangel which was established on September 8, 1771. The mission divided its land into *asistencias* or sub-missions for management purposes, and Chino's lands were used for grazing horses and cattle to aid the mission's self-sustainability.

After Spain lost California following Mexico's War of Independence in 1821, the missions in California became secularized in 1841. Chino was part of the land grant of Rancho Santa Ana del Chino made to Don Antonio Lugo by the Mexican governor of Alta, California. During the Mexican-American War in 1848, the Battle of Chino was fought near the present-day border between Chino and its neighboring city Chino Hills. After the war, California became part of the United States and the Rancho Santa Ana del Chino lands passed to the descendants of Don Lugo. During this time, Chino became a stop for people heading to California's gold rush and the Butterfield Overland Mail stage stop was built near Euclid and Pine Avenues for those traveling by stagecoach along the southern trail from St. Louis to Los Angeles to San Francisco between 1857 to 1861. The stop was reopened after the Civil War under the new management of the Wells Fargo Stage Company until the trans-continental railroad was built and stage lines were no longer profitable.

The land was then bought by Richard Gird in 1881, a successful silver miner who had recently arrived from Tombstone, AZ. In 1887, Gird subdivided the land and created the town of Chino. Gird convinced the Oxnard brothers to build a sugar beet factory in the new town one block South of the intersection of Central and Chino Avenues. Its opening on August 20, 1891 attracted hundreds of workers and their families to work there. Much of Chino Valley was planted in sugar beets and the factory became the largest sugar processing factory in the state. With the building of the factory, a railroad was needed to carry factory equipment and goods for stores into Chino. Also the railroad was needed to carry refined sugar and produce out of Chino. The railroad line was built as a loop from the Southern Pacific tracks in Ontario and Pomona to Chino.

The Chino Land and Water Company purchased Richard Gird's land in 1901 and attracted land buyers from around the world who used the land to grow walnuts, sugar beets, alfalfa, grain, corn, potatoes, tomatoes, strawberries, apples, peaches, and apricots. In 1910, Chino incorporated into a full-fledged city. The city thrived, but there were changes; a notable one was the sugar beet factory on the intersection of Central and Chino Avenue closed in October 1917 when the price of sugar beet seeds became too expensive to be profitable. Fortunately, with the influx of other sources of farmland production, canneries opened to can the produce grown there. Shortly thereafter, dairy farmers, many who were ethnically Dutch, started to move into the area with the dairy industry winning awards for production in the 1930's and using innovative techniques of sanitation. Chino would eventually become the largest milk producing community in California, which was the largest milk producing state. To improve the economic situation in Chino in the 1930's, the city agreed to the building of the Chino Institution for Men. It was completed in 1941 and is the second largest employer in the city after the Chino Valley Unified School District. The California Institution for Women has existed in its current location since it moved from Tehachapi in 1952. However, it only became a part of the City of Chino in 2003 through annexation of unincorporated San Bernardino County land.

The Chino community played a part in the war effort during World War II by supplying canned produce to the troops. The Chino Airport was known as Cal Aero Field at the beginning of World War II. Cal Aero Academy was one of the first civilian flight schools and was contracted by the Army Air Forces after the start of the war to train Army Air cadets. The academy trained 10,365 fighter and bomber pilots in Chino during World War II. The academy closed October 16, 1944. After the war 34,000 war planes had to be disposed of and 1,900 of them were flown to Cal Aero Field. The fields around the airfield were used for parking the planes until they could be sold or dismantled and melted down. Chino Airport is currently one of the centers of plane restoration in the country and has two plane museums on its premises.

Due to the growth of Los Angeles during and after World War II, land prices in the greater Los Angeles area increased. This caused dairy farmers to migrate from Los Angeles to Chino. Between 1947 and 1955, the number of dairies in Chino increased by 42%. The dairy industry reached its peak between the 1950's and the 1980's. From the 1960's to the 1980's, as housing and land prices increased in Los Angeles and Orange Counties, many people and industries began moving to Chino. Since the 1980's the increasing land prices have caused the dairy industry to leave the area. Their lands have been developed into houses, apartments, and retail shopping areas. However, Chino has retained the agricultural sector of its economy supplying produce to surrounding markets. According to the city's 2015 financial report, a stable source of revenues for the city is a well-diversified retail, commercial, and industrial sales tax and property tax base.

## Community Facts

Chino is currently a suburban community of 77,983 residents with retail businesses, light industry, farms, and dairies. It is ideally located less than an hour from beaches, mountains, deserts, and large urban centers. The following are facts that illuminate who Chino's residents are, what their living conditions entail, and what the local businesses contribute. (Taken from the United States Census Bureau):

<b>AGE</b>	
Persons under 5, April 1, 2010	6.7%
Persons under 18, April 1, 2010	25.3%
Persons 65 and over, April 1, 2010	7.3%
<b>GENDER</b>	
Female Persons, April 1, 2010	48.6%
<b>RACE/ETHNICITY</b>	
Population per square mile April 1, 2010	2,631.1
White alone, April 1, 2010	56.4%
Black or African American alone, April 1, 2010	6.2%
American Indian and Alaska Native alone, April 1, 2010	1.0%
Asian alone, April 1, 2010	10.5%
Native Hawaiian and Other Pacific Islander alone, April 1, 2010	0.2%
Two or More Races, April 1, 2010	4.6%
Hispanic or Latino, April 1, 2010	53.8%
White alone, not Hispanic or Latino, April 1, 2010	27.8%
<b>SERVICE AND ORIGINS</b>	
Veterans, 2011-2015	3,913
Foreign Born Persons, 2011-2015	22.2%
<b>HOUSING</b>	
Land area in square miles, April 1, 2010	29.64
Housing units, April 1, 2010	21,797
Owner-occupied housing unit rate, 2011-2015	67.6%
Median value of owner-occupied housing units, 2011-2015	\$348,400
Median selected monthly owner costs with a mortgage, 2011-2015	\$2,129
Median selected monthly owner costs without a mortgage, 2011-2015	\$472
Median gross rent, 2011-2015	\$1,385
Households, 2011-2015	20,149
Persons per household, 2011-2015	3.45
Living in the house 1 year ago, percent of persons 1 year +, 2011-2015	79.5%
<b>EDUCATION AND LANGUAGE</b>	
Language other than English spoken at home, percent of persons age 5 years +, 2011-2015	44.1%
High school graduate or higher, percent of persons age 25 years +, 2011-2015	77.7%
Bachelor's degree or higher graduate or higher, percent of persons age 25 years +, 2011-2015	20.2%
<b>MEDICAL</b>	
With a disability, under age 65 years, 2011-2015	5.6%
Persons without health insurance, under age 65 years, 2011-2015	14.7%
<b>WORKFORCE</b>	
In civilian labor force, total, age 16 years +, 2011-2015	56.3%
In civilian labor force, female, age 16 years +, 2011-2015	59.1%
Total accommodation and food services sales, 2012, (\$1000)	127,699
Total manufacturers' shipments, 2012, (\$1000)	1,465,107

Total merchant's wholesaler sales, 2012, (\$1000)	3,872,870
Total retail sales, 2012, (\$1000)	1,188,894
Total retail sales per capita, 2012	\$14,831
Mean travel time to work (minutes), workers age 16 years+, 2011-2015	33.5
Median household income (in 2015 dollars), 2011-2015	\$72,872
Per capita income in the past 12 months (in 2015 dollars), 2011-2015	\$22,502
Persons in poverty, 2012	11.6%
All firms, 2012	7,436
Men-owned firms, 2012	3,933
Women-owned firms, 2012	2,335
Minority-owned firms, 2012	4,887
Non-minority-owned firms, 2012	2,074
Veteran-owned firms, 2012	470
Nonveteran-owned firms, 2012	6,574



### History of Chino High School

In May 1897, a bond was passed by the citizens of Chino to form the Chino High District and to build additional rooms as a second story to the existing brick Central School building on the corner of 10<sup>th</sup> and B Street. Two of the rooms were designated for use as a high school. The first class graduated in 1900 and Chino High School would remain the only high school in Chino until the Don Antonio Lugo High School was built in 1972. In 1908, because of the rapid growth in population, the school board approved the building of a new high school building and a \$40,000 bond was passed. The new Chino High School building opened in 1909 on six acres at Riverside Drive and 6th Street with nine classrooms, a library, auditorium, lunch room, assembly room, gym, teachers' lounge, and offices. Chino High School was

accredited by the University of California in 1910 and expanded by five rooms in 1912. An auditorium was added to the campus in 1923.

After the Long Beach earthquake, in March of 1933, the school was declared unsafe per the Field Act passed by the state legislature on April 10, 1933, which mandated that all school buildings must be earthquake-resistant. A one-story building was then built by the federal Works Progress Administration to replace it. In 1946, segregation of Hispanic students was ended in the school district a year before it was mandated by state law. Although Chino High School was never segregated, many of its Hispanic students had attended the segregated 6<sup>th</sup> Street Elementary School. In 1950, plans were made to move Chino High School to its present site. Two buildings containing ten classrooms and the boys' locker room were built in 1952 followed by the addition of the girls' locker room. From there, the Veterans Memorial Stadium was built in 1953. Students would walk between the Riverside Drive campus and the present 55-acre campus until 1955 when all students and staff were relocated to the new campus which grew in leaps and bounds to include other classrooms, a gym, locker rooms, and sports fields.

In 2017, Chino High School celebrated the 120<sup>th</sup> anniversary of its founding. Proudly, one hundred seventeen classes and six generations of Chinoans have graduated from the school. Many have gone on to higher education, vocational, or professional schools. During the 2015-16 school year, the staff and administration met with school district representatives and an architect to discuss the building of a new Chino High School. The governing board of Chino Valley Unified School District voted to place a \$750 million bond issue on the ballot for the November 8, 2016, election. The voters in Chino and Chino Hills approved it with a 55.93% approval rating. . The groundbreaking ceremony took place on October 23, 2018 with stakeholders looking forward to the up-to-date facilities that include the integration of classroom technology, modern science/engineering labs, and a theater.



### Construction of New High School

The construction project of the new campus for Chino High School is comprised of 180,000 square feet of new building on the existing and fully operational campus currently serving nearly 2,000 students daily. The project has been divided into five phases: zero-four. Phase zero began in the summer of 2018 which consisted of the preparation for the new campus and relocation of the existing varsity softball field and renovation of the varsity baseball field. Phase zero also included the demolition of the little league baseball field, old softball field, weight room and classrooms in the North West corner of campus. Currently, construction is finishing up in phase zero with the batting cages, snack bar and restrooms for the new softball/baseball facility. Phase one has been prepped and is set to begin at the end of 2019. Future plans for the new build consist of a state of the art comprehensive high school, new gymnasium, county special education programs, new performing arts center, new aquatic center, new and increased athletic field space, and maintaining the existing gymnasium.

The new campus will allow existing programs on campus to expand and accommodate more students. Band will have a larger area for instruction and rehearsal, as well as a performance center for concerts. The center can also be leased out for performances from the community. The new gymnasium will have a yoga/dance center, wrestling room, and state of the art weight room for athletics and the physical education department. Science classrooms will have attached laboratory rooms to improve on students learning and engagement. With the addition of facilities, the school will have the resources to implement new programs and enhance existing programs. With the build of the new campus and state of the art facilities, it can be expected that the school climate will also become more positive, creating a conducive environment for student learning.

### **Chino High School Mission Statement**

Chino High School provides students a safe and positive learning environment. Administration, teachers, and staff are responsive to their needs, prepare them to meet graduation requirements, provide the opportunity to enter post-secondary education, and become responsible, productive citizens.

### **Chino High School Vision Statement**

Chino High School is committed to providing excellence in education for all students. The school designs programs and provides learning experiences that promote academic achievement and prepare them for successful entry into post-secondary education and a career. Chino High School provides a safe and productive learning environment in which students are free to communicate effectively and solve problems through critical thinking and multi-leveled experiences within curricular and extra-curricular activities.

Chino High School staff is empowered to develop and utilize innovative methods of teaching to best prepare graduates that are lifelong learners and valuable contributors to society. Through the collaboration of school staff, home and community, every Chino High School graduate is offered the opportunity with access to skills preparing them for the demands of the 21st Century.

### **Chino High A-G Course Offerings**

Chino High School offers a variety of A-G approved courses to suit the diverse and growing needs of the students. Below are the courses offered at Chino High School this year. Course descriptions and current content basis for the classes offered here at Chino High School can be found via the student/community profile data link in Google Docs. The descriptions are sorted based on main subject and are provided through the Chino Valley Unified School District as part of the district course framework.

#### **English Language Course Offerings**

English 9 CP  
English 9 Intensive  
English 9 Honors  
English 10 CP  
English 10 Honors  
English 11 CP  
AP English 11  
English 12 CP  
AP English 12  
Expository Reading and Writing Course (ERWC)  
Creative Writing  
Journalism 1  
Journalism 2  
Library Science  
Publication and Design

#### **Mathematics and Economics Course Descriptions**

Integrated Mathematics I  
Integrated Mathematics II  
Honors Integrated Mathematics II  
Integrated Mathematics III  
Honors Integrated Mathematics III  
Trig/Pre-Calc  
Trig/Pre-Calc Honors  
AP Calculus AB  
AP Calculus BC  
AP Statistics  
Algebra Intervention  
Financial Algebra  
Mathematical Reasoning With Connections (MRWC)  
Economics  
Economics Honors  
Economic Education for Consumers

#### **Science Course Descriptions**

Biology and the Living Earth  
Biology and the Living Earth Honors  
Chemistry in the Earth System  
Chemistry in the Earth System Honors  
Physics  
Physics Honors  
Human Anatomy and Physiology

Human Anatomy and Physiology Honors

AP Biology

AP Chemistry

AP Environmental Science

AP Physics 1

AP Physics 2

**History, Psychology, and Social Science Course Descriptions**

US History CP

AP US History

World Civilizations CP

World Civilizations Honors

US Government

AP Government

AP Human Geography

Psychology 1

Psychology 2

AP Psychology

**Modern Languages Course Descriptions**

Spanish 1

Spanish 2

Spanish 3

Spanish 3 Honors

AP Spanish 4

AP Spanish 5

French 1

French 2

French 3 Honors

AP French 4

**Health and Physical Education Course Descriptions**

Health

PE 9

PE 10 – 12

Band PE

Athletic PE

Modified PE

Pageantry PE

PE Yoga

**AVID and Leadership Courses**

AVID 9

AVID 10

AVID 11

AVID Seminar

AVID Tutor

Leadership

Peer Leadership

Advanced Peer Leadership

### **Visual and Performing Arts Courses**

Band Wind Ensemble  
Band Percussion Ensemble  
Concert Choir  
Dance Prop Production  
Jazz Ensemble  
Intro to Theatre  
Advanced Theatre  
AP Studio Art  
Art Fundamentals  
Cartooning  
Digital Imaging 1  
Digital Imaging 2  
Digital Video 1  
Digital Video 2  
Draw/Paint 1  
Draw/Paint 2  
Graphic Design  
Three Dimensional Design  
Intro to Design  
Visual And Performing Arts (VAPA)  
Web Design

### **Academy and ROP Courses**

ROP Criminal Justice 1  
ROP Criminal Justice 2  
ROP EMR  
ROP Forensic Science  
ROP Sports Medicine  
Computer Applications  
International Food (Int Foods) (CHOMP)  
Law, Justice & You (LJPS)  
Keyboarding and Document Processing  
Mock Trial (LJPS)  
Work Experience

### **ELD Courses**

Emerging ELD  
Expanding (Exp) ELD A  
Expanding (Exp) ELD B

### **Administration and Elective Courses**

Alt Study (ALC)  
Freshman Transition  
The Bible and Its Influences  
Study Skills

## **Chino High Academies, Clubs, and Student Government**

### **Chino High Academies**

Chino High School runs two academies as part of their core class structure: CHOMP for students interested in culinary and hospitality careers and LJPS for students interested in legal, criminal justice, and public service careers.

#### **CHOMP Academy**

The Culinary, Hospitality, Management, Professions Academy (CHOMP) is a school-wide program that is designed to provide students with the academic and technical preparation necessary to pursue high-skill, high-demand careers in the fields of Food Service and Hospitality. The emphasis of the courses includes management skills that can be used over a broad variety of career choices both inside and outside of the culinary and hospitality fields.

The curriculum for the CHOMP academy is established by the National Restaurant Association and the California Restaurant Education Foundation (CREF), who also sponsor field trips for the students. Every student in the academy is also automatically enrolled as a member of the Career Technical Student Organization (CTSO) and the Family Careers and Community Leaders of America (FCCLA).

The academy is structured after an interdisciplinary model, including the core curriculum in History (US and World), English, Science (Biology), Health and Freshmen Transition. The students are divided into teams throughout their time in the academy and work on real world problem solving each semester. Some examples of these real-life workplace scenarios include organizing a holiday meal for the Chino High staff, dances for the SpEd students, and a presentation on a historical topic in culinary and hospitality. The benefits of this project setting are wide, including using technology for research, consulting with industry professionals and collaborating as a team. Students can use their projects to compete at regional, state, and national competitions for awards and college scholarships.

Throughout students' time in the academy, they will hear from a variety of experts in the culinary and hospitality fields who come and speak at Chino High School. In addition, former students from the same programs at Chaffey College and Cal Poly Pomona (our local 2 and 4 year colleges) critique student work and provide valuable feedback for the students, along with encouraging students to take the next step into a college or university program. On the career path, students attend various conferences including the Disney Youth Education Series, the Hospitality Experience in Anaheim and tours of local event venues to assist them in planning their path post Chino High School graduation.

#### **Law, Justice, and Public Safety Club (LJPS) Academy**

The Law, Justice, and Public Safety (LJPS) Academy is a school-wide program designed to provide students with the knowledge and experience in a variety of career fields related to law and justice.

As with the CHOMP Academy, the LJPS Academy is an interdisciplinary group, but with a greater emphasis in Science and Mathematics, including coursework in the three main core sciences (Biology, Chemistry, and Physics), along with electives such as Human Anatomy and Physiology. Additional experiences are provided during field trips, interviews with professionals in the LJPS field, and other first-hand experiences.

In addition to the direct education opportunities students have in the academy, students learn about topics in criminal justice, law, debate, and team building. Most importantly, students in the academy develop a sense of personal responsibility for public safety and social issues in both the Chino community and the world as a whole.

### **Link Crew**

Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. The program trains Juniors and Seniors to be Link Crew Leaders. The Link Crew Leaders are positive role models and help mentor and guide the freshmen to discover what it takes to be successful in high school. Link Crew provides support and guidance from the Link Crew Leaders who have been through the challenges that high school poses and understand the transition can be overwhelming. Our Link Crew program has grown significantly over the last several years. Link Crew currently has 50 trained Link Crew leaders mentoring the freshmen class. Every month, the Link Crew Leaders present a lesson in the Freshmen English classes. The lessons are designed to inspire the 9th graders throughout the year, as well as give them specific tools needed to be successful in high school. Link Crew also puts on regular social activities to facilitate the 9th graders' connections to their Link Leaders and their Link Groups as well as connection to each other as a class. Link Crew Leaders meet regularly to discuss the programs needs and celebrate its successes.

### **Chino High Clubs**

Chino High School has over 30 clubs and programs (including academies) for their students based on their interests both inside and outside of school. Chino High School clubs are an important part of developing motivation in many students to attend school and be active in the happenings on the Chino High School campus.

#### **Advanced Placement Club (AP Club)**

The AP Club is a group on campus with the purpose of offsetting the cost of Advanced Placement exams for a large number of students each year. The AP Club conducts on and off campus fundraising throughout the year. One of the club's most famous fundraisers is its pizza sales that occur on Tuesdays after school from the local Chino pizza restaurant, Pizza Pirates, which is owned by the family of former students.

The AP Club meets at lunch on a monthly basis, and participants reflect on the complete cross-section of student diversity on our campus, including all ethnicities and socioeconomic status. The club has single-handedly assisted 63 students in 2018 and 71 students in 2019 in paying for Advanced Placement exams over the years, but has also had a large impact on the number of students who take AP classes and exams each year.

#### **Art and Honor Society**

The Art Honor Society is a club on campus that supports Chino High School's art class programs and provides a venue to discuss and appreciate art. During their weekly lunch meetings, participating students discuss art history and create works to support the art needs in the community. This includes supporting ASB with back-drops for assemblies, murals for the library, art for teachers' rooms, and administrative offices. The club members also create art to support various ideologies such as PBIS motivational messages on public areas of campus. The club members also have opportunities to participate in field trips throughout the year.

Art Honor Society gives students a venue to serve and socialize with other students that have the similar interest of art. Club members must be of good character, serve by doing community service hours, and study/promote artistic scholarship.

### **Black Student Union (BSU)**

The BSU is a new club that is designed to bring together students of African-American ancestry on campus. BSU is affiliated with the United Black Student Unions of California, and meets at lunch on Tuesdays with the goal to impact the culture of our entire student population at Chino High School.

The BSU holds forums throughout the year on topics in African-American history. This year the club held an after school forum (attended by over 30 students across all campus ethnicities) about the history and use of the “N” word. BSU plans to hold more forums throughout the year. Through the association with the United Black Student Unions of California, additional opportunities for leadership are sought through the club. Also, the BSU attended a field trip to the African-American Museum, near downtown Los Angeles, for cultural enrichment later this year.

### **Chess Club**

The Chess Club meets once a week on Friday and provides a place for students to learn about and to play the game of Chess.. Students of all ethnicities have regular, positive interactions by stressing the fun and critical-thinking challenges of playing each other in competitive chess matches. The club is relatively small, but the students who do participate enjoy the ability to test their skills against other students, both informally, and in small competitions throughout the year.

