



CHINO HIGH SCHOOL ONE-YEAR PROGRESS REPORT

5472 Park Place

Chino, CA 91710

Chino Valley Unified School District

May 6, 2015

Accrediting Commission for Schools

Western Association of Schools and Colleges

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I. Introduction and Basic Student/Community Profile Data

Include the following:

- **A brief general description of the school, the school-wide student goals, the student demographics, and the faculty/staff demographics.**
- **A summary of the disaggregated and interpreted student achievement data since the last full self-study, and how it may have impacted the entire school and designated subgroups of students.**
- **The status of the school with respect to governing authority expectations, e.g., program improvement school, year three; Academic Performance Index (API); audit and resulting corrective action plan integrated into the single school plan. Note: *Utilize the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports.***

A general description of the city and school:

Chino is a city in San Bernardino County, California, United States. It is located in the western end of the Riverside-San Bernardino area. The population was 67,168 at the 2000 census, but as of 2013 the population of Chino has grown to 80,988.

Chino and its surroundings have long been a center of agriculture and dairy farming, serving the considerable demands for milk products in Southern California and much of the southwestern United States. Rancho Santa Ana del Chino was a Mexican land grant in the Chino Hills of present day San Bernardino County, California given to Antonio Maria Lugo in 1841 by Governor Juan Bautista Alvarado. Evidence of that rich rural tradition is still visible today and adds to the area's uniqueness.

In the 1970's, Chino developed into a small suburban city, forming the western anchor of the Inland Empire region, and now the city's development has gradually taken on a more middle-class character, without losing its industrial and farming areas.

Downtown Chino is home to satellite branches of the San Bernardino County Library and Chaffey Community College, the Chino Community Theatre, the Chino Boxing Club and a weekly Farmer's Market. Two California state prisons for adults (California Institution for Men and California Institution for Women) lie within the city limits.

The number of students at Chino High School (CHS) is approximately 2400 students. There has been a slow, gradual decrease in enrollment as the years have progressed. Nonetheless, CHS is the second largest of the five high schools in the Chino Valley Unified School District (CVUSD). There are also six junior high schools, two of which are feeder schools to CHS. In addition, CVUSD has 20 elementary schools. Students within the Chino Valley school district are multi-ethnic, multi-cultural, and multi-linguistic and Chino High School is no different in its demographic student and staff make-up. The demographics surrounding Chino are changing so that the Hispanic/Latino population has increased to 53.8%, where as the Caucasian (white only) population is 27.8%, the Asian population is 10.5%, the Black or African American population is 6.2%, and the student population identified as two or more races is 4.6%. This is a shift compared to the predominately Caucasian population living in the City of Chino in years past. According to the City of Chino website, 76.4% of the population has at least a high school education or higher. There is a higher transiency rate amongst the Hispanic/Latino community that lives in the city of Chino. The range of ethnic,

educational, and socio-economic backgrounds of the student body is diverse and contributes to the rich culture of the city of Chino and Chino High School.

As many large industrial, retail, and public services industries are located in the Chino Valley area, Chino High prepares its students for these sectors by way of the Regional Occupational Program (ROP) classes. The ROP program works in partnership with private businesses throughout the area.

School-wide student goals:

Chino High School Mission Statement

Our mission at Chino High School is to provide our students a safe and positive learning environment. We 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 provide 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.

Expected School-wide learning results (ESLR)

The current Expected School-wide Learning Results (ESLR’s) were developed by the staff of Chino High School to establish a set of principles that would transcend across all activities, academics, and the school community. When properly implemented, the ESLR’s are designed to instill students with skills necessary to work in a complex and diverse society.