### **Christians on Campus Club**

The Christian Club is a religion based club with a focus on exploring the Christian faith. The club meets every Thursday during lunch to bring together community faith-based leaders from local churches and organizations to share with interested students the basis of Christianity, with a special emphasis toward teenage issues and concerns. The club is attended by the entire cultural spectrum who hear the positive messages by school approved speakers and leaders.

The club allows students to explore their religious faith and investigate the relationship between the Bible and everyday life. Students also enjoy the free pizza that local organizations donate to each club meeting. The Christians on Campus Club is one of the larger clubs on the Chino High School campus.

### **Club C.A.R.E. (Creating a Respectful Environment)**

Club C.A.R.E. is a new club on campus with the goal to help special needs students become more integrated into campus life by providing activities for these students. The main purpose of the club is to put on a special dance for all moderate to severe special education students on all four high school campus' in the district. The dance usually takes place in February each year.



### **Club Hope**

Club Hope is a mental health awareness club that meets weekly at lunch on Fridays. The main goal of the club is to spread the message of mental health awareness to both students and community members. Club Hope's main goal is to provide a positive and nurturing environment for all students who need support on campus, while erasing the stigma that mental health issues bring. The club is a NAMI (National Alliance on Mental Health) affiliate and runs both workshops and rallies for all students on campus.

The main focus of the club is to provide a five hour educational seminar series to assist students in understanding mental health. Participants of the entire seminar are awarded a certificate at the end of the program. Students leave the program with a better understanding of mental illness, along with the tools to better support those in their lives and the community as a whole who are living with mental illness.

### **Cool 2 B Kind**

The Cool 2 B Kind club is a group where students who have been bullied, or have friends who have been bullied, can find a safe place to express their own stories and help others with bullying prevention. The club meets weekly during lunch on Mondays. The club focuses on spreading an anti-bullying message through participation at school rallies, performing volunteer activities to help support those students who are victims of bullying, and spreading the message of inclusivity across the Chino campus.

### **Debate Club**

The debate club is a new club on campus with the goal of providing a venue for students to debate and practice debate for competitions in Southern California. The club is associated with the California High School Speech and Debate Association who host the state competition for congressional debate each year. The club is currently growing with 10 – 15 active participants and is aiming for their first competition this year.

### **Folklórico**



The Folklórico Club traditionally dances at school functions including rallies and lunch-time performances. The Folklórico Club is one of the most popular art-based clubs on campus with over 60 students trying out for spots on the team. The group is a source of pride for those who are a part of the club and popular part of our school culture.

The Folklorico Club allows students to learn and participate in dancing the traditional Hispanic dance form Baile Folklórico (Folklorico dance). The club holds tryouts at the beginning of each year. The Folklorico club practices after school Monday, Tuesday and Fridays. Members are selected to be teachers and train the new members. In addition to the regular club officers, two photographers are elected to take pictures at performances.

The Folklorico Club is very involved with the community. Their time is donated to the community during the school year at City of Chino special events, such as parades and park events; local religious establishments' yearly fiestas; senior citizens' institutions; and during Chino High School rallies. Día de Los Muertos and Cinco de Mayo are the Folklorico Club's Chino High School special events.

### **French Club**

The French Club is a school-wide club where students have the opportunity to learn about and explore the French culture, including art, culinary, film, and music. The club meets once a week on Wednesdays with a wide racial and cultural cross-section of our school community.

The standout activities for the French Club include a twice-yearly field trip to the COLCOA French Film Festival and the Getty Museum to view French Art.

### **Gender and Sexuality Alliance (GSA)**

The Gender and Sexuality Alliance is a club on campus where everyone is welcome – lesbian, gay, bi-sexual, transgender, queer and questioning (LGBTQQ) students, as well as straight students, and students who do not have a label for their sexual orientations or gender identities.

The GSA plays a vital role in making schools safer for LGBTQ students by providing supportive and accepting spaces to meet, as well as, doing broader organizing work to increase awareness of issues that historically have pertained to gender and sexual orientation. Opportunities are available for students to talk about their feelings, ask questions, and discuss issues they are facing at home, at school, and in their everyday lives.

### **Impact**

Impact is a contemporary dance club with a focus on Hip-Hop style dancing familiar with many students at Chino High School. The activity of this group has varied throughout the past few years, normally meeting together to learn new dances and programs prior to rallies and other events during the year. Impact mainly performs at rallies, but has also performed at special events. For example, a few years ago impact members picked teachers on the campus and taught these teachers to dance, putting on an evening show to fundraise for the group.

Impact's performances are popular with our student body and also provide excellent physical exercise for the student dancers.

### **Journalism**

Journalism is a traditional class at Chino High School that has a club component. In addition to the normal class activities, the class includes visits and presentations from actual journalists working in the field, along with college students currently studying Journalism as a major.

In recent years, the Journalism Club has elected to forego the practice of a traditionally printed newspaper by publishing a technology based version online version at [www.chinolariat.com](http://www.chinolariat.com). Students can also access the Lariat through social media.

The Journalism class generally writes articles and stories for school-wide publications. The club is based on ASB guidelines to help run fundraisers for both equipment and club based expenses. Students are given press passes that allow them access to the campus events they are covering.

### **Law, Justice Public Safety Club (LJPS)**

The LJPS Club supports the LJPS Academy in providing functions and activities for the club members through the goals of the academy. The club meets weekly on Tuesday during lunch and mirrors the demographics of the academy itself, but is open to all students. The main goal of the LJPS Club (outside the academy) is to serve military veterans meals and perform other community service for the community.

### **Leo's Club**

The Chino High School Leo's Club is a community service-based club affiliated with the Lions Club International, through the Ontario-Upland Lions Club Chapter, District 4 – L4. As one of 5700 chapters across the world, Leo's Club focuses on community service that benefits both the local community and parents and families within the community. Currently the Leo's Club is involved in several fundraisers, including a can food drive, working sight clinics for local community members, writing letters to soldiers, and decorating the Lions Club float for the Rose Parade. In addition, the club is involved in a feminine hygiene product collection drive in conjunction with 20<sup>th</sup> District California State Senator Connie Leyva's local office. The club is also fundraising money for a beach cleanup later in the school year.

Leo's Club meets once a week during lunch on Tuesdays. Along with community service, Leo's Club provides opportunities for student public speaking. In addition, speakers from various organizations in the community present volunteer opportunities through the school.

### **Let It Be Club**

The Let it Be Club is a school-wide club with the goal of assisting families and students battling a cancer diagnosis along with other serious illnesses. The club is aligned with the Let It Be Foundation ([letitbefoundation.org](http://letitbefoundation.org)) of Chino and provides supportive care to those students and families in their care. The club includes a wide cross-section of the Chino High School population and meets bi-monthly on Wednesdays at lunch.

The Let It Be Club's activities are varied each year, and include awareness campaigns, holiday and birthday cards, care packages for hospital stays, volunteer work across the community, and an annual 5k run near Mother's Day each year. This club is known for being a starting point for many students' desire to continue community service goals across the community and develop some of our best students at Chino High School.

### **Key Club**

The Key Club is a community service organization that meets weekly during lunch on Tuesday. The main goal of Key Club is to meet the community goals of the International Key Club and the local Kiwanis Club of Chino emphasizing community service with a young adults and children.

Club members mainly provide service tasks for the Chino High School campus, including campus cleanup projects throughout the year. The Key Club also participates in community events in the Chino community.

### **National Honors Society (NHS)**

The National Honor Society is an organization on campus for students who are working on graduating with honors through the Chino Valley Unified School District and who wish to participate in community service. NHS also provides tutoring services for the entire student population with NHS students assisting themselves and other students in the campus community.

To graduate with Honors, students in NHS need to complete certain requirements: having a 3.7+ GPA, completing 30 hours of community service, completing 20 hours of tutoring, passing honors/AP classes in each year of school, exemplary citizenship, and participating in community service projects on and off campus. The students who participate in NHS are some of our school's strongest students and are commonly participants in other school activities including AVID, ASB, and our AP programs.

### **Physics Club**

The Physics Club is a legacy club (not currently active) that focuses on developing an interest in Physics topics through tutoring and projects involving physics both on and off campus. The main goal for the club is both fundraising for the AP exam and the club's yearly trip to Knott's Berry Farm in the spring for Physics Day.

While the club is not currently active, it has been active as recently as last year. It will become active again in response to student interest in the future.

### **Polynesian Club**

The Polynesian Club is a group on campus that supports Polynesian students while also providing an opportunity for all students to explore Polynesian culture. The main club activity is the Polynesian dance team that performs traditional Polynesian dances at rallies and other school functions.

The club welcomes students from the entire student population and meets twice a week after school to get ready for performances on campus. The culminating performance will be on Polynesian Day in May.

### **Solar Cup**



Solar Cup is a program that operates in conjunction with the Metropolitan Water District of Southern California. The goal of the program is to teach students about reusable, environmentally friendly energy sources through direct learning and use of solar power in small boat production. The club meets on an as needed basis, normally Monday, Tuesday, or Wednesday during lunch and after school.

The Solar Cup competition in May involves over 40 schools from across Southern California, normally held at Lake Skinner in the Temecula Valley of California. Over the course of eight months, the Chino team will build a solar powered boat. Following construction, the team will then compete against other

high schools in the region. In addition to boat building and racing, the team submits technical reports on the boat and process in construction of the boat, along with a public service announcement. Chino High's seventh year of competition was the 2019 Solar Cup. The club hopes to continue the tradition of quality alternative energy education, including problem solving, and time management, as well as industrial, mechanical, and electronic design.

### **Seoul Cal (Korean Music Club)**

Seoul Cal is a club with the goal of introducing and discussing current music and culture within the Korean and Asian community at Chino High School. During the club's weekly Wednesday lunch meetings the group members normally listen to a single K-Pop (Korean popular) song or two directly related songs, and discuss the artist, genre, style, or personal likes and dislikes about the music.

### **Spanish Club**

The Spanish Club is one of the oldest clubs on campus. It was established in the school year 1983-1984 with the purpose of introducing students to the Hispanic culture. Over the years, the Spanish Club has traveled to Mexico and attended productions at Universities and theaters such as the Ahmanson and Pantages. Club members have also attended museums including the King Tut tour. We place an emphasis on our members becoming aware of culture in the arts of paintings, and drama.

In addition to cultural awareness, the club provides information and guidance on scholarship opportunities that are available to college-bound Juniors and Seniors.

### **ROX (Ruling our Experiences)**



Rox is an all female club with the goal of empowering young women to increase their self-confidence, motivation, and futures both in and out of school. ROX provides a safe place for young women to discuss issues, concerns, and struggles that are unique to their demographic, including peer pressure, social media influences, and body image concerns.

In addition to the training young women receive in the program, the entire group has opportunities several times a year to work on projects to support the CVUSD school of their choice. In addition, opportunities to

meet in groups for discussion, conferences, and special speakers occur on a regular basis throughout the year.

### **Thespians (Drama Club)**

The Thespians Club is the name of Chino High School's award-winning drama club, with a direct correlation to the class-based student centered theatre program. The club portion meets Wednesdays during lunch and afterschool as needed. The club meet bimonthly usually,, but more often as theater productions are run on campus throughout the year. The Drama Club provides a foundation for students graduating with Theatre Honors through the International Thespian Society of The Educational Theatre Association.

The Thespians Club welcomes a wide cross-section of the Chino High School population. Membership is open to all students at the school, and commonly includes students who are not enrolled in the drama coursework offered on campus. Our Theatre Conservatory averages six to ten productions a year, with over 200 productions in the last thirty years. In 2011, our Chino High School drama program was awarded the Most Inspirational Drama Program by The Educational Theater Association.

### **Trinity Club**

The Trinity Club is a legacy club (not currently active) at Chino High school for students interested in learning about and studying the major tenets and beliefs of the Catholic faith. The club is currently still active based on ASB requirements, but most members have currently folded into the Christians on Campus club.

### **Chino High Student Government and Class Structure**

The Chino High Student Government class serves as an important role in shaping the direction of both the school and the student body of Chino High School. Activities run through ASB, the class officers, and Renaissance serve a wide range and an important role in our school to bring activities, events, and recognition that are a big part of why Chino High School students love being a Cowboy.

### **Associated Student Body (ASB)**

The Chino High Associated Student Body is a student-based club, founded under ED Code Section 48930, as an activities and fundraising body for the school community. ASB is responsible for a wide variety of school-wide activities: from school-wide rallies that occur five times per year (fall, winter, and spring sports and two academic rallies), lunch rallies and activities, school spirit days, and two dances per year -- Homecoming in the fall and Prom in the spring.

ASB is also responsible for monitoring and conducting fundraising through the school, including fundraisers such as after school pizza sales through AP Club, among others. The group is also responsible for the Chino High School ASB card, a discount card that includes discounted or free tickets to sporting events, discounts to dances, and many other benefits.

ASB meets on Thursday during 4<sup>th</sup> period, and currently enrolls students from across the school's total demographic makeup.

### **Freshmen Class**

As the first of our four class groups, the Freshmen class is a club for the freshmen portion of the student population of Chino High School. The Freshman class meets on an as needed basis and normally assists with Prom through fundraising and on campus activities for the freshmen class. Advisers follow the

freshmen students from year to year, raising funds for the Junior/Senior Prom when the current freshmen become juniors.

Another aspect of the Freshman class is to serve as an introduction to leadership and to learn the systems used at the school for both fundraising and running activities. During the Freshman class' year they will elect two representatives, one of which attends the Interclub Council (ICC) meetings each month.

### **Sophomore Class**

As the second of our four class groups, the Sophomore class is the first time students are elected for office directly by the student body of the school. Like the Freshman class, the Sophomore class continues fundraising for the Junior/Senior prom during the year.

### **Junior Class**

As the third of our four class groups, the Junior class is a club for our current Junior class at Chino High School. The Junior class is run by elected officers and meets bi-monthly on Thursdays at lunch. The Junior class' main responsibilities include concessions at home football games and running the fundraising (including down payment) for the Junior/Senior Prom and fundraising for the Prom Expo, a fashion show promoting the latest prom dresses, tuxedos, make-up, and hair styles.

The Junior Class is also involved in several other activities throughout the year, including The Color Run, an annual fitness event through the school and City of Chino (canceled this year due to city factors outside school control), and fundraising activities designed to raise money to help support the Junior/Senior Prom each year.

### **Senior Class**

As the fourth of four classes, the Senior class is a club for the senior students at Chino High School. Like the Junior class, the Senior class has a major role in Senior student activities throughout the year. The officers of the Senior class are elected each year and help coordinate the Senior activities during their term. This year the following activities are being coordinated by the Senior class:

- Senior Sunrise (first day of school, write letters to themselves to be read at the end of the year)
- Senior Luau (BBQ pool party at the beginning of the school year, first week);
- Senior Movie Night
- Senior Sunset (give letter back, end of the year party)
- Senior Field Trip (Six Flags)
- Grad Walk (take graduates to feeder schools for motivation)
- Senior Breakfast (yearbooks, before handout of cap and gown, time capsule, exhume in 10 year class reunion)

For the Senior class, most of the fundraising is brought in through spirit wear, or shirts and sweatshirts sold to seniors throughout the senior year. Generally funds raised for these activities are used to offset the activity cost, lowering cost to the students in the Senior class each year.

### **Interclub Council (ICC)**

The Interclub Council is a body of student representatives, one per club that meets on a monthly basis on the 3<sup>rd</sup> Thursday of the month. The ICC serves as a direct link between the ASB officers and club representatives (designated by each club). During the ICC meetings each club reports their own club minutes and provide direct feedback to ASB on issues regarding their club and its members. ASB also

uses this time to request feedback and suggestions to the entire group about ongoing school activities ran through ASB including dances, rallies, and other student recognition events.

### **Renaissance**

Renaissance is a leadership class directly responsible for working with ASB on a variety of student and staff recognition projects. Projects handled by Renaissance include:

- Student and Staff Recognition, both during rallies and during staff meetings
- Planning and running academic rallies throughout the year (in conjunction with ASB)
- Awarding and recognizing Chino Cowboy of the Week and Student of the Month
- Perfect attendance awards

Renaissance has an important role on campus as both leaders and facilitators of Cowboy Pride throughout our school community. Chino High School has maintained its community partnerships with Chino Human Services, God's Pantry, Teen Center, Police and Firefighters, Rotary Youth Leadership Awards (RYLA), Leo's Club, and our local armed forces recruitment offices.

### **Parent Groups**

In addition to all our student programs, Chino High School has many parent groups that support our students. C.H.A.P.S.S. is the schools Parent Faculty Administration. They raise money through parent donations and offer teacher mini grants, student scholarships, and help for families in need. The Football Huddle group holds fundraisers to support the football program by providing meals to the students before the games and holding their banquet at the end of the season. The Band Boosters hold fundraisers to help pay for competitions that are not local and require tour busses, as well as host competitions at Chino High School. The Sports Boosters hold fundraisers to help all of the additional sports teams that do not have an individual group of parents dedicated to them.

### **Learner Outcomes**

In 2015-16 Chino Valley Unified School District created the Teaching and Learning Task Force designed to help bridge communication between site level stakeholders, and our district office leadership. Consisting of mostly teachers from grades K-12 of various subjects, site level leadership, district office Directors of Curriculum, Assistant Superintendent of CIIS, and our Superintendent Dr. Norm Enfield, the task force develops yearly Areas of Emphasis (AOEs) for sites to focus on in the School Plan for Student Achievement (SPSA); formerly known as the *Single* Plan for Student Achievement. As the Chino High School WASC Action plan is our site SPSA, the AOEs are critical to the development of the site goals and budget allocations.

Chino High School uses a multiple-measure approach for data collection: SBAC scores, student grades including D and F rates, district-developed Essential Standard Assessments (ESAs), student and teacher surveys, and used to drive the discussion and development of our AOE's. Every year Professional Learning Communities (PLCs) on the CHS campus reflect on what is working and what areas need further focus and attention to align towards the School Plan for Student Achievement. Additionally, administration gains feedback from the teachers regarding their comfort level with the AOE's and what (if any) changes, tweaks, or focused actions are needed.

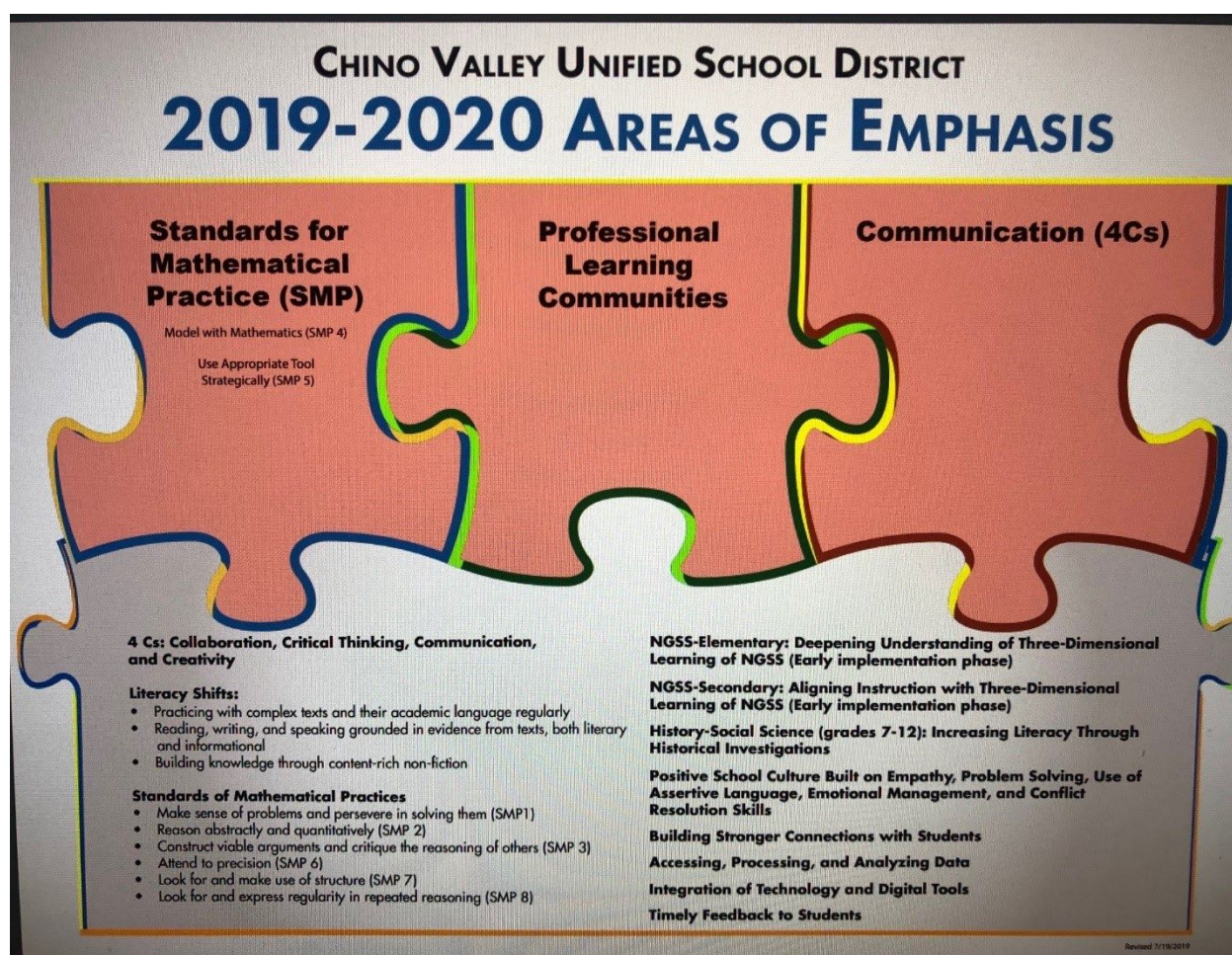
Chino High School's Principal, John Miller, is the high school site leadership representative on the Teaching and Learning Task Force. Throughout the year, Chino High School's staff reviews the

information provided to stakeholders from the task force meetings, provide feedback, and does “deep dive” activities to support implementation during PLC, staff meetings, and PLC release days.

### 2019 - 2020 Areas of Emphasis:

- to further our knowledge and implementation of Professional Learning Communities at all schools.
- to focus on the SMP: Standards for Mathematical Practices 4 (Model with Mathematics) and 5 (Use Appropriate Math Tools Strategically).
- to focus on improved Communication, just one of the district’s 4 C’s: Communication, Collaboration, Creativity, and Critical Thinking

These Areas of Emphasis also encompass and support the Common Core State Standards, ELA literacy shifts, the implementation of Next Generation Science Standards and the 4 C’s. Therefore, our learner outcomes have shifted from ESLRs to proficiency on the district adopted Essential Standards. Proficiency on the Essential Standards are checked three times a year by the district office, via district-wide Essential Standards Assessments (ESAs) and supported by teacher-created Common Formative Assessments (CFAs).



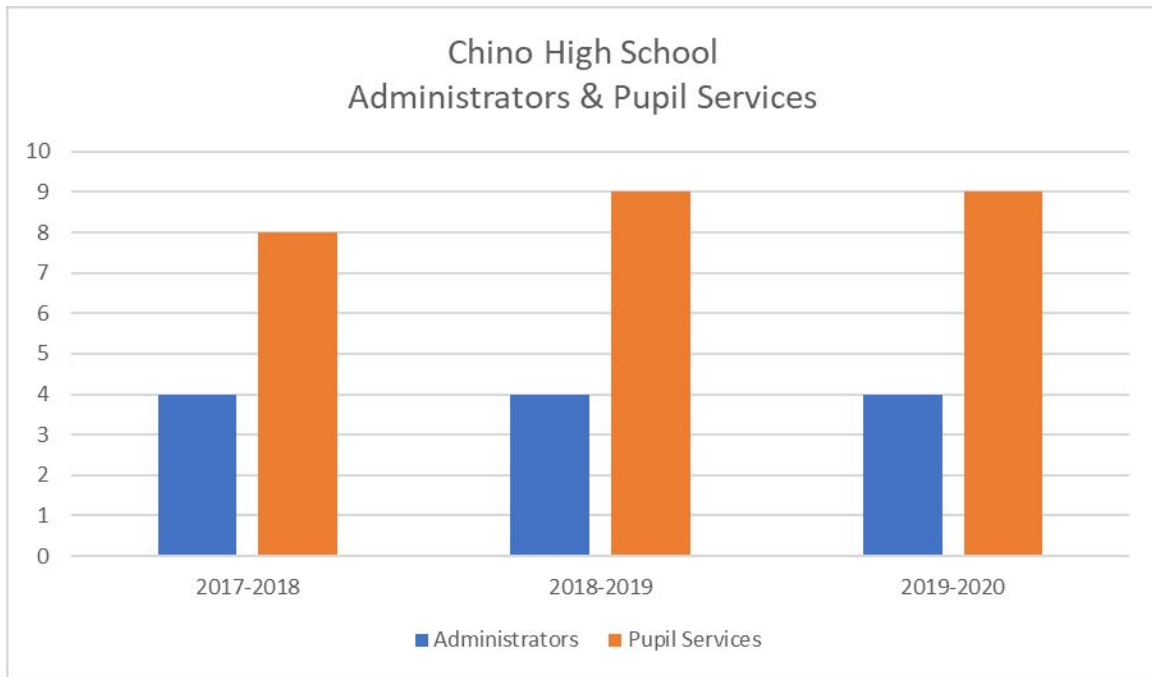
### Faculty and Staff Data



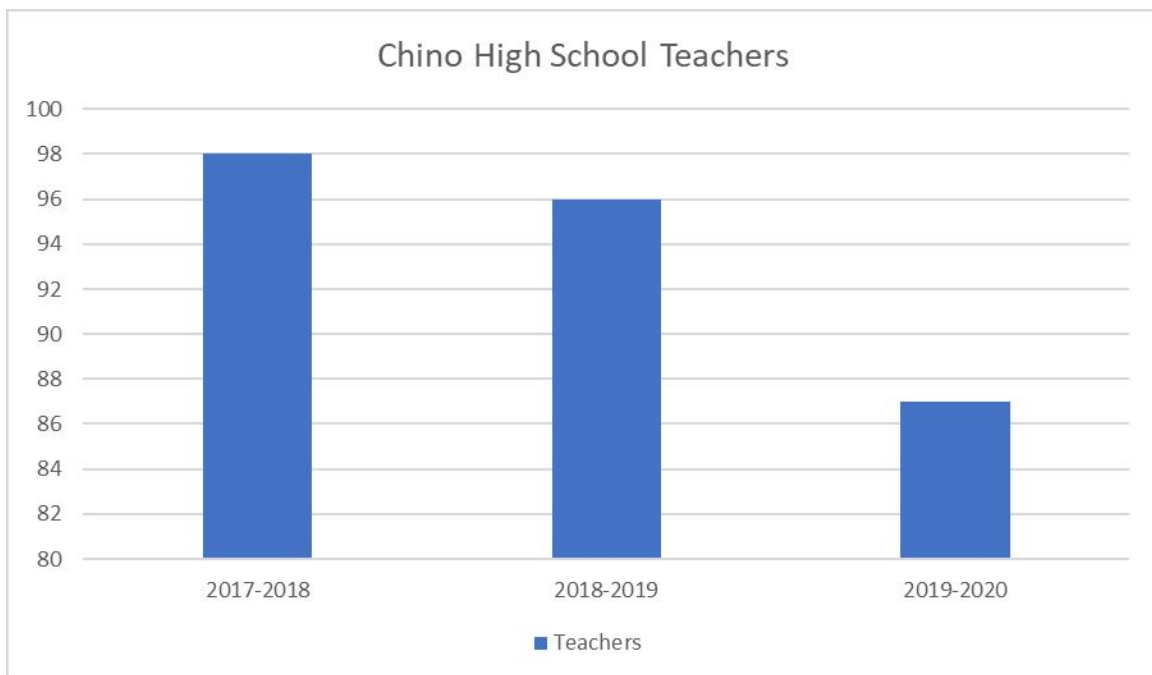
Chino High School currently has 88 certificated personnel and 69 classified staff members. The flux of personnel and classified over the past couple of years has been the result of several teacher retirements.



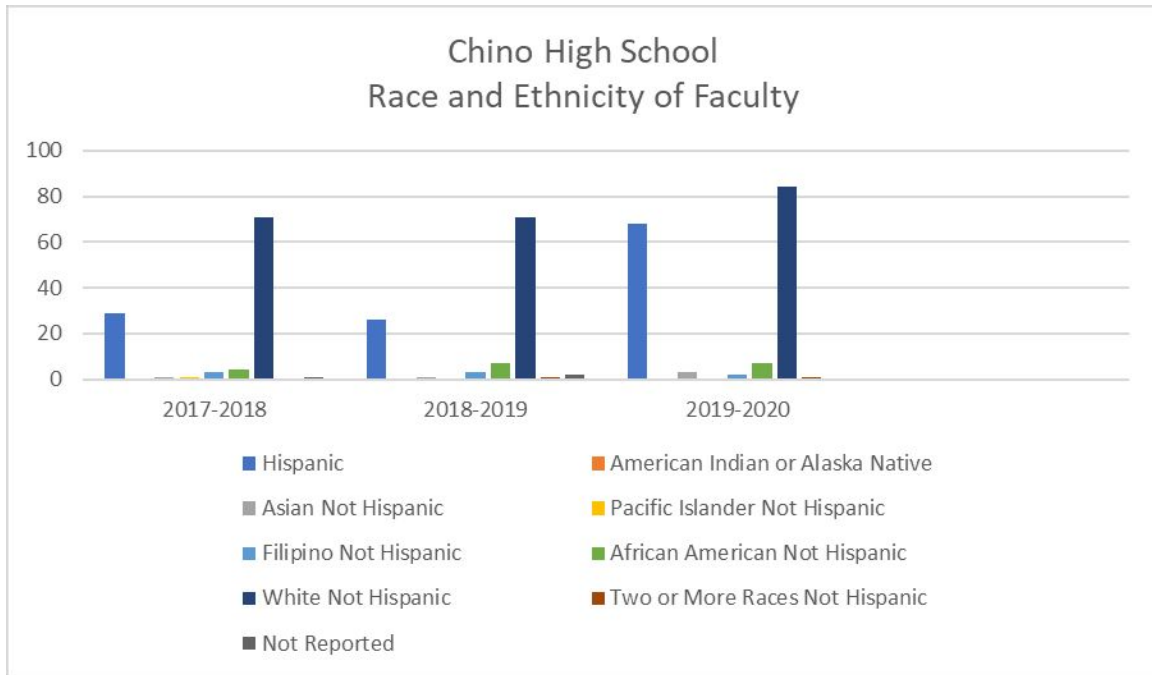
The chart below shows the number of Administrators and Pupil Services at Chino High School over the past several years. Pupil Services includes both School Counselors and School Psychologists who hold the Pupil Personnel Services Credential.



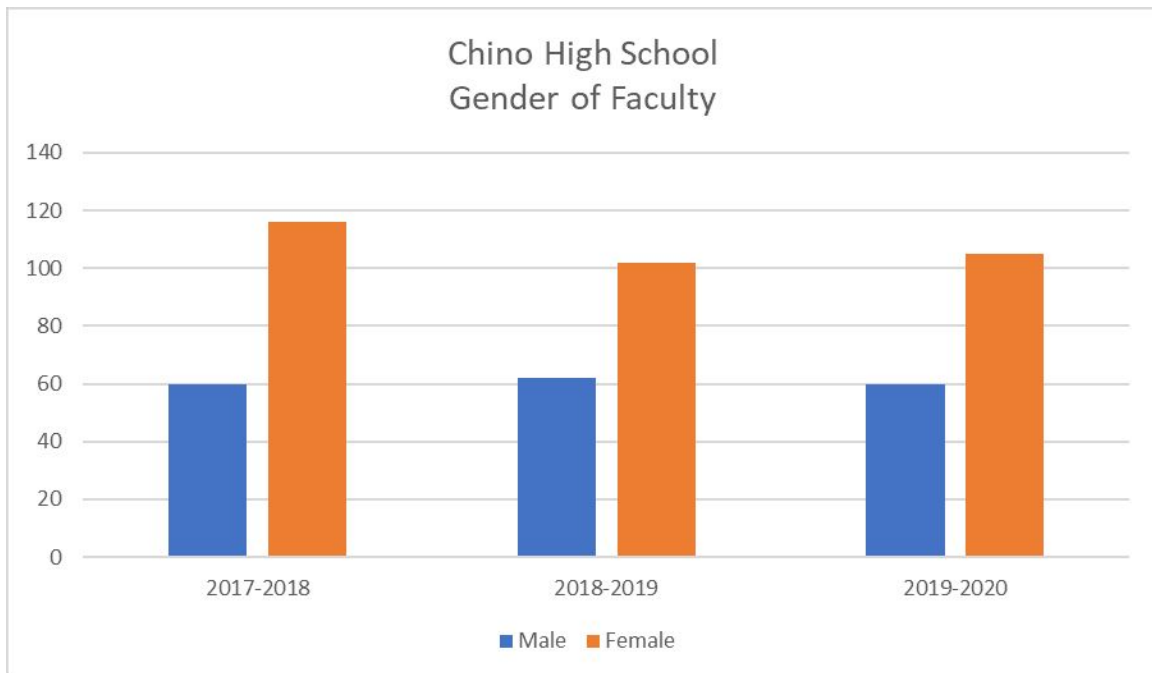
The number of teachers at Chino High School over the past few years can be found below. The drop in numbers has been primarily from retirements and with fewer students the District would not allow administration to replace them.



The ethnicity breakdown of the Chino High School faculty has remained historically consistent.



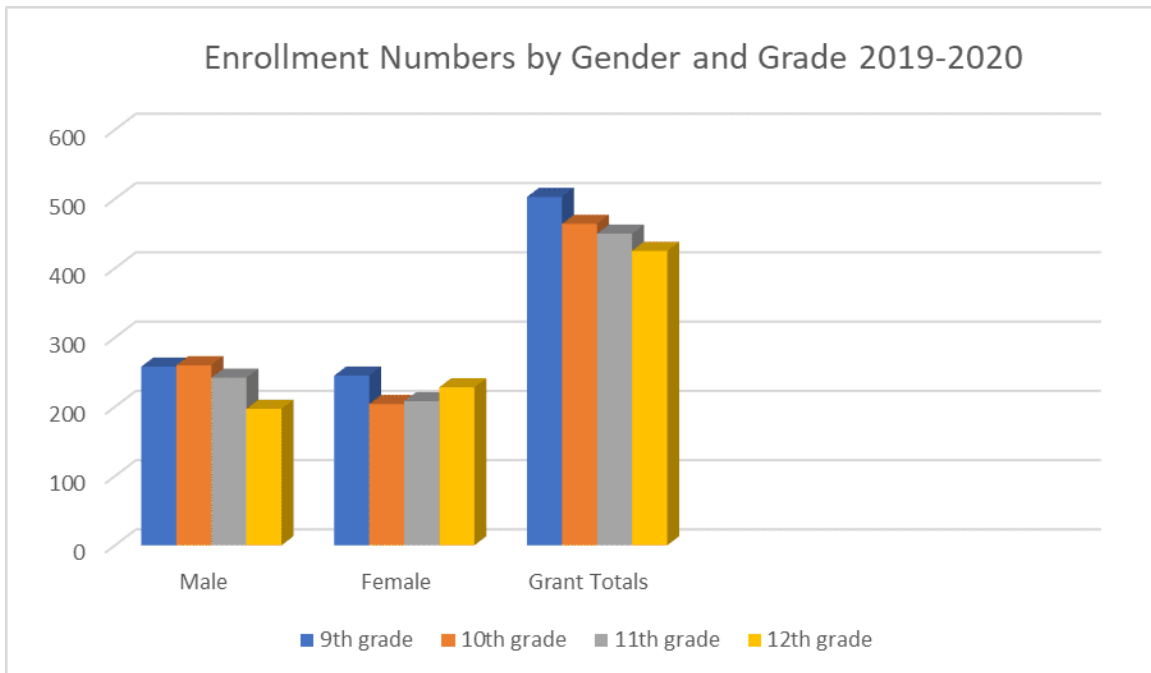
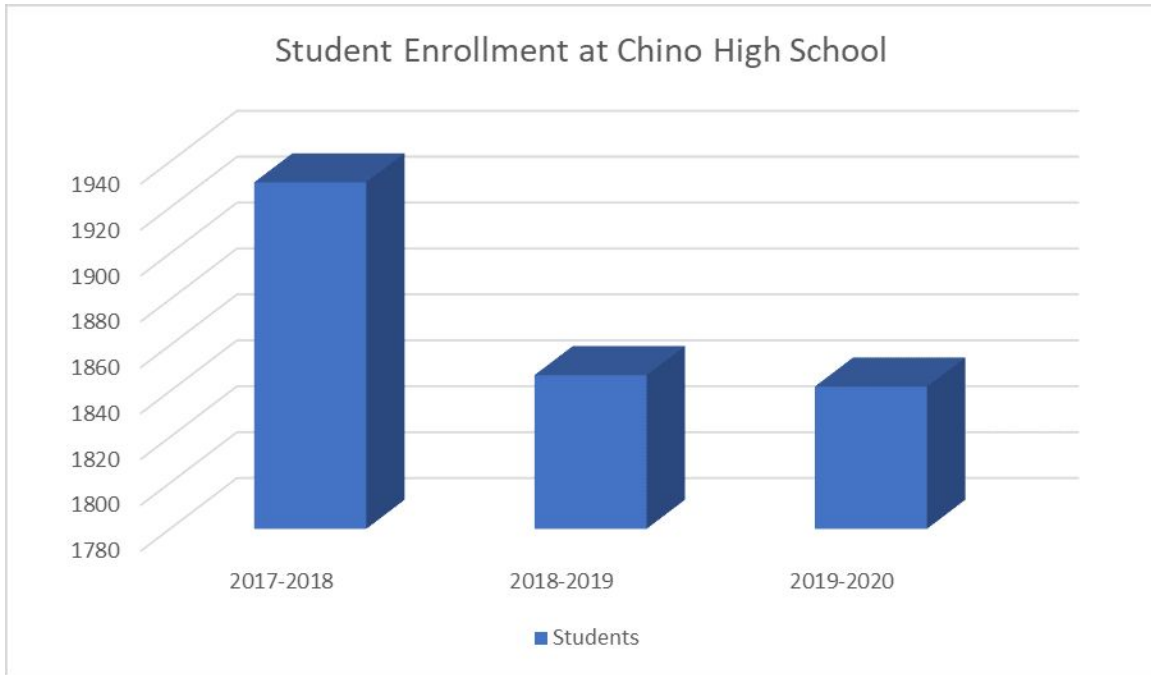
The ratio of male to female teachers has changed due to a decrease in teacher retention. Overall school enrollment has decreased over the past several years.



The chart below represents the overall length of employment at Chino High School for the 2019-2020 school year.

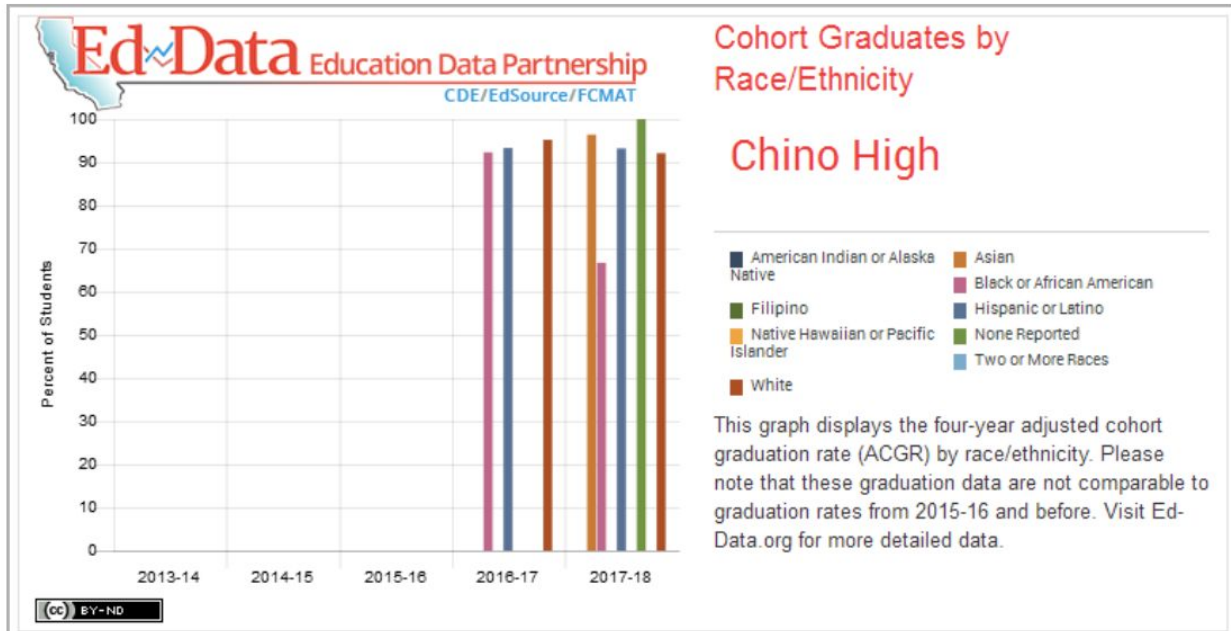
### Student Data

The three year spreadsheet below shows the changing enrollment of students at Chino High School.

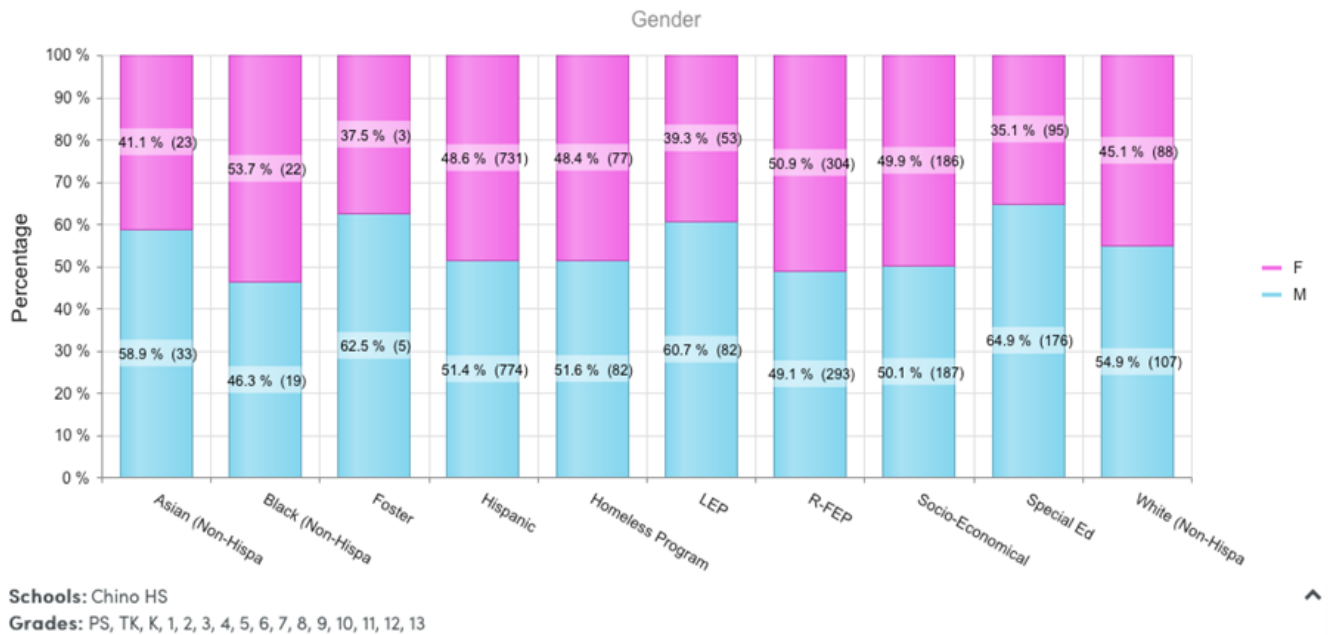


Although the enrollment at Chino High School has declined the past three years, our enrollment of Hispanic and socioeconomically disadvantaged (SED) students has remained our largest groups. The graphs below show the graduates by ethnicity by year and Enrollment by Significant Groups for 2018-2019.

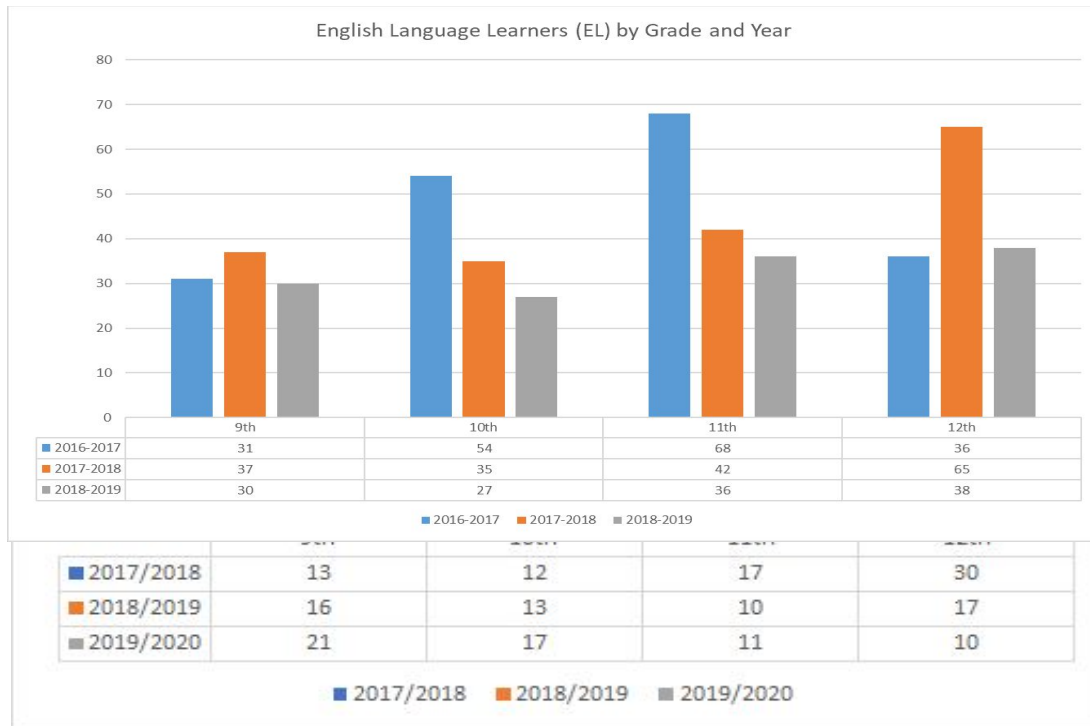
Graduates by Ethnicity by year



Enrollment by Significant Groups for 2018-2019.



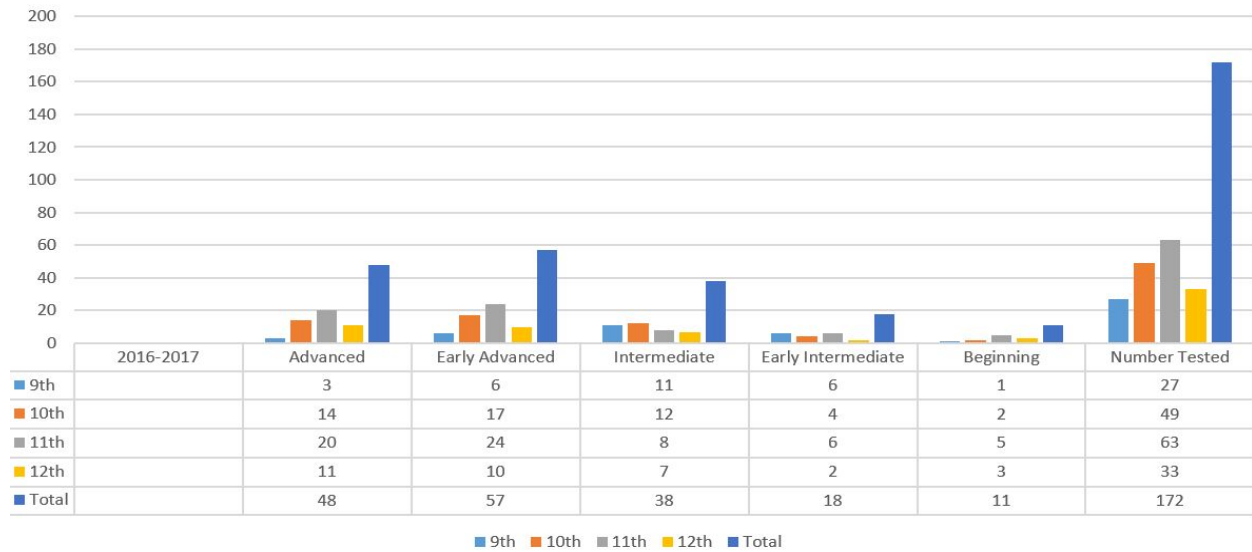
The EL population has comprised about 10% of the students over the past three years; while the GATE population has comprised of about .04% of students.



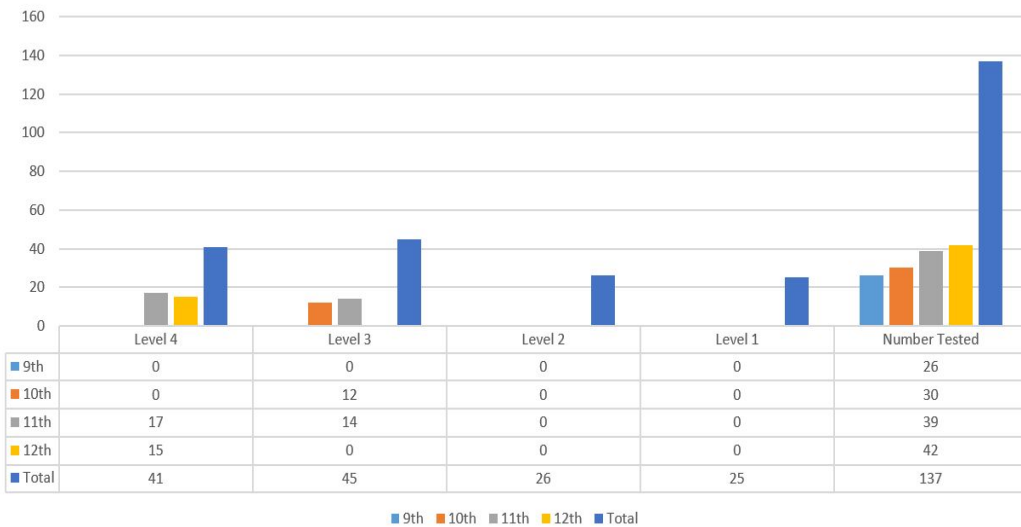
CELDT scores of EL students has consistently been higher in the Advanced and Early Advanced range. CELDT ended on the 2017-2018 school year as districts transitioned to the ELPAC.

2018-2019 ELPAC data has not been posted by CDE.

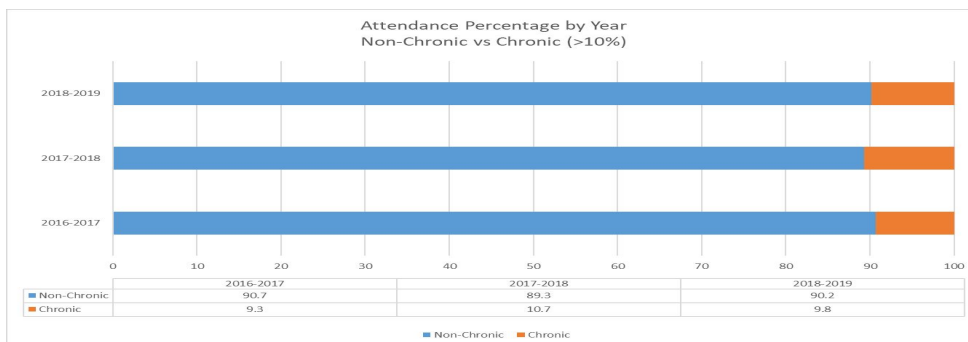
CELDT Scores By Grade 2016-2017



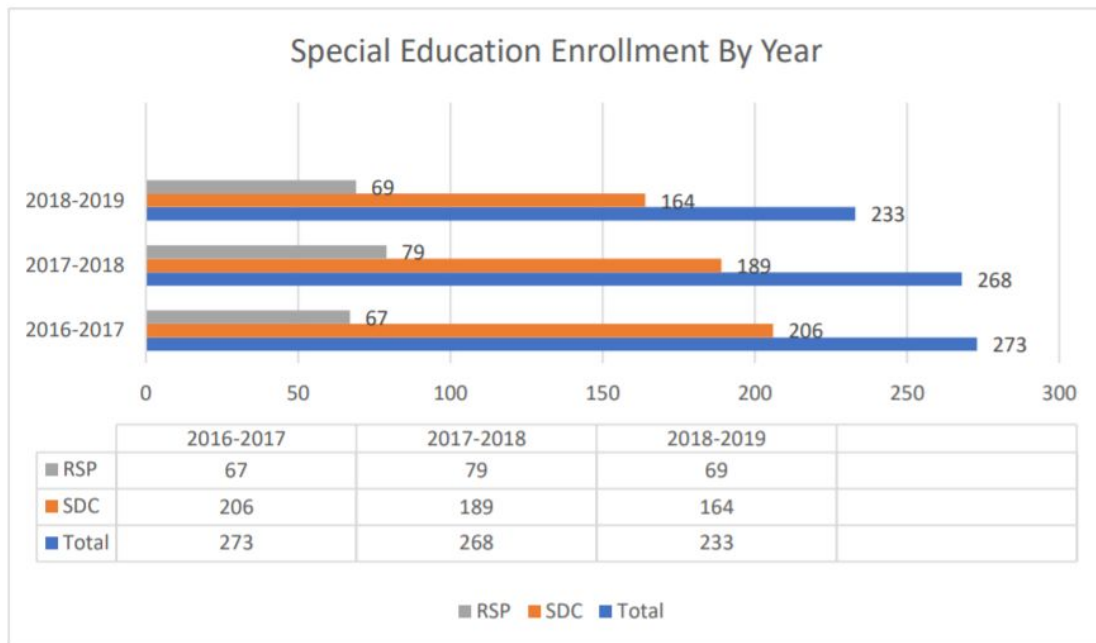
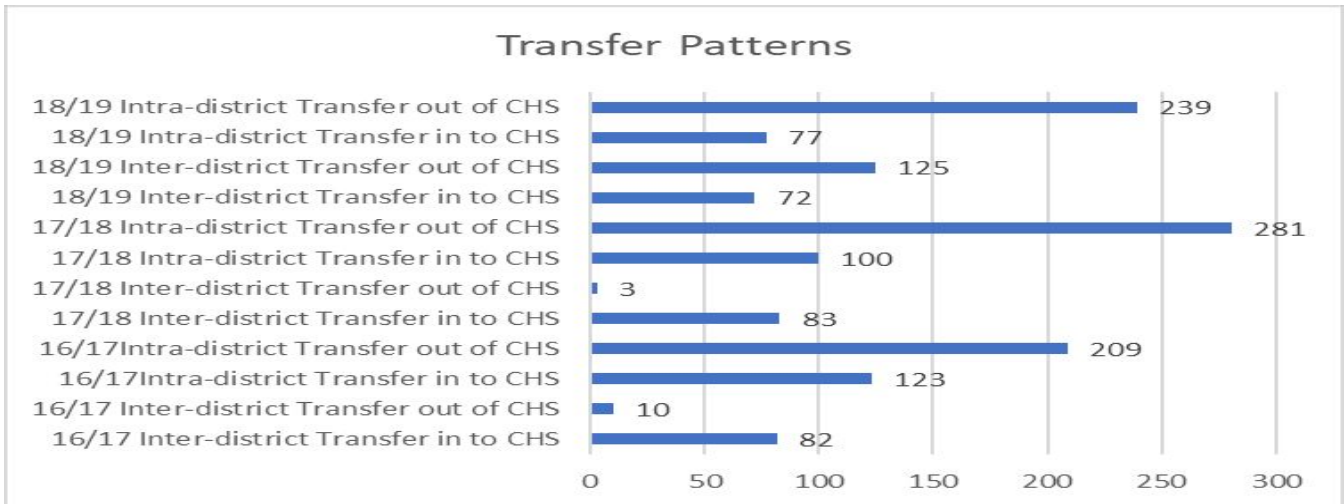
ELPAC Scores by Grade 2017-2018



Chino High School has maintained its percentage of students in class for the last three years. This steady increase in attendance has helped to increase Chino High School funding through ADA.



Transfer patterns for the past three years show that Chino High School received an average of 79 students from outside districts, but transferred out an average 46 with 2018-2019 being the greatest number of students. District transfer data show that Chino High School received an average of 206 students each year, but transferred out an average of 144 students each year resulting in an average net loss of 46 students district wide.

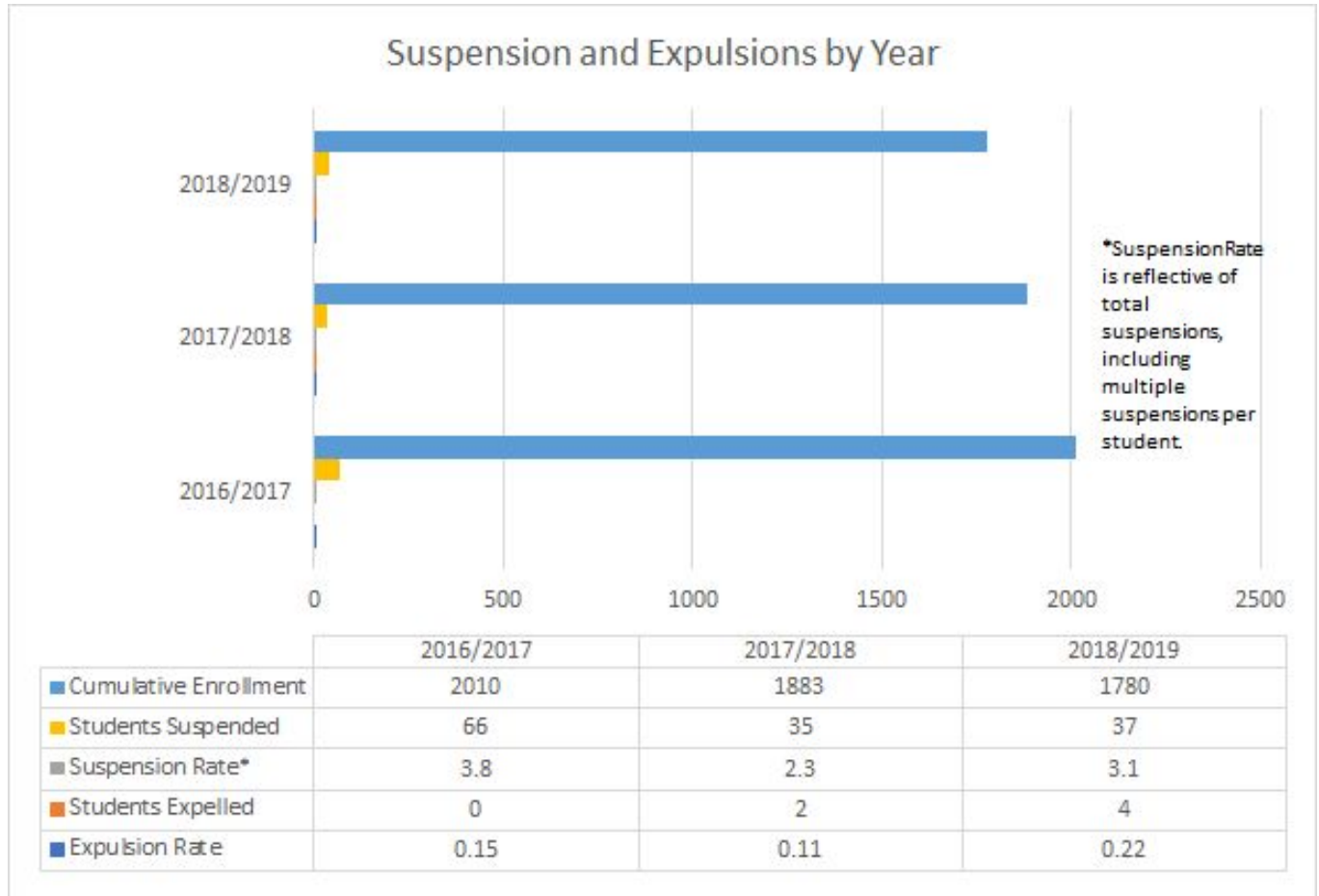


Chino High School has a large proportion of students receiving Special Education services. However, enrollment in the Special Education Department has dropped from 273 students in 2016-17 school year to 233 students in 2018-19.

The number of students with 504 plans has remained relatively low over the past three years. The average number of students with 504 plans equates to about a quarter of a percent of the entire student population over the past three years

## Suspension Rates

The suspension rate at Chino High School has remained under 6% for the three years listed. However, it has increased even though our enrollment has steadily declined. The expulsion rate has remained very low over the same time frame.



**D and F Rates**

The chart below illustrates the students at Chino High School receiving a grade of D or F in relation to the number of students currently taking classes within each subject area. This chart does not disaggregate the demographic information of students who are receiving D's and F's,

**D and F rate overall:****2018****D/F Rate Comparison (Sp. Ed.)****12 Week Grades (F): (50.7%) +/- (-1)**

9th 58.4% +3%

10th 50% +1%

11th 56% -10%

12th 34.5% -8.5%

**12 Week Grades (D): (50%) +/- (+4.5)**

9th 50.6% +2%

10th 50.7% -5%

11th 50% +6%

12th 50% +1%

**2019****12 Week Grades (F):**

9th 44.8%

10th 32.8%

11th 30.8%

12th 27.8%

**12 Week Grades (D):**

9th 44.1%

10th 42.5%

11th 48.1%

12th 37.7%

**D and F rate for ELA:**

2018 Fall semester

**2019 Fall Semester**

<u>Course:</u>	<u>Total % of D's</u>	<u>Total % of F's</u>	<u>Course:</u>	<u>Total % of D's</u>	<u>Total % of F's</u>
ELA 9	58/395 = 14%	74/395 = 18%	Read 180 ELA 9	10 = 11% 34 = 13%	35 = 38% 35 = 15%
ELA 10	53/390 = 13%	41/390 = 11%	ELA 10	42 = 13%	34 = 10.5%
ELA 11	44/374 = 12%	28/374 = 8%	ELA 11	36 = 11%	34 = 10.4%
ELA 12	41/370 = 11%	21/370 = 5%	ELA 12	45 = 14.3%	31 = 9.8%

## D and F rate for Math:

## D/F by Math

IM1: 61 D, 12.7%  
IM1: 133 F, 27.6%

IM2: 56D, 15%  
IM2: 44F, 11.7%

IM 3:47 D, 15%  
IM3: 65 F, 20%

Chino High School  
2018 Fall Semester-Math D, F List

Int Math 1		
Teacher	D's	F's
T1	0.0%	0.0%
T2	12.2%	28.2%
T3	12.7%	23.9%
T4	21.1%	40.4%
T5	17.6%	41.2%
Overall Percentage	15.7%	31.8%
Total Number of Students	73	148

Int Math 2		
Teacher	D's	F's
T1	13.3%	33.3%
T2	13.5%	14.2%
T3	0.0	0.0
T4	19.7%	8.5%
T5	12.9%	18.3%
T6	47.8%	8.7%
Overall Percentage	16.5%	14.3%
Total Number of Students	60	52

Int Math 3		
Teacher	D's	F's
T1	6.7%	20.0%
T2	24.4%	10.0%
T3	0.0%	0.0%
T4	22.6%	40.3%
T5	23.4%	3.1%
T6	22.4%	32.9%
T7	55.6%	0.0%
Overall Percentage	23.3%	20.6%
Total Number of Students	76	67

Int Math 2 H		
Teacher	D's	F's
T1	0.0%	1.0%
Overall Percentage	0.0%	1.0%
Total Number of Students	0	1

Int Math 3 H		
Teacher	D's	F's
T1	4.3%	9.7%
Overall Percentage	4.3%	9.7%
Total Number of Students	4	9

CSU-MRWC		
Teacher	D's	F's
T1	33.3%	9.5%
T2	29.2%	8.3%
Overall Percentage	31.1%	8.9%
Total Number of Students	14	4

AP Calculus AB		
Teacher	D's	F's
T1	5.0%	5.0%
Overall Percentage	5.0%	5.0%
Total Number of Students	1	1

AP Calculus BC		
Teacher	D's	F's
T1	0.0%	0.0%
Overall Percentage	0.0%	0.0%
Total Number of Students	0	0

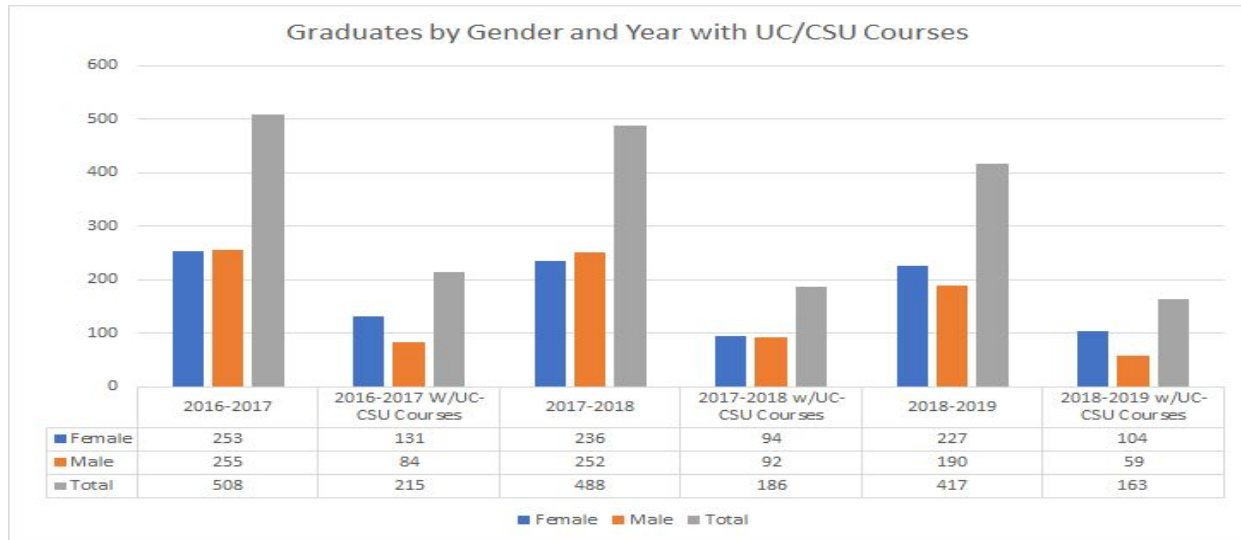
AP Statistics		
Teacher	D's	F's
T1	11.5%	17.3%
Overall Percentage	11.5%	17.3%
Total Number of Students	6	9

Trig/Pre-Cal		
Teacher	D's	F's
T1	9.2%	7.7%
Overall Percentage	9.2%	7.7%
Total Number of Students	6	5

Trig/Pre-Cal H		
Teacher	D's	F's
T1	11.5%	0.0%
T2	21.4%	7.1%
Overall Percentage	15.0%	2.5%
Total Number of Students	6	1

## Graduation Rates

The number of Chino High School students that have graduated during the previous three years with the required UC/CSU courses taken is very low compared to the overall number of graduates. The female student population continues to be slightly higher than the male student population.



Graduates with UC/CSU courses completed at graduation shows that only 39.1% of our students are four-year college ready. Female graduates account for 45.8% of graduates while males account for 31.1% of graduates that are four-year college ready. The overall Cohort dropout rate for Chino High School is very low when compared to the overall graduation rate. Chino has had less than a 10% dropout rate over the past six years, and a 6.2% or less over the past five years.

## 2015-2016 Special Populations

Program Name	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Special Ed Completers	Cohort Special Ed Completers Rate	Cohort Still Enrolled	Cohort Still Enrolled Rate	Cohort GED Completer	Cohort GED Completer Rate
English Learners	93	81	87.1	*	6.5	*	1.1	*	5.4	*	0.0
Foster Youth	*	*	33.3	*	66.7	*	0.0	*	0.0	*	0.0
Special Education	105	92	87.6	*	7.6	*	1.0	*	3.8	*	0.0
Socioeconomically Disadvantaged	406	377	92.9	20	4.9	*	0.2	*	2.0	*	0.0
All Students	562	530	94.3	23	4.1	*	0.2	*	1.4	*	0.0

## 2016 -2017 Special Populations

Program Subgroup	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
English Learners	91	80	87.9%	13	2	3
Foster Youth	*	*	*	*	*	*
Homeless Youth	95	77	81.1%	26	5	10
Migrant Education	*	*	*	*	*	*
Students with Disabilities	66	56	84.8%	6	0	6
Socioeconomically Disadvantaged	435	402	92.4%	153	24	68

## Report Totals

Name	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
<a href="#">Chino High</a>	20	16	80.0%	2	0	1

## 2017 – 2018 Special Populations

Program Subgroup	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
English Learners	70	59	84.3%	13.6%	1.7%	6.8%
Foster Youth	*	*	*	*	*	*
Homeless Youth	94	87	92.6%	23.0%	8.0%	13.8%
Migrant Education	*	*	*	*	*	*
Students with Disabilities	88	72	81.8%	8.3%	1.4%	1.4%
Socioeconomically Disadvantaged	403	373	92.6%	33.0%	9.7%	20.6%

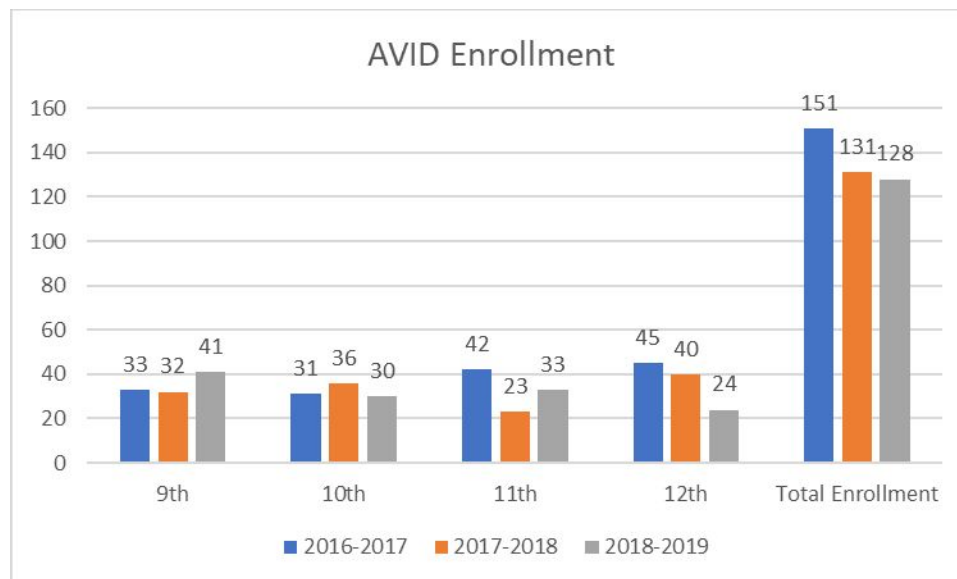
## Report Totals

Name	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
<a href="#">Chino High</a>	523	488	93.3%	38.1%	8.4%	24.2%

**Graduation Rate 2017-2018**

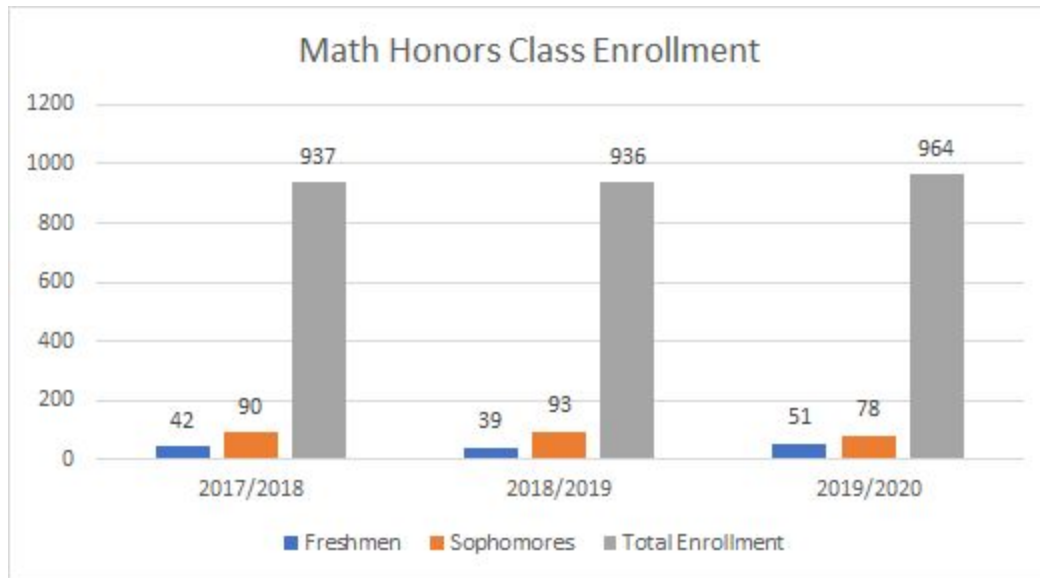
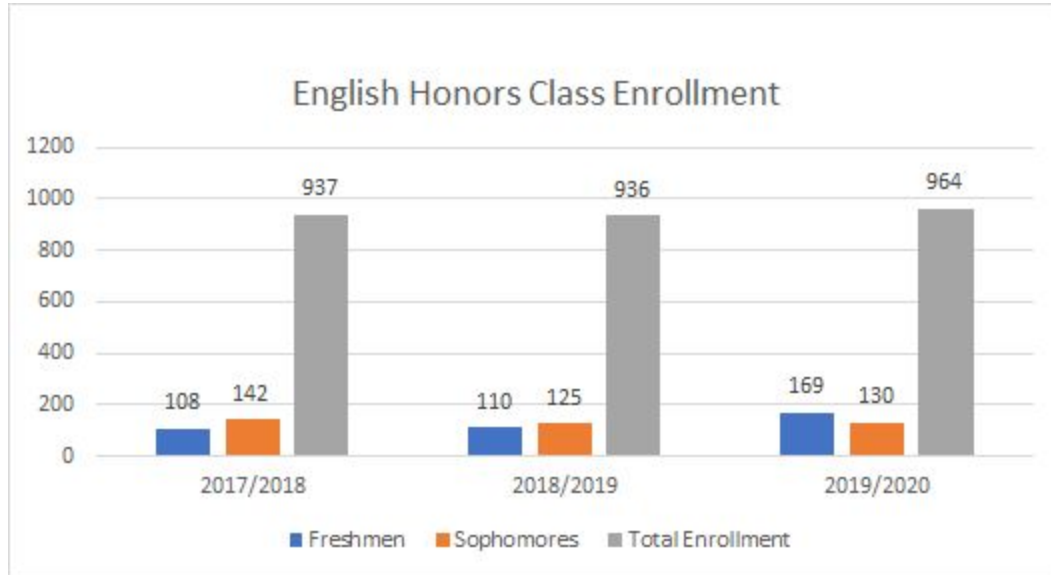
Race / Ethnicity	Cohort Students	Regular HS Diploma Graduates	CHSPE Completers	Adult Education H.S. Diploma	Special Education Certificate of Completion	GED Completers	Other Transfers	Still Enrolled	Dropouts
African American	12	66.7%	0.0%	0.0%	16.7%	0.0%	8.3%	0.0%	8.3%
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	28	96.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.6%
Filipino	*	*	*	*	*	*	*	*	*
Hispanic or Latino	351	93.2%	0.0%	0.0%	1.1%	0.0%	0.6%	1.7%	3.4%
Pacific Islander	*	*	*	*	*	*	*	*	*
White	63	92.1%	0.0%	0.0%	1.6%	0.0%	0.0%	0.0%	6.3%
Two or More Races	*	*	*	*	*	*	*	*	*
Not Reported	*	*	*	*	*	*	*	*	*

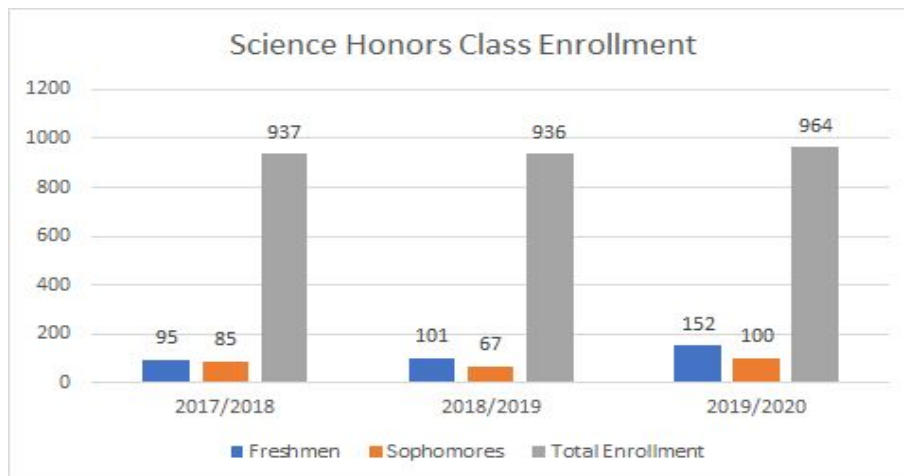
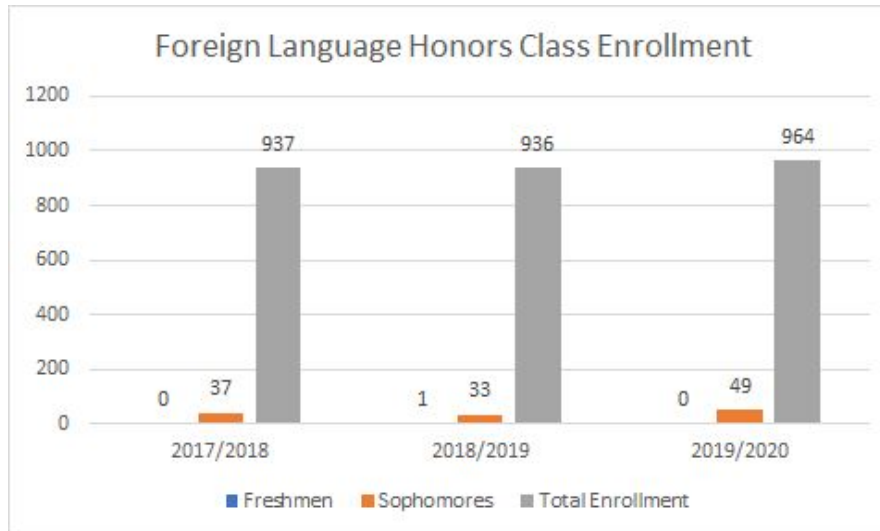
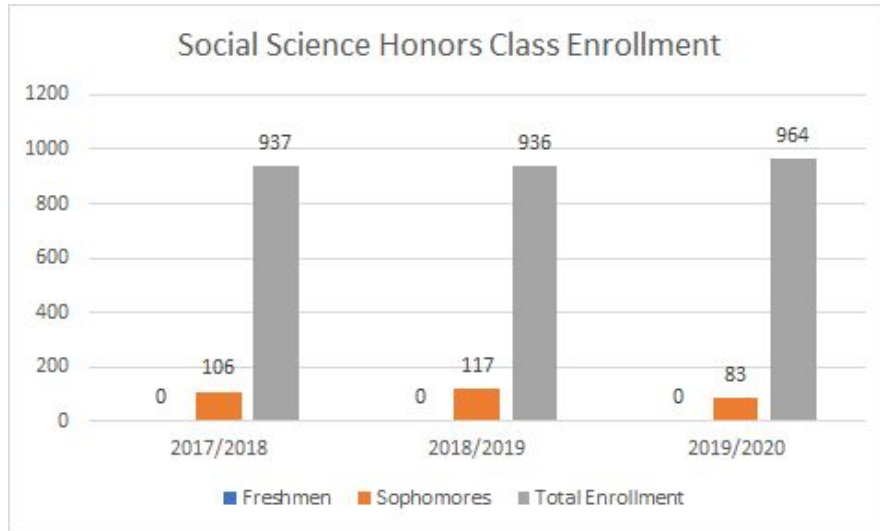
To improve the number of students graduating having met UC/CSU requirements, Chino High School administration has worked extensively with feeder junior high schools and a new core teacher-team on site to grow the AVID program, and increase the rigor for students.



## Honors Enrollment

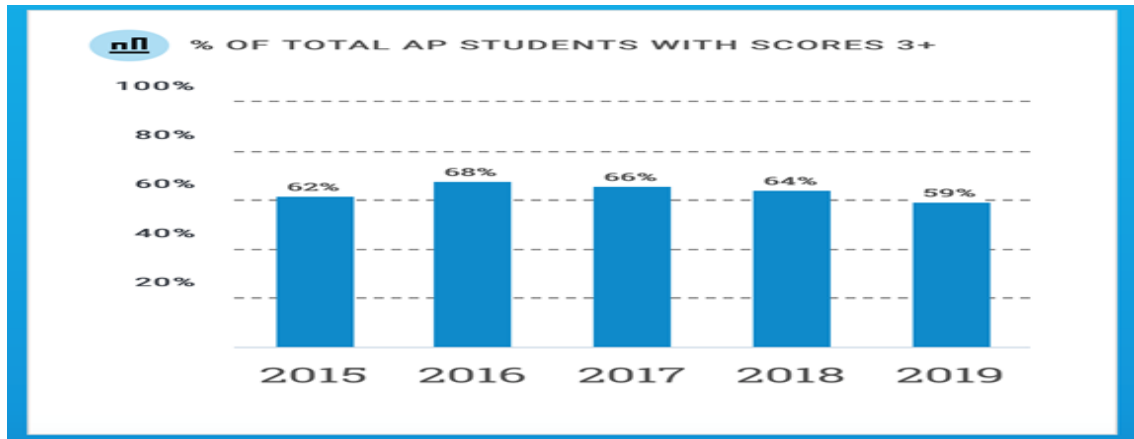
Enrollment for honors classes has increased over the past few years in the areas of English, Math, Social Science, Science, and Foreign language.





## AP Enrollment

Chino High School's AP data is illustrated in the graph and chart below.



**SCHOOL SUMMARY**

	2015	2016	2017	2018	2019
Total AP Students	319	334	331	300	257
Number of Exams	590	649	628	621	451
AP Students with Scores 3+	197	226	217	192	152
% of Total AP Students with Scores 3+	61.8	67.7	65.6	64.0	59.1

Chino High School's SAT data is illustrated in the graph below. From 2018 to 2019, the juniors were administered the SAT tests per district mandate free of charge. The test scores increased during the second year and close to the seniors even though they have had one less year of public school education. As the SAT scoring system was changed, scores in writing for juniors are not represented below.

Two Year Comparison		Participation Data															
	Students Tested 2019	Students Enrolled 2019	Percent Tested 2019	Students Tested 2018	Students Enrolled 2018	Percent Tested 2018	% Change	2018 Mean Total	2019 Mean Total	2018 Mean ERW & Writing	2019 Mean ERW & Writing	2018 Mean Math	2019 Mean Math	2018 Mean Cross SCI	2019 Mean Cross SCI	2018 Mean Cross HIS/SS	2019 Mean Cross HIS/SS
								(240-1440)	(240-1440)	(120-720)	(120-720)	(120-720)	(120-720)	(6-36)	(6-36)	(6-36)	(6-36)
PSAT9	436	487	90.0%	413	469	88%	2+	830	812	415	411	415	402	21	20	20	20
								(320-1520)	(320-1520)	(160-760)	(160-760)	(160-760)	(160-760)	(8-38)	(8-38)	(8-38)	(8-38)
PSAT10	404	466	87%	425	480	89%	-2	858	842	432	422	426	420	21	21	22	21
								(400-1600)	(400-1600)	(200-800)	(200-800)	(200-800)	(200-800)	(10-40)	(10-40)	(10-40)	(10-40)
SAT SD GR 11	385	462	83%	385	456	84%	-1	916	916	466	463	450	453	23	23	23	23
								(400-1600)	(400-1600)	(200-800)	(200-800)	(200-800)	(200-800)	(10-40)	(10-40)	(10-40)	(10-40)
SAT SD GR 12	354	431	82%	441	525	84%	-2	957	938	485	476	472	462	25	24	24	24

	2018 Met Both Bench marks	2019 Met Both Bench marks	2018 Met ERW	2019 Met ERW	2018 Met Math	2019 Met Math	2018 Met None	2019 Met None
PSAT9	30%	26%	50%	44%	34%	30%	46%	52%
PSAT10	23%	18%	48%	43%	25%	21%	50%	54%
SAT SD GR 11	15%	15%	43%	41%	16%	17%	56%	57%
SAT SD GR 12	23%	20%	51	47%	26	22%	46%	51%

Below are Chino High School's SBAC summative assessment results. Chino High School has increased student proficiency levels in both Math and English, the highest increase of all secondary schools in Chino Valley Unified School District through the 2018-2019 school year.

**2016-2017:**

Levels of performance by subgroup in 11th grade ELA in Spring of 2017	All	Black African American	Asian	Filipino	Hispanic Lantino	White	2 or more races	students with disabilities	SED	EL
%Exceeded	22%	23%	60%	50%	19%	27%	29%	0%	20%	2%
%Met	34%	38%	24%	50%	34%	33%	43%	6%	27%	16%
%Nearly Met	25%	23%	12%	0%	26%	25%	29%	13%	27%	34%
%Not Met	19%	15%	4%	0%	21%	15%	0%	81%	25%	48%
%Exceeded/Met	56%	61%	84%	100%	53%	60%	72%	6%	47%	18%
%Nearly/Not Met	44%	38%	16%	0%	47%	40%	29%	94%	52%	82%
Number of Students	526	13	25	4	414	60	7	67	303	62

Levels of performance by subgroup in 11th grade Math in Spring of 2017	All	Black African American	Asian	Filipino	Hispanic Lantino	White	2 or more races	students with disabilities	SED	EL
%Exceeded	9%	0%	41%	25%	7%	10%	14%	0%	8%	3%
%Met	17%	31%	30%	25%	15%	22%	29%	0%	17%	9%
%Nearly Met	27%	38%	22%	25%	27%	28%	43%	5%	22%	9%
%Not Met	46%	31%	7%	25%	51%	40%	14%	95%	54%	78%
%Exceeded/Met	26%	31%	71%	50%	22%	32%	43%	0%	25	12
%Nearly/Not Met	73%	69%	5%	50%	78%	68%	57%	100%	76	87
Number of Students	525	13	27	4	411	60	7	65	301	65

**2017-2018:**

Levels of performance by subgroup in 11th grade ELA in Spring of 2018	All	Black African American	Asian	Filipino	Hispanic Lantino	White	2 or more	students with disabilities	SED	EL
%Exceeded	14%	14%	25%	22%	12%	21%	50%	2%	11%	0%
%Met	27%	14%	38%	33%	25%	35%	50%	6%	24%	5%
%Nearly Met	24%	29%	25%	11%	27%	13%	0%	14%	27%	20%
%Not Met	35%	43%	13%	33%	36%	31%	0%	78%	38%	75%
%Exceeded/Met	41	28	63	55	37	56	100	8	35	5
%Nearly/Not Met	59	72	38	44	63	44	0	92	65	95
Number of Students	415	7	8	9	332	48	2	63	296	40

Levels of performance by subgroup in 11th grade Math in Spring of 2018	All	Black African American	Asian	Filipino	Hispanic Lantino	White	2 or more	students with disabilities	SED	EL
%Exceeded	6%	0%	38%	11%	5%	6%	50%	2%	6%	0%
%Met	12%	14%	25%	22%	10%	19%	0%	2%	8%	3%
%Nearly Met	26%	14%	13%	44%	24%	34%	50%	7%	23%	8%
%Not Met	57%	71%	25%	22%	61%	40%	0%	90%	63%	90%
%Exceeded/Met	18	14	63	33	15	25	50	4	14	3
%Nearly/Not Met	83	85	38	66	85	74	50	97	86	98
Number of Students	408	7	8	9	327	47	2	61	292	40

2018-2019

Levels of performance by subgroup in 11th grade ELA in Spring of 2019	All	Black African American	Asian	Filipino	Hispanic Lantino	White	Unknown	students with disabilities	SED	EL
%Exceeded	17%	25%	50%	0%	13%	27%	43%	2%	13%	0%
%Met	33%	13%	25%	33%	34%	34%	14%	6%	35%	6%
%Nearly Met	27%	50%	13%	33%	28%	27%	14%	13%	25%	29%
%Not Met	23%	13%	13%	33%	26%	11%	29%	79%	27%	65%
%Exceeded/Met	50	38	75	33	47	61	57	8%	48	6
%Nearly/Not Met	50	63	26	66	54	38	43	92%	52	94
Number of Students	410	8	16	3	330	44	7	53	275	31
Levels of performance by subgroup in 11th grade Math in Spring of 2019	All	Black African American	Asian	Filipino	Hispanic Lantino	White	Unknown	students with disabilities	SED	EL
%Exceeded	7%	0%	50%	0%	5%	7%	14%	2%	5%	6%
%Met	17%	25%	13%	33%	15%	29%	29%	4%	15%	6%
%Nearly Met	26%	0%	25%	0%	25%	33%	29%	0%	25%	6%
%Not Met	50%	75%	13%	67%	55%	31%	29%	94%	55%	81%
%Exceeded/Met	24	25	63	33	20	36	43	6	20	12
%Nearly/Not Met	76	75	38	67	80	64	58	94	80	87
Number of Students	411	8	16	3	330	45	7	53	375	31

**CAASPP Data for Years 2016 to 2019**

Below is the performance summary of Chino High School students' SBAC results. The data shows that students at Chino High School are showing growth in the areas of Math and ELA.

**2016-2017:**

**Test: Smarter Summative Mathematics Grade 11**

**Year: 2016-2017**

**Name: Chino High**

Legend: Achievement Levels

% Standard Not Met % Standard Nearly Met % Standard Met % Standard Exceeded

### Performance on the Smarter Summative Mathematics Grade 11 Test: Chino High, 2016-2017

Name	Number of Students	Average Scale Score	Percentage in Each Achievement Level
Chino Valley Unified (36676780000000)	2287	2582±3	
Chino High (36676783632502)	525	2554±5	
Students with no group (Group)	525	2554±5	

**Test: Smarter Summative ELA/Literacy Grade 11**

**Year: 2016-2017**

**Name: Chino High**

Legend: Achievement Levels

% Standard Not Met % Standard Nearly Met % Standard Met % Standard Exceeded

### Performance on the Smarter Summative ELA/Literacy Grade 11 Test: Chino High, 2016-2017

Name	Number of Students	Average Scale Score	Percentage in Each Achievement Level
Chino Valley Unified (36676780000000)	2289	2612±2	
Chino High (36676783632502)	526	2591±5	
Students with no group (Group)	526	2591±5	

2017-2018:

Test: Smarter Summative Mathematics Grade 11

Year: 2017-2018

Name: Chino High

Legend: Achievement Levels

■ % Standard Not Met 
 ■ % Standard Nearly Met 
 ■ % Standard Met 
 ■ % Standard Exceeded

### Performance on the Smarter Summative Mathematics Grade 11 Test: Chino High, 2017-2018

Name	Number of Students	Average Scale Score	Percentage in Each Achievement Level
Chino Valley Unified (36676780000000)	2201	2577±3	<div> <div>39</div> <div>25</div> <div>21</div> <div>15</div> </div>
Chino High (36676783632502)	408	2523±6	<div> <div>57</div> <div>26</div> <div>12</div> <div>6</div> </div>
Students with no group (Group)	408	2523±6	<div> <div>57</div> <div>26</div> <div>12</div> <div>6</div> </div>

Test: Smarter Summative ELA/Literacy Grade 11

Year: 2017-2018

Name: Chino High

Legend: Achievement Levels

■ % Standard Not Met 
 ■ % Standard Nearly Met 
 ■ % Standard Met 
 ■ % Standard Exceeded

### Performance on the Smarter Summative ELA/Literacy Grade 11 Test: Chino High, 2017-2018

Name	Number of Students	Average Scale Score	Percentage in Each Achievement Level
Chino Valley Unified (36676780000000)	2210	2597±3	<div> <div>22</div> <div>21</div> <div>30</div> <div>28</div> </div>
Chino High (36676783632502)	415	2550±6	<div> <div>35</div> <div>24</div> <div>27</div> <div>14</div> </div>
Students with no group (Group)	415	2550±6	<div> <div>35</div> <div>24</div> <div>27</div> <div>14</div> </div>

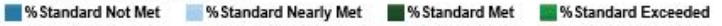
2018-2019:

Test: Smarter Summative Mathematics Grade 11




Year: 2018-2019

Name: Chino High

Legend: Achievement Levels



### Performance on the Smarter Summative Mathematics Grade 11 Test: Chino High, 2018-2019

Name	Number of Students	Average Scale Score	Percentage in Each Achievement Level
Chino Valley Unified (36676780000000)	2168	2583±3	
Chino High (36676783632502)	411	2545±6	
Students with no group (Group)	411	2545±6	

- An updated summary of data with implications, identified critical learner needs, and important questions for staff discussion.

□ **Note:** Use the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports. (See Task 1 of the Focus on Learning manual.)

Below is an updated summary of data with implications and identified critical learner needs. Evidence for the critical learner needs can be found in the part IV Google Docs folder, as part IV pertains to progress made on the critical areas.

**Critical Learner Need 1:** All Chino High School students need access to subject-specific technology and software to encourage a robust and rigorous learning environment that exemplifies state standards, and district expectations.

**Implications of Data:** The use of technology has increased significantly over the past three years. Chromebooks have been provided for student use. LI science classes have a class set of Chromebooks. Many English classes have a class set of Chromebooks and Chino High School is currently working toward all collaboration classes have a class set. Staff have had several opportunities to be trained to use Office 365, Aeries, class webpages in the Chino High School website, and One Drive. A representative from our technology department at the district office comes one Friday a month to work with teachers and their individual technology needs. IAB and CAASPP participation rates and results show that students are actively participating in testing as most students at Chino High School take SBAC and IAB tests and three district created online ESA (Essential Standards Assessments) in English and Math.. The data show that most students are not proficient in either English or Math SBAC tests, and district and site stakeholders believe that taking IABs and ESAs regularly will help to close this achievement gap. Teacher use of mobile computer carts, Chromebooks, and labs has increased and shows teachers making progress toward creating a rigorous learning environment.

**Critical Learner Need 2:** All students need scaffolded learning opportunities within the organizational structure of Chino High School to prepare them for college and the workforce.

**Implications of Data:** Student enrollment in AP and AVID classes continued to increase over the past few years, as has the number of students taking AP tests. Enrollment for both Linked Learning Academies has also increased as the program has grown since its inception. To prepare students for the transition from high school to college, the counseling department offers college and career exploration tools such as Xello, California Career Zone, and My Options. Data from the California School Dashboard shows that college and career readiness of students need to increase. The strategies being implemented to increase college and career readiness are to add new AP courses and teacher p.d./teacher collaboration for this area to increase the passing scores, Increase recruitment for Dual Enrollment classes, Additional CTE courses scheduled this year to complete pathways (example: year 2 for Crime Scene and Criminal Justice courses), Incentives for student performance on the SBAC, "First Best Instruction" by teachers (Additional P.D for teachers i.e, 2 Teach, continued focus on PLC work/data review by PLC teams which should impact instruction), New instructional coaches to support teachers to improve instruction which improves A-G achievement rates and graduation rates, new AVID Coordinator and increased AVID recruitment, Read 180 curriculum for all Eng 9 CP SPED classes, and added Study Skills class for gen ed students.

**Critical Learner Need 3:** All underrepresented students and low academic achievers at Chino High School need additional support to meet academic standards.

**Implications of Data:** CAASPP summative assessment results show achievement levels in the areas of English and Math have improved. CELDT and ELPAC data student reclassification numbers show that there is a sufficient number of students scoring Early Advanced and Advanced on the test. This includes Special Education students. D and F grade rates show that although low, emphasis needs to continue on junior and senior students to take credit recovery for graduation rates to remain high. IEP goal monitoring is done by all case carriers on campus to ensure that the students in special education receive appropriate accommodations and are placed in appropriate educational settings. Chino High School has increased the number of collaborative classes for Special Education students as well as aide support in specific general education classes. Chino High School currently offers study skills courses, Math and Read 180 intervention courses, lunch and after school tutoring with Chino High Staff and Cal Poly Pomona students, and peer to peer tutoring with our NHS and AP students.

**Critical Learner Need 4:** All students need their parents/guardians to have opportunities to engage and collaborate with the Chino High School community to support the growth of their children and increase the effectiveness of programs at the site.

**Implications of Data:** The PIQE program and the number of participants has grown over the past three years. The Educational Talent Search parent participation data shows an increase over the past two years. Chino High School continues to use Remind.com and Aeries to share important information and events with parents and the community. This includes the use of online grades. Evidence of participation can be found in the student community/profile data folder via Google Docs. There has been considerable positive feedback from parents regarding the increase in communication between Chino High

and the community. This information was obtained via the School Climate Survey earlier this year. Other parent programs include ELAC, DLAC, and Family Stories led by administration and our community liaison. A survey done at the beginning of the year showed that communication between parents and Chino High has increased over the past three years.

**Critical Learner Need 5:** All students need effective behavioral and academic interventions for Chino High School to be a safe, nurturing place to learn.

**Implications of Data:** A major change since the last WASC visit was the implementation of PBIS (Positive Behavior Intervention System) for which the site received a bronze award. Of our staff, 67% implement positive behavior interventions in the classroom. Chino High School offered a PBIS parent workshop to educate parents on student stress reduction. Changes in the master schedule include a change in staffing for our Read 180 program, smaller class sizes and additional periods. Chino High School has increased the number of collaborative classes for Special Education students as well as aide support in specific general education classes. Chino High School continues to have two intervention counselors who work with our at-risk 9th - 11th graders. Our female intervention counselor has implemented the ROX Girl's Program on our campus. Chino High School is the first high school in California to have the program. Our male intervention counselor holds two grief counseling groups each year: one in the fall and one in the spring. Chino High School currently offers study skills courses, Math and Read 180 intervention courses, lunch and after school tutoring with Chino High Staff and Cal Poly Pomona students, and peer to peer tutoring with our NHS and AP students.

Being that the Critical Learner Needs are supported by district, site, and PLC SMART goals, discussion questions are as follows:

1. Tier I Instruction: What *First Best Instruction (FBI)* practices have been adopted by each department to capture student interest and engagement?
2. Tier II Instruction: How do departments and teachers within a department differentiate instruction?

Below is a summary of how each department PLC addressed these discussion questions.

### Counseling PLC

Counselors create opportunities for students to learn. They provide learning objectives when working with groups, classes, and when doing outreach (e.g., night events or guidance lessons.) Counselors are open, tolerant and supportive of all students. Counselors provide AP night, Academy/AVID outreach, FAFSA Night, Freshmen Fair, Parent Night, Honors Nights, and facilitate groups such as ROX and grief groups. Counselors present information via video announcements, lesson plans, power points, Remind, and through the counseling website. Students are presented information through different learning modalities.

Counselors differentiate according to the needs of the students. We have identified students who are at risk based on GPA and they are assigned to a specific intervention counselor. Chino High School has a specialized counselor assigned to Special Education students in grades 10-12. The other four counselors have caseloads which also include specific academies and concentrations such as AVID, the Law Justice and Public Service (LJPS) academy, and Culinary Hospitality Occupations Management Profession (CHOMP.)

### English Language PLC

The English department has committed to adopting the district mandated essential standards for English. Grade level teams attended a workshop to become more proficient in transforming the standards into individual tasks and common formative assessments. Each grade level team chose one essential standard and created a Common Formative Assessment (CFA) for it. The entire English Department meets once a month for PLC meetings to discuss the overall progress of students and determine if any global changes need to be made. In addition, the English Department has grade level and vertical PLC meetings. Grade level PLC meetings discuss pacing, common formative assessments and results to determine whether or not any re-teaching needs to take place. Vertical PLC meetings help determine if the material being taught is in line with the next year's curriculum. New textbooks and novels have been

adopted with student interest and a diverse protagonist in mind. Each grade level offers several collaboration classes and many of the teachers are using Google Classroom.

The department utilizes many strategies to differentiate learning for all students such as: think pair share, student groupings to encompass all levels of students, short videos, group work, hands on projects, walk arounds, peer to peer editing, graphic organizers, video captioning, UDL strategies to name a few. Students have access to the GALE database which offers full text articles covering a wide range of topics. The database also has specialized reference materials for multi-disciplinary research.

Students that have low level Lexile scores and a more difficult time with the content are placed in the READ 180 class as an additional intervention. The lessons are more individualized, while still working towards grade level standards.

### **Math PLC**

The Math Department fosters student interest and engagement by integrating technology use and group learning tasks in the classroom. Educational online resources such as Khan Academy and Desmos are incorporated into instructions and lesson plans. Desmos includes a collection of digital learning activities that allow students to explore and discover concepts in a way that suits their interests. In addition, students are provided opportunities to engage in group tasks and Math discourse. Many group activities require student critiques and analyzing peer work. The Math Department incorporates various learning activities to foster student engagement in the classroom.

The Math Department uses various instructional strategies to differentiate instruction. Manipulatives are often used to assist students with recognizing patterns and learning concepts through hands-on experiences. During instruction, it is common to see teachers use various methods to explain concepts visually, verbally, and kinesthetically. To check and assess student learning, the Math team gives out exit slips. Teachers typically use results of exit slips to plan student activities for the following day. This includes engaging students in differentiated learning stations, reinforcement lessons, or enrichment activities. If the whole class does not grasp concepts, teachers engage students in a re-engagement lesson to help students look at concepts in different perspectives. In a sense, this allows students to deepen their understanding. If the whole class demonstrates mastery in concepts, teachers incorporate enrichment activities to extend learning opportunities. This allows the students to study the concept with greater depth. Intended learning activities help build and nourish critical thinking skills. Moreover, the Math team uses assessment data, mainly from CFA's created on Illuminate, to create differentiated activities for reinforcement and intervention. Differentiated activities allow teachers to accommodate various learning needs in the class. Teachers engage students in whole class discussions to review common errors and reinforce number sense. Instructional aides are available in several math classes to support students by working with a small group or just one student at a time. In other classes, SpEd teachers work with general education teachers to support students with IEPs.

### **Special Education (SpEd) PLC**

The Chino High School campus has mild/moderate Resource (RSP), Special Day Class (SDC) and moderate severe classes on campus. The school has been able to expand the number of collaboration classes available to Special Education students since the last WASC visit. The Special Education teachers are paired with a general education teacher for most of their day and may only have one or two pull out classes resulting in the majority of the SpEd students being integrated with their general education peers. The moderate/severe students are no exception to this. Some are mainstreamed into general education classes in addition to many general education students coming to their classroom for peer to peer learning.

The SpEd teachers meet with their content area teachers during the majority of their PLC meetings. Analyzing student data and creation of CFAs is done during content area PLC meetings. The SpEd PLC time is primarily used for training and/or issues directly related to the SpEd department.

Almost everything taught is differentiated in some way (e.g., pictures, color coding, highlighting key words, sentence frames, graphic organizers, modeling, word walls, extra time, shortened assignments, projects to show mastery, reading the tests, manipulative's, and chunking assignments and tests). In addition, all students in the SpEd program are provided a series of opportunities to meet individual goals that are written specifically for them. Students participate in the IEP process helping to create goals and accommodations to assist them in their educational progression. Such accommodations often include preferential seating, partner/group placement, extended time on tests/projects/quizzes/homework/etc., pre-written out notes/powerpoint slides, alternative/modified assignments/projects, group work or individual help from the teacher or an aide. Since the last WASC visit, a separate setting/testing room has been created during each class period. Students may go there to take tests in a quieter environment and utilizing their accommodations that allows for the tests to be read to them, or the use of notes without feeling different from their peers.

Teachers regularly monitor their students' understanding of the material in several ways. Including, but not limited to: randomly selecting students by pulling popsicle sticks with names, drawing names out of a bowl, or selecting names from their role book; the choice is left up to each teacher. Teacher use open ended questions whenever possible because this can lead to greater learning for the whole class. Additionally, students may be asked to think/pair/share, show thumbs up/thumbs down, or use small whiteboards to write the answer to demonstrate student understanding. Many teachers use a ticket out the door, or a 1-2 question quiz; others prefer games such as Kahoots. Asking students to justify their answers is another way for them to show mastery of a topic.

### **Science PLC**

The Science department incorporates many methods, projects, and differentiation tools to work seamlessly with FBI practices. The Science department meets in PLC groups as a whole department to discuss data and share FBI practices in a group. The Science department also separates into PLC groups that are more homogenous to each program (i.e., Physics, Biology, Chemistry etc.) This provides an opportunity for the Science Department to fine tune and share ideas to promote the best FBI practices for each student and section:

The introduction of a new concept in Science utilizes multiple ways to present the material in order to reach all levels of students. Technology is a huge part of Science because there are an infinite number of sources that can be incorporated into the lesson, in addition to the opportunity for students to access an individual area of interest to them on their own. Hands on labs allow students to learn by doing, rather than listening to a lecture and taking notes. Many teachers use technology based quizzes (i.e. Kahoots, Jeopardy) for common formative assessments. This encourages students to be more engaged in learning through competition. Students are grouped for projects with more advanced students being placed with less skilled students. Differentiated instruction can be seen throughout all of the Science classes and include, but are not limited to the following strategies: graphic organizers, closed notes, movie content, templates for projects, peer to peer teaching, scaffolding instruction, and chunking assignments. The Science Department has expanded its collaboration classes to include Chemistry allowing our Special Education students more opportunities to learn with their general education peers.

### **Social Science PLC**

The Social Science PLC team meets within their content area most of the time, with the entire department meeting together on an as needed basis. The progression towards common formative assessments has been slow due to the Social Science standards being revamped. Although we don't have any Social Science collaboration classes on campus, the SpEd teachers still meet with their content group.

A variety of strategies are used to support the various learning styles of our students. (i.e. visual, auditory, and kinesthetic). At the start of each chapter, teachers provide pre-reading activities to help students familiarize themselves with important people and key vocabulary terms. A daily agenda and outline helps students to be focused on the new material. Graphic organizers, closed notes, templates and project rubrics help keep students work from becoming too generalized. Peer to peer teaching and evaluating helps students improve their work in a less stressful environment. Larger projects are chunked into smaller manageable pieces so that students are not overwhelmed. Modeling is used throughout the lessons to help familiarize the students with strategies to help them learn.

### **VAPA PLC**

Chino High School's Visual and Performing Arts department (VAPA) utilizes a number of first best instruction practices that give all levels of students the opportunity to learn.

Teaching for understanding challenges students to use their knowledge to solve problems and connect ideas. Technology is integrated into all VAPA classes allowing teachers to create unique lesson plans that could not be created without technology, while allowing for differentiation of material at the same time. Student-to-student interaction pairs older students with younger, less experienced students allowing students to learn through hands on experience. Common formative assessments are limited due to the different curriculums within the department, however each teacher uses formative assessments to determine whether or not the student has mastered the content within each subject. Often times the VAPA classes are project based allowing for mastery by students of all levels.

### **Career Technical Education (CTE) PLC**

A large percentage of the CTE's PLC time is spent discussing differentiating instruction and learning from each other. Having resources to identify those students who need more assistance enables the site to adjust both the curriculum and the seating preferences for those students.

In order to capture student interest and engagement, the CTE department uses hands on visual practices and projects to connect the curriculum to each career path. The CTE department has found that visual representations of the unit or end products enables the student to see the value of the lessons for career development. Our essential standards are content heavy on students developing workplace skills and are used as the benchmarks.

The CTE teachers differentiate instruction by having students work in small group settings, giving one on one instruction, reducing the workload for those in need, defining vocabulary and providing accommodations for assessments, graphic organizers, rubrics, and templates for projects are provided. Every department uses some form of technology as a tool to assist students and build workplace skills.

### **Modern Language PLC**

The Modern Language department incorporates a Daily Spanish Assignment (DSA). Students briefly answer question(s) asked. The question(s) usually consist of a topic previously discussed in class. In this activity, students can express their feelings and gather their thoughts. This engages students by sharing their responses and learning about others.

The Modern Language department differentiates instruction by using multiple resources (e.g., videos from our textbook and online). Modern Language will also implement YouTube videos, audio, visuals, textual sources, and technology. The department will accommodate students who are in need of additional support, for example, via different instructional methods and techniques, Kahoots, Quizlet, and partner projects.

### **Physical Education (PE) PLC**

The Physical Education department prides itself on having high expectations for students throughout the school year. The PE PLC team meets weekly to discuss progress in each class and determine ways to improve student performance. Although not all students participate at the same level of performance, the teachers gear their activities with all students in mind. The crossfit class is designed for higher activity students with the goal of being very physically fit, while the Yoga class is a low impact class with an emphasis on strengthening core muscles and maintaining a peaceful mindset that can cross over to their everyday life. The general PE classes fall in between the two. The Modified Physical Education class is dedicated to students with special needs and students who need modified equipment. The physical education teachers often share time with some of the students with special needs and incorporate play into their own class. Our Chino High School physical education students are overwhelmingly welcoming to special needs students and often invite them into each others' classes.

## II: Significant Changes and Developments

- Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.

A major change since the last WASC Report was the implementation of PBIS (Positive Behavior Intervention System) for which Chino High School received a bronze award. A total of 67% of Chino High School staff implements positive behavior interventions in the classroom. Chino High School offered a PBIS parent workshop to educate parents on student stress reduction. Staff members have had training opportunities for Love and Logic, and PBIS, as well as attending PBIS symposiums. The following poster is posted in all classrooms on campus.

Chino High School School Wide Expectations							
	Classroom	Common Areas*	Bathrooms	PE/Athletics	Technology/Library	Offices	Events
<b>Be Safe</b>	Place backpack under your chair. Walk in class. Use class equipment as intended.	Use appropriate physical contact. Keep walkways clear. Stay to the right. Move with a purpose. Use skateboards/scooters/bikes off campus.	Wash hands/flush toilet/keep clean	Use appropriate physical contact	Stay in designated sites. Finish food and drinks before entering	Keep doorways/walkways clear	Keep exits and walkways clear. Comply with directives
<b>Be Responsible</b>	Be punctual. Work bell to bell. Come prepared for class. Use professional language	Have agenda/hall pass when outside of class. Throw away trash in trash cans. Use professional language. Carry your ID with you at all times	Be quick/ be clean /go back to class	Use equipment as intended. Dress out. Stay in designated area	Wait for teacher instructions. Shut down computer properly	Go directly to destination. Sign in and take a seat. State your business clearly.	Sit in assigned area. Keep belongings in classrooms. Use professional language / Volume
<b>Be Respectful</b>	Respect learning environment, classmates, and staff. Use appropriate language. Use cell phone for academic purposes	Respect personal space. Listen to music through headphones. Moderate volume. Clear campus unless afterschool activity. Comply with staff directives.	Respect privacy/ report suspicious activity.	Comply with staff directives.	Stay on assigned computer/ assigned task. Limit volume in library	Use a calm and respectful tone of voice	Show school spirit. Clap for each other. Show good sportsmanship
<b>Be Resilient</b>	Ask for assistance when needed.	Wait patiently in line.	Use time wisely	Be a good sport	Stay focused	Accept responsibility	Positively support your CHS family.

\*Quads, walkways, lunch areas,

Changes in the master schedule included a change in staffing for the Read 180 program, smaller class sizes, and additional periods. The number of collaborative classes for special education students have increased, as well as aide support in specific general education classes. Additionally, common prep periods for collaboration courses and pathways have been included along with study skills, ROP and AP courses.

The two intervention counselors who work with our at-risk 9th - 11th graders; one intervention counselor has implemented the ROX Girl's Program on our campus and the other holds two grief counseling groups each year (in the spring and fall). also been an increased number of opportunities for parents to support their student and our school programs (i.e. ELAC, PIQUE, Title 1, and School Site Council).

Chino High School facilities have the availability to separate, smaller settings for 504/IEP students to test. The campus continues to have ETS (Educational Talent Search) in collaboration with Cal Poly Pomona

staff, as well as Upward Bound. Additional Chromebooks and VIZIO boards have been added to classrooms.

The Science Department has implemented two separate pilot programs for the new NGSS curriculum. The first semester will review HMH curriculum and the second semester, will use and review Discovery curriculum. For the 2020/2021 year, a decision will be made as to which curriculum materials will be used. Because both curriculums have a bigger digital footprint there is a possibility that all science classrooms will get a class set of chrome books. Administration has added new coaches for Math and Science.

There have been additional training opportunities for teachers. For instance, To Teach LLC has been hired to provide training for staff for PLC's and collab classrooms. This includes training for instructional aides who support students in a general education setting. The PLC training has evolved from explanation of what a PLC is to how to use/interpret student data. Training has been provided on the use of Illuminate for the creation and implementation of CFAs, and review of student achievement data. This data is to be used in support of student interventions.

Another major change has been the implementation of site-wide SMART goals. This policy shift comes from a major initiative by CVUSD district and union representatives developing protocol for a uniform PLC process. Teachers were formerly trained to use develop SMART goals. These goals are driven by site-level data and district published essential standards allowing, departments to align their SMART goals to those developed by site administration. . Some departments have a wide range of courses that are taught, such as Math and Science, so in addition to or in place of department SMART goals, these departments focus on PLC SMART goals which are updated frequently.

### **Evolution of SMART goals**

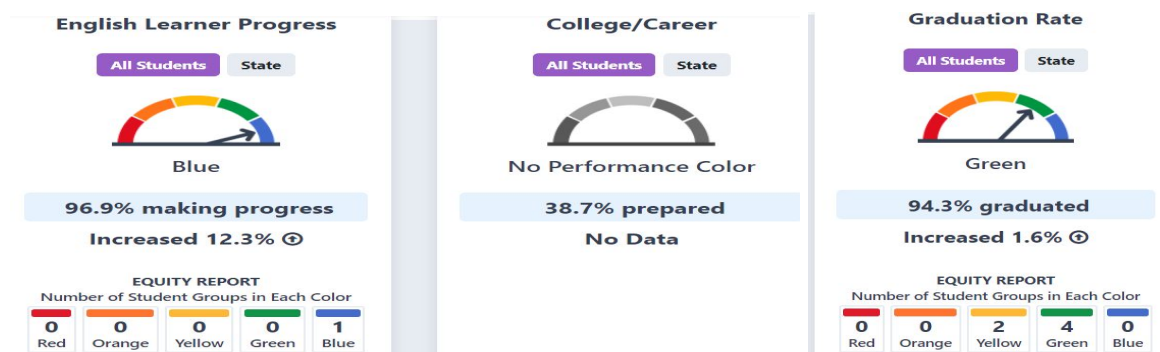
The Local Control Accountability Plan (LCAP) provides three goals for student achievement, which are in turn used in the SPSA:

- Goal 1: All students are provided a high quality teaching and learning environment.
- Goal 2: Students, parents, families, and staff are connected and engaged to their school to ensure student success.
- Goal 3: All students are prepared for college and career beyond graduation.

In response to the district LCAP and the evolving needs of students, Chino High School created site SMART goals to support and enhance student achievement. Chino High School used longitudinal data from the California School Dashboard for a comprehensive look at the needs of students. Smart goals can be found in part II of the google docs evidence folder.

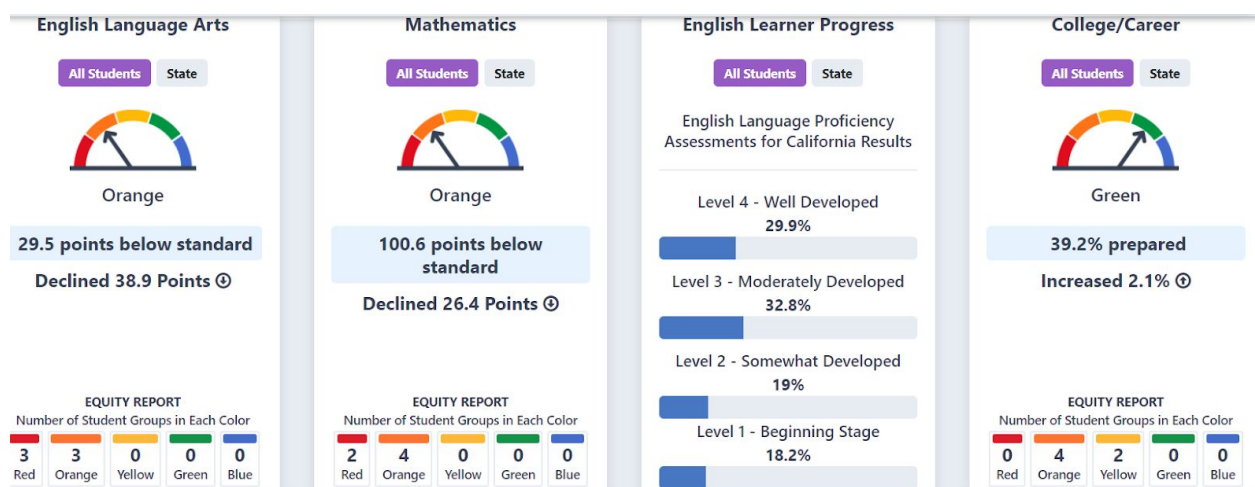
The 2017 charts below shows an increase of 12.3% in English Learner Progress. Mathematics information was not available. The graduation rate went up 1.6% to 94.3% of students graduated in 2017. The College and Career chart gives us a baseline of 38.7% of students prepared for college to be compared with future years.

## 2017:



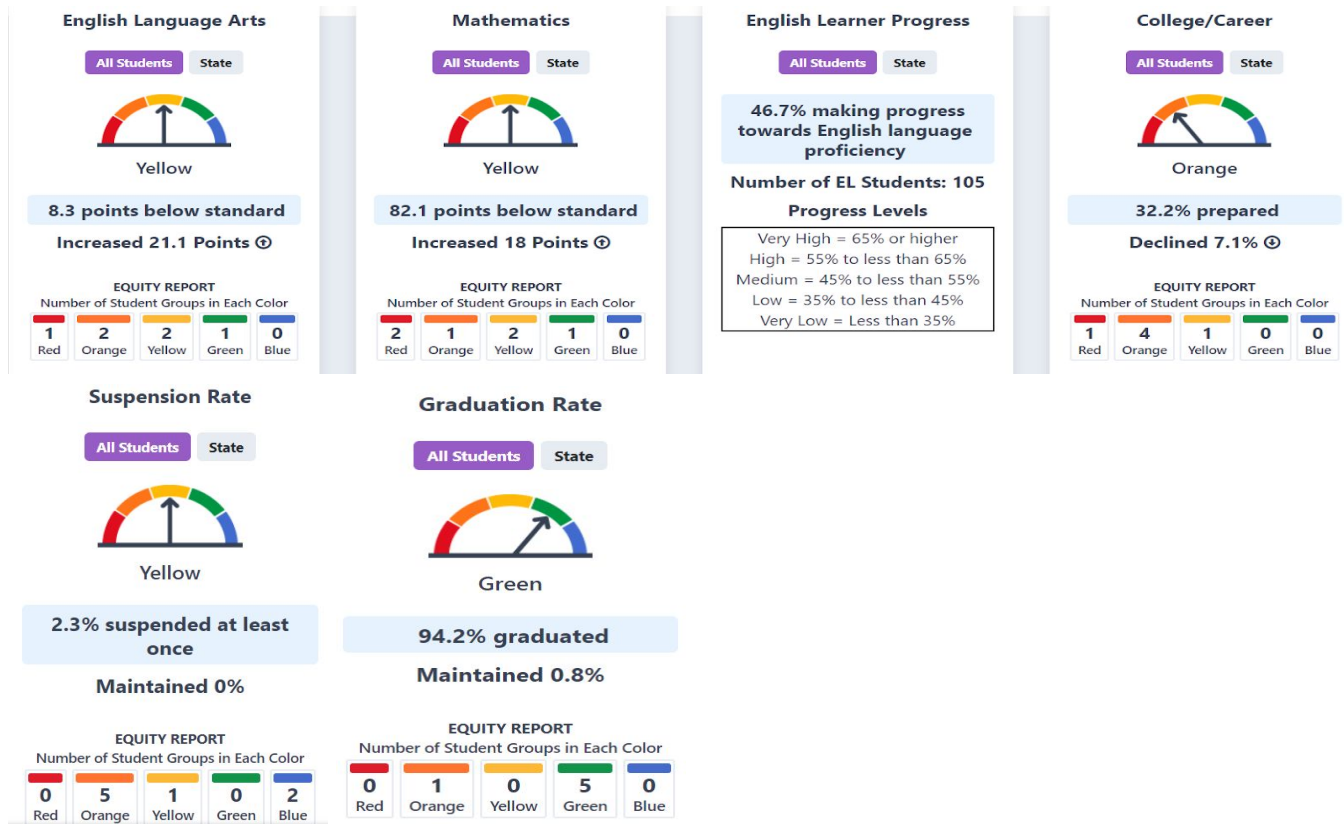
The 2018 chart shows a decline of 38.9 points for English Language Arts with Chino High School still being 29.4 points below standard. Mathematics shows a decline 26.4 points for students meeting standard for a total of 100.6 points below standard. The English Learner Progress gives us baselines to be compared with future tests. College and Career went up 2.1%.

## 2018:



The 2019 chart below shows an increase of 21.1 points for English Language Arts. There is still room for growth as the standard is slightly lower. Mathematics increased by 18 points. There is still room for growth in Mathematics also. The College and Career readiness chart shows 32.2% of students are prepared for College or Career, unfortunately this is a 7.1% decline from 2018. Please see critical learner need #2 on page 52 for strategies on how to increase college and career readiness. The Suspension Rate chart shows that 2.3% of students that have been suspended at least once. The chart that shows student graduation rates indicates an increase of .8% to 94.2% of students graduated from Chino High last year.

**2019:**



In addition to the district and site SMART goals, the district provided 10-12 essential standards for Math and English courses to help guide instruction, and these are available to all teachers via the district webpage.

The chart below shows the progress of site SMART goals since the 2016 visit.

- Graduation rate remained stable 93-94% **Achieved 96%**
- SBAC scores increased in Math and ELA **9 point in both areas**
- Decrease in referrals for student infractions and decrease in suspension rate.  
**Decrease in referrals by -71, increase in suspension over 15 days**

CHS 2016-17	CHS 2017-18	CHS 2018-19:
<ul style="list-style-type: none"> <li>○ 17-18: ELA 56% at or above standard and 44% nearly met or below standard.</li> <li>○ 17-18: Math 26% at or above standard and 73% nearly met or below standard.</li> </ul>	<ul style="list-style-type: none"> <li>○ 17-18: ELA 41% at or above standard and 59% nearly met or below standard.</li> <li>○ 17-18: Math 18% at or above standard and 82% nearly met or below standard.</li> </ul>	<ul style="list-style-type: none"> <li>○ 18-19: ELA 50% at or above standard and 50% nearly or below standard.</li> <li>○ 18-19: Math 24% at or above standard and 76% nearly met or below standard.</li> </ul>

This year's smart goals were focused on three main areas of emphasis:

1. **Current Reality:** in 2019, less than 40% (39.1) of graduating seniors met UC/CSU A-G requirements. Currently of the 12th grade students enrolled at Chino High School, less than 40% are in progress toward completing UC/CSU A-G requirements. Additionally, in 2019 Chino High School students had D/F rates in Math and English Language Arts at over 31% and 25% respectively.

**School level SMART Goal:** By the end of the year, June 2020. All Chino High School students will decrease their D/F grades by 5% in all subjects, and over 43% of all 12th grade students will meet UC or CSU A-G requirements.

2. **Current Reality:** In 2019, CAASPP scores reflect 50% of students meeting/exceeding standards in ELA. In 2019, CAASPP scores reflect 24% of students meeting/exceeding standards in Math.

**School Level SMART Goal:** CAASPP scores for Chino High School will increase 10% in ELA and Math by the end of 2019/2020 school year. All students in grade 11 will meet/exceed standards in ELA at 60%. All students in grade 11 will meet/exceed standards in Math at 34%.

3. **Current Reality:** In 2019, Chino High School scored a 56% on the PBIS TFI assessment. The data showed strength in the formation of the team and input from all stakeholders including classified, certificated, student, and parent voices. Scores also revealed that the difference in achieving the expected percent of student and staff awareness of expectations, as well as, feedback action plans were approximately between 20-30%. In order to respond to the data from the TFI, Chino High School will work on implementation of staff and student training/lessons and setting action plans for future growth.

**School Level SMART Goal:** Chino High School will implement positive behavior intervention with 75% accuracy as measured on the PBIS TFI assessment by building common language for student support and creating an accessible area for feedback, reflection, assistance to students, staff, and the parents/guardians/community.

- **Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.**

Due to the changes of the school's programs, focus on positive behavior and self regulation, and the redirection of site and PLC SMART goals, Chino High School is steadily improving.

Currently Chino High School possesses the bronze award for PBIS, the first in the district to receive this. Chino High School's referral rates have gone down. Chino High School has developed a referral committee that has created a revised referral system which promotes better communication between teachers, counselors, students, and administration. As a result, we've developed the following PBIS SMART goals to continue the trend:

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**Chino High School will implement positive behavior intervention with 75% accuracy measured on the PBIS TFI building common language for student support and creating an accessible area for feedback, reflection, assistance to students, staff, and the parents/guardians/community.**

**SMART Goal Checkpoint 1: October, 2019 60% accuracy of implementation and use of language between and use of language between students and staff on informal TFI. 10/1/19 67% accuracy.**

**SMART Goal Checkpoint 2: January, 2019 65% accuracy of implementation, use of referrals, and common language between students and staff on informal TFI.**

**SMART Goal Checkpoint 3: March, 2019 70% accuracy of implementation, use of referrals, and common language between students and staff on informal TFI.**

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The change of focus for Chino High School's SMART goals and district provided essential standards contributed to an increase in performance on the CAASPP for the 2018-2019 school year. Program and academy offerings for our diverse student population has improved the overall climate of Chino High School. More students feel safe and accepted at Chino High School, based off of the results of the district school climate survey given each year.

### III: Ongoing School Improvement

- **Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the schoolwide action plan.**

There was engagement of all stakeholder representatives from the School Site Council (SSC) and WASC Steering Committee during the implementation and monitoring of the School Plan for Student Achievement (SPSA). Being that Chino High School receives Title 1 funding, much of the SPSA is devoted to improving the academic gains of underrepresented learners and low performing students. SPSA funding allocation is dedicated to EL aides, and a community liaison that interprets IEPs for parents in Spanish, and technology integration in the classroom.

Since the last WASC Team visit, CVUSD adopted a schoolwide PLC process. All schools were trained based on a *Collaborative Team Action Plan* that the District developed. At Chino High School each department submits their PLC meeting notes to the WASC co-leads. The team that had section three of the *Collaborative Team Action Plan* gathered the information and evidence that had previously been submitted to the co-leads from each PLC team. The information that was collected consisted of the SMART goals and Common Formative Assessments (CFAs) that would then drive the process for monitoring student achievement. Any additional evidence needed was gathered and analyzed as well.

The first step in the PLC process is to develop PLC team norms that extend beyond general professional courtesies. SMART goals were then created with monitoring time frames defined. The Math and English departments unpacked the essential standards the district generated. Science is implementing the NGSS standards, but essential standards have not been identified by the district as of yet. All other departments selected state standards based on a common vision for student achievement developed in their PLC. Each PLC discusses what student learning targets should be for the upcoming units. "I can" statements were created for Common Formative Assessments (CFAs). District Essential Standards Assessments (ESAs) were created for the essential standards selected by educators from each of the schools in CVUSD. The results of the ESAs and CFAs are discussed in PLCs to determine if any re-teaching is needed prior to the summative assessment. The number of days that are needed to teach each unit were

tentatively determined. The PLC process is the implementation of the Tier 1 and Tier 2 instruction. Evidence of our PLCs at work can be found in section II of the Google Docs evidence folder.

At the beginning of a unit teachers clarify the essential standards for students and have them reflect on what they have already learned. As the unit progresses, CFAs are given. During PLC time the assessments are analyzed by student and learning targets utilizing a data protocol that the team previously agreed upon. A team plan is then identified to address the results of the CFA. The team then determines what interventions or learning extensions are needed based on the learning targets, based on Tier 1 and Tier 2 instruction. At the end of the unit, teams analyze summative assessments to determine next steps for the Tier 1 and Tier 2 instruction. Each teacher then has students reflect on their learning and set goals for themselves that is in line with their departments and site-level SMART goals.

- **Describe the process used to prepare the progress report.**

The 2020 WASC Mid-Cycle report began with the WASC Steering Committee reviewing the 2017 WASC visiting committee report and the Chino High School 2017 Self Study, as well as the SPSA approved for the 2019-20 school year. Evidence being collected since the 2017 visit was reviewed, as well. From there, the WASC Steering Committee broke up into five groups, with two leads per group; although there were some new teachers, organization of groups was identical to that of the 2017 Self Study. Each group was assigned a section of the Mid-Cycle Report to further research. The five team leads then choose staff members for their teams. Any evidence that had been gathered over the past three years was distributed to each team, based on what section of the new report it reflected, for a peer review. Upon review, the team leads from each group compiled a list of what was needed for their section of the progress report to be answered to completion. Team leads broke their teams of 18-20 faculty members into small groups with assigned tasks to be researched. Teams met three times during PLC blocks to check in and support on another.

As with the 2017 Self Study, teams were given substitutes for a two-hour writing block of time to write a summary of their portion of the progress report. Summaries and evidence were then copied so that team members could critique each other's work and offer any suggestions for growth. Lastly, an additional two-hour writing block was given to teams for any revisions to critiqued work. The co-chairpersons then went through all completed drafts and collected evidence to edit and format before presenting it to the WASC Visiting Team.

#### IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

- **Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.**

In the 2017 Self Study document, the Single Plan for Student Achievement (now known as the School Plan for Student Achievement) contained the school's vision and mission statement and a detailed school profile using California Assessment of Student Performance and Progress assessment results. The plan includes five goals, the first dealing with accessibility of technology to all students that allow for a high quality teaching and learning environment. The second goal deals with building connections and engagement at school to increase student success. A main focus was increasing parent opportunities to be involved in school decisions as well as individual and family learning opportunities. Goal number three focused on preparation for college and career beyond graduation. The multiple strategies used to achieve this goal include, properly identifying and monitoring at risk students, increasing access to English Language Arts and Math supports, increasing College Career Readiness access, and increasing A-G course completion. The fourth goal addressed family and community engagement. This goal increased parent involvement in school events and workshops such as Parent Institute for Quality Education, counselor parent meetings, and Educational Talent Search parent meetings by 15%. Goal number five deals with promoting a positive learning environment. The focus was decreasing the number of referrals by five.

In the Chino High School 2018-19 SPSA, goals were condensed five to three to be in line with the district's AOE's (Areas of Emphasis). Our first goal is providing a high-quality teaching and learning environment. Chino High School has included the addition of Positive Behavioral Intervention Supports Tier 1 implementation, Planned Learning Communities training, increased use of classroom technology, and Love and Logic training. Goal number two deals with connections to and engagement at school to ensure student success. Greater emphasis has been placed on addressing the D/F rate, A-G completion rate, graduation and attendance rates as well as decreasing referral rates, suspension rates and drop-out rates, actual percentage target goals were identified. Goal number three includes preparation for college and career beyond graduation. This includes percentage target goals to increase ELA and Math Smarter Balanced Assessment Consortium scores, A-G completion rates and increased AVID participation.

In the 2019-20 SPSA we again focused on three specific goals which are in support of the district LCAP goals in line with the district's AOE's. Goal 1 speaks to the identified critical areas for follow-up 1 and 4. The goal supports delivery of a high-quality teaching and learning environment. Specifically, Chino High School is continuing with the previous school year's goal to decrease our D/F rate by 5% in all subjects. The 2018-2019 school year ended with a D/F rate of 31% in Math and 25% in English Language Arts. While Chino High School maintained its A-G course completion at 39.1%, Chino High School is moving forward with the goal to finish the school year with over 43% of all twelfth-grade students meeting the University of California or California State University A - G requirements. To support the goal, all collaborative teachers will be trained in UDL (Universally Designed Lessons) and will receive training in the use and implementation of technology for classroom instruction, assessments, data analysis, and school to home communication.

Goal 2 continues to address connections to and engagement at school to ensure student success. Specifically, our goal is to increase parent involvement in school events/workshops (PIQE, counselor/parent meetings, ETS parent meetings, etc.) by 10%, increase all student attendance rates by 2%, decrease the number of referrals by 10%, and decrease our suspension rate by 5%. Additionally, our goal is to decrease the dropout rate, ensure that 100% of students are coded appropriately within 30 days of student exit within Aeries (student information system).

Goal 3 continues to address student preparation for college and career beyond graduation. Specifically, our focus under this goal is to increase student English Language Arts and Math SBAC scores by 5% and A-G completion rate by 4%. Additionally, Chino High School will increase AVID participation and increase the resources and supports for students with Tier 2 and Tier 3 identified needs, such as after school tutoring, Math 180, Read 180, etc.

The motivation for the school goals perhaps comes from the fact that our school site has seen success with our test scores in the areas of ELA and Math. CAASPP scores increased by 9% in English Language Arts and 6% in Mathematics. Each year multiple sources of data reveal areas of need and address those areas in specific ways using multiple resources and interventions.

### **Parent Programs**

Chino High School has built new relationships with parents within the school and grown others. During summer registration Chino High School's community liaison aided parents with the process of creating accounts for the Aeries parent portal. Aeries enables parents to view their student's grades, attendance, transcripts and schools' messages. With the help of the ASB students, parents were able to easily create parent accounts with the laptops provided. As a result, at least 70 parents successfully created their account. Parents were also able to download the Aeries phone to their phone for easier access. This was the first year our school registration integrated an Aeries station to increase the number of parents informed of their child/s academic standing. In the future, Chino High School community liaison plans to better promote the Aeries account station in order to enhance the number of accounts created.

Chino High School's community liaison has partnered with administration and with the English Language Advisory Committee (ELAC) for parents to better understand what it means to be an English Learner in school. Parents also learn about the process and prerequisites for their students to achieve reclassification and exit the ELD program at Chino High School. ELAC meetings have provided Chino High with the opportunity to bring resources such as the Cancer Association and Chino High School counselors. ELAC meetings have enabled strong relationships with Chino High, parents, and the community liaison. Parents have shared that they feel comfortable and safe. The growth of these programs have provided more parent involvement and a greater sense of community. The ELAC program recruits a parent volunteer to become ELAC's president. As president they attend DELAC (District English Language Advisory Committee) meetings. The ELAC president attends the DELAC meetings in order to bring back crucial information for Chino High parents in the committee. The Chino High School community liaison attends DELAC meetings with the ELAC president to provide a greater sense of community.

Family Stories (Historias Familiares) is a new parent program which has been a tremendous experience. The first workshop was done in November 2017 and went through January 2018, with the mission of sharing higher education information to Chino High School's parents. Five parents attended the workshop and it created a foundational layout towards networking better with parents. The curriculum established for Family Stories consisted of reading a book called Graciela's Dream [El Sueño de Graciela] which included topics such as: higher education, financial aid, and family support. Along with reading Graciela's Dream, the community liaison invited guest speakers from the community to strengthen the curriculum.

In September 2019, Family Stories workshop continued with 13 parents and stayed consistent throughout the seven weeks the workshop was conducted. The guest speakers invited were: Chino High School's Counselor, Lucia Gibbs, Cal Poly Pomona's Educational Talent Search Advisor, Isaura Peña, Mt. San Antonio College Outreach Specialist, Melissa Candell, and the CVUSD HOPE Center. Along with our guest speakers, the community liaison created discussion, activities, and a welcoming environment for Chino High School parents. This entailed a light breakfast, which helped the parents network with each other and build a relationship with one another.

In addition to the seven-week workshop, the community liaison organized field trips to the local university/community college campuses for the parents. The first field trip was to UC Riverside (October 17, 2019). This field trip was a wonderful experience. It was led by the UCR Chicanos Student Program. Chino High School parents had the opportunity to not only tour the campus, but also to visit the dorms and lecture halls at UCR. The next field trip was to Mt. SAC (October 2019) where parents were able to view the community college environment. Parents observed the nursing lab simulator at Mt. SAC. Parents also learned about the different support programs students can find on this campus. Finally, the last field trip was to Cal Poly Pomona (December 2019). This field trip was led by Cesar E. Chavez Center and gave parents the opportunity to visit the cultural centers on campus, as well as learn about the support programs they offer their students. Family Stories has created a greater sense of a family at Chino High School and as a result has established a strong bond between the community liaison and the parents who attended the workshop. These relationships have been imperative for parents to gain knowledge about their child/s future success. Chino High School's goal is to reach as many families as possible in order to bring higher education awareness and a social and emotional knowledge to our families. Chino High School plans to continue Family Stories with the community liaison as facilitator and increase the attendance of parents, as well as visits to college campuses to empower parents. This will give parents the tools to better help their children navigate into higher education.

### **Progress toward School Goals:**

In 2017, the Self-Study Visiting Committee recommended the following:

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#### **School Goal 1 Emphases:**

- **Implement subject-specific software and hardware in each of the four core subjects.** For evidence of meeting this goal, refer to critical learner need 1, implications of data on page 49 and page 59.
- **A training calendar should be created for teachers to receive training on Office 365, Aeries gradebook, and creating a class webpage.** For progress towards meeting this goal, please refer to section IV of the Google Docs evidence folder where a calendar of our training dates is located.
- **Students should learn about acceptable use of technology in Freshman Trans, and vetting primary and secondary sources in 9th grade English classes.** The Freshman Trans teachers have included digital citizenship in their class expectations and will have Project Sister come in March to teach Internet Safety as a classroom presentation. The English 9 teachers have used the integration of primary sources with additional media/variety of sources to analyze essential questions and write various responses of informational or argumentative tasks. For evidence of progress toward this goal, please refer to section IV of the Google Docs evidence folder.

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#### **School Goal 2 Emphases:**

- **The number of students eligible for UC/CSUs should increase by 5% each year.** Chino High School's college and career readiness declined this year. For progress towards addressing the decline, please see critical learner need 2, implications of data page 49.
- **A target goal of 90% of students should be completing both CCGI milestones per grade level each year.** For progress towards meeting this goal, please visit our Chino High School counseling page at <https://www.chino.k12.ca.us/domain/415>

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#### **School Goal 3 Emphases:**

- **The site's repertoire of tutoring options, such as study skills courses, needs to expand.** For evidence of progress towards meeting this goal, please see page 20 under physics, critical learner need 3 & 5 implications of data on page 49, and page 68.
- **Implement MTSS at a high school level and track student progress to obtain baseline data.** For evidence of meeting this goal, please see page 58- 59, and critical learner needs 3 & 5, implications of data page 49.

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#### **School Goal 4 Emphases:**

- **Increase parent participation at Back to School Night, Open House, Spring parent conferences to track baseline data.** For evidence of progress towards this goal, please refer to section IV of the Google Docs evidence folder.
  - **Host quarterly awards ceremonies to reach all students; from improved behavior, to random acts of kindness, strong attendance, and improved grades.** For evidence of progress towards this goal, please refer to pages 55, 59 and section IV of the Google Docs evidence folder.
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**School Goal 5 Emphases:**

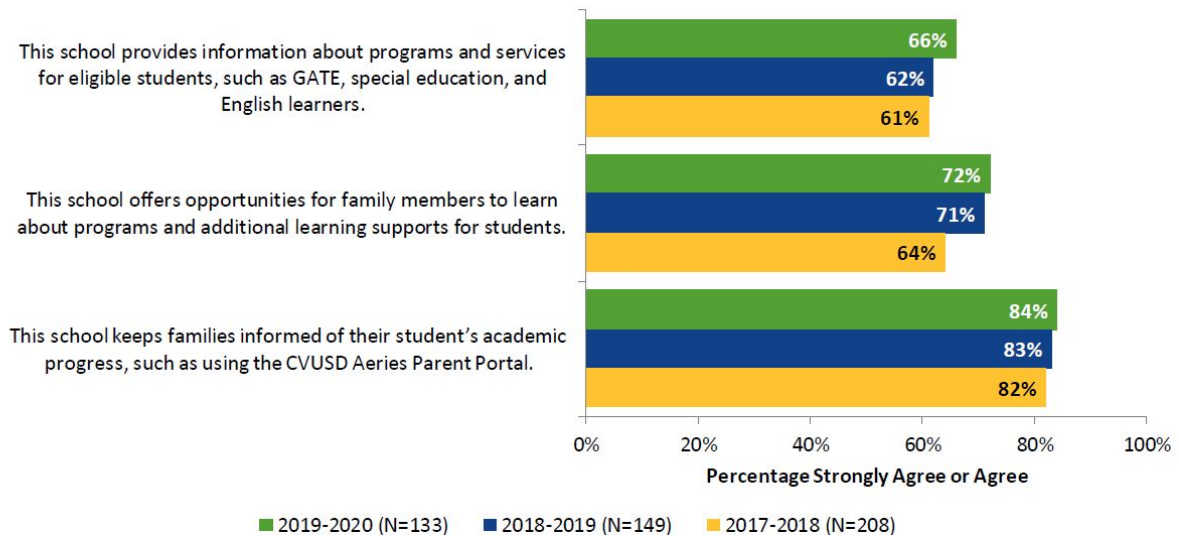
- **Train teachers to deliver UDL and Love and Logic with their students.** For evidence of meeting this goal, please refer to pages 58 and 67, as well as section IV of the Google Docs evidence folder. Meeting dates for love and logic can be found via the district meeting directory in section IV of the Google Docs evidence folder.
- **Increase the impact of the Link Crew program.** For evidence of progress toward this goal, please visit page 14 and section IV of the Google Docs evidence folder.

**Parent Communication and Input**

It was recommended at the last WASC visit that administration increase communication between Chino High School and parents. Chino High School has monitored the progress of communication between school and parents, as well as requesting feedback from parents about the school and its programs. Chino High School has been able to monitor progress via the School Climate Survey provided by Chino Valley Unified School District shortly after the start of each school year. The following graphs show growth in those areas each year following the last WASC visit. The full survey can be found in the part IV Google Docs evidence folder.

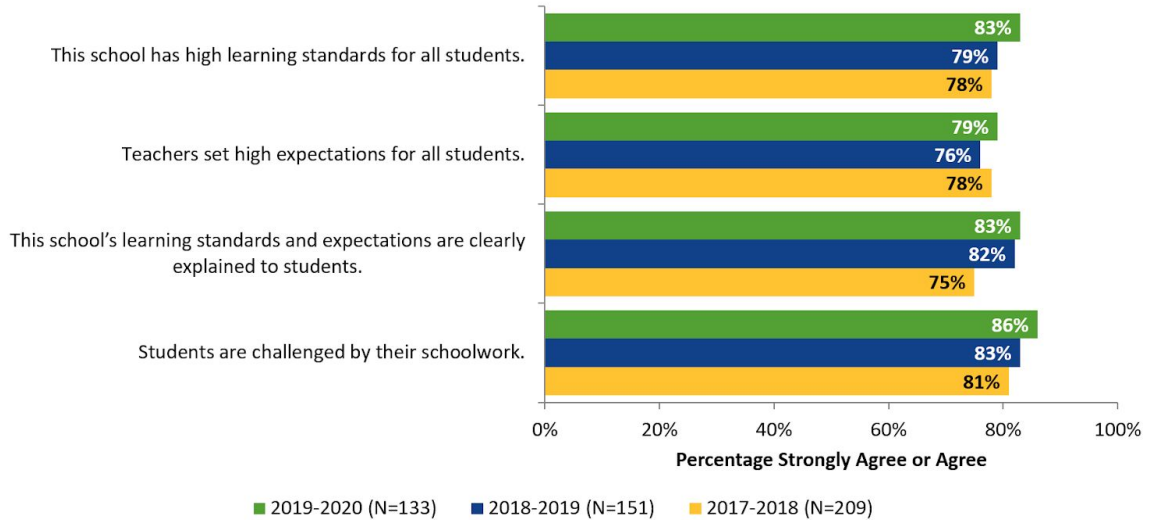
**Communication by Year**

How strongly do you disagree or agree with the following statements?



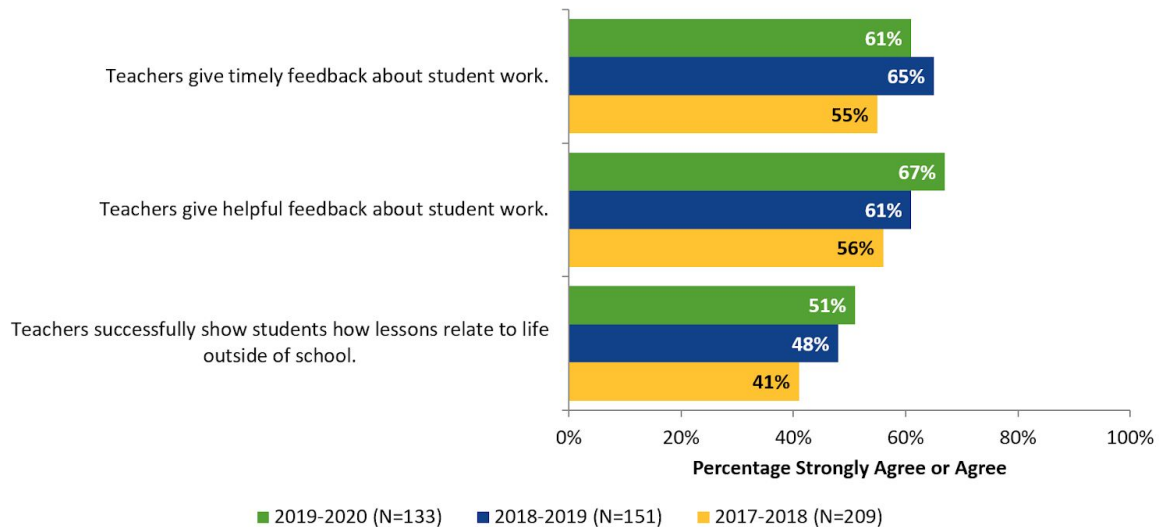
## Academic Support by Year

How strongly do you disagree or agree with the following statements?

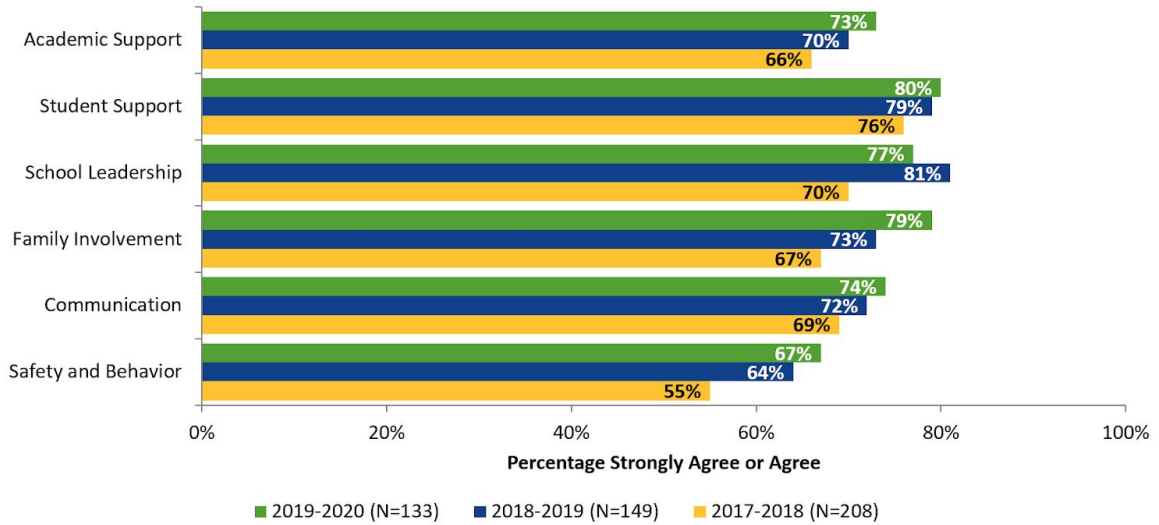


## Academic Support by Year (Continued)

How strongly do you disagree or agree with the following statements?



Dimension Scores



- If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement.

Chino High School WASC Steering Committee did not find any critical areas for follow-up that were excluded from the 2019-20 SPSA.

□ **Note:** *The school's schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.*

## V: Schoolwide Action Plan Refinements

- **Comment on the refinements made to the single schoolwide action plan since the last self study visit to reflect schoolwide progress and/or newly identified issues.**

There have been some major refinements made to the single schoolwide action plan since the last self study visit, which reflects schoolwide progress and newly identified issues. The motivation for these changes have spawned from the direction of the district office, as well as feedback from the most recent self study visit. Feedback from both entities have made the focus of our schoolwide action plan to be more percentage based and data driven.

All three schoolwide action plans focus on three main areas of emphasis: all students are provided a high quality teaching and learning environment, students, parents, families, and staff are connected and engaged with their school to ensure student success, and all students are prepared for college and career beyond graduation. Additionally, these three areas of emphasis are identified critical areas. The main difference between the schoolwide action plans is that each plan progressively became more percentage based and data driven. The reason for this major change stems from the input received from the annual district Local Control Accountability Plan (LCAP) report and the longitudinal data received from the California School Dashboard, which has become more data specific over the past three years.

The LCAP addresses the District's roadmap for improving learning outcomes for all students. Input from all stakeholders is used each year to establish goals for student achievement, in addition to priorities for students who qualify for free or reduced priced meals (LI), English learners (EL), and foster youth (FY). LCAP goals are in turn used in the schoolwide action plans. The last WASC visiting committee provided school goals of emphasis, as mentioned in part IV of the progress report, in support of achieving LCAP goals.

The California School Dashboard yields a percentage based comprehensive look at where Chino High School stands, showing our progression and/or regression within each area of emphasis. Chino High School administration meets with the district office to have Data Chats on a regular basis to share Chino High's progress with site goals. Dashboard data for the past three years and current school SMART goals can be found in section II of the progress report. The schoolwide action plan for 2017, 2018, and 2019 can be found in Google Docs under part V.

- **Include a copy of the school's latest updated schoolwide action plan.**

The latest schoolwide action plan can be found in part V of the google docs evidence folder in addition to years 2017-18 and 2018-19.