Chino High School’s Expected School Wide Learning Results

A Chino High Graduate will:

- | | |
|---------------|--|
| People | <p><u>Be a Proficient Communicator...</u></p> <ul style="list-style-type: none"> • speak clearly and listen actively • read, write, and compute accurately • use technology efficiently |
| Love | <p><u>Be a Life Long Learner...</u></p> <ul style="list-style-type: none"> • accept challenges • set goals • adapt to changes • apply knowledge and skills |
| Chino | <p><u>Be a Creative Thinker and Problem Solver...</u></p> <ul style="list-style-type: none"> • organize, analyze, and evaluate ideas and information • express feelings and opinions appropriately • consider other ideas and points of view • work collaboratively toward a common goal |
| High | <p><u>Be a Healthy Individual...</u></p> <ul style="list-style-type: none"> • exhibit a good mental and physical attitude • form ethical ideas and attitudes • show mutual respect and integrity • accept individual responsibility |
| School | <p><u>Be a Responsible Member of Society...</u></p> <ul style="list-style-type: none"> • understand the rights and responsibilities of life in a democracy • develop strong work ethic • respect individual and cultural diversity |

Student demographics:

The table below displays the ethnicity breakdown of the student population of Chino High School for the last three years (2012-2014 school years).

	Hispanic or Latino of Any Race	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	African American, Not Hispanic	White, not Hispanic	Two or More Races, Not Hispanic	Not Reported	Total
2011-12	1,878	5	69	8	44	88	453	24	0	2,569
2012-13	1,883	6	54	5	42	88	406	14	0	2,498
2013-14	1,866	5	55	4	41	73	348	24	0	2,416

Over the last three years, there has been a

Faculty/staff demographics

The tables below display the ethnicity breakdown of the faculty population of Chino High School for the last three years (2012-2014 school years).

	Hispanic	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	African American, Not Hispanic	White, Not Hispanic	Two or More Races, Not Hispanic	No Response	Total
2011-12	21	0	3	0	1	2	76	1	1	105
2012-13	22	0	2	0	2	4	76	1	0	107
2013-14	25	0	0	0	2	4	81	1	0	113

Student achievement data

2011-2014 API Growth

2011 – 2014 API Growth				
	2011	2012	2013	2014
Base	678	699	699	N/A
Growth API	684	698	700	N/A

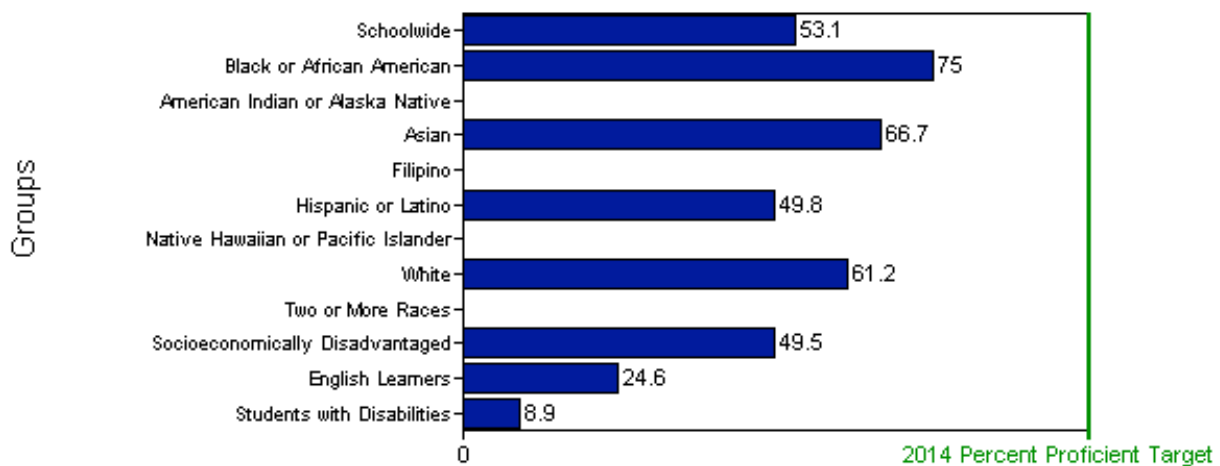
During the 2013-14 school year no API was calculated.

2012-2014 AMO Growth in English Language Arts

Percent Proficient - AMO Growth 2012-2014 in English Language Arts			
	2012	2013	2014
Schoolwide	50.9	53.5	53.1
African American	26.7	50	75.0
Asian	66.7	81.8	66.7
Filipino	75	0	0
Hispanic/Latino	46.9	50	49.8
White	65.4	65.1	61.2
Socioeconomically Disadvantaged	39.4	46	49.5
English Learners	18.6	18.7	24.6

2014 AMO ELA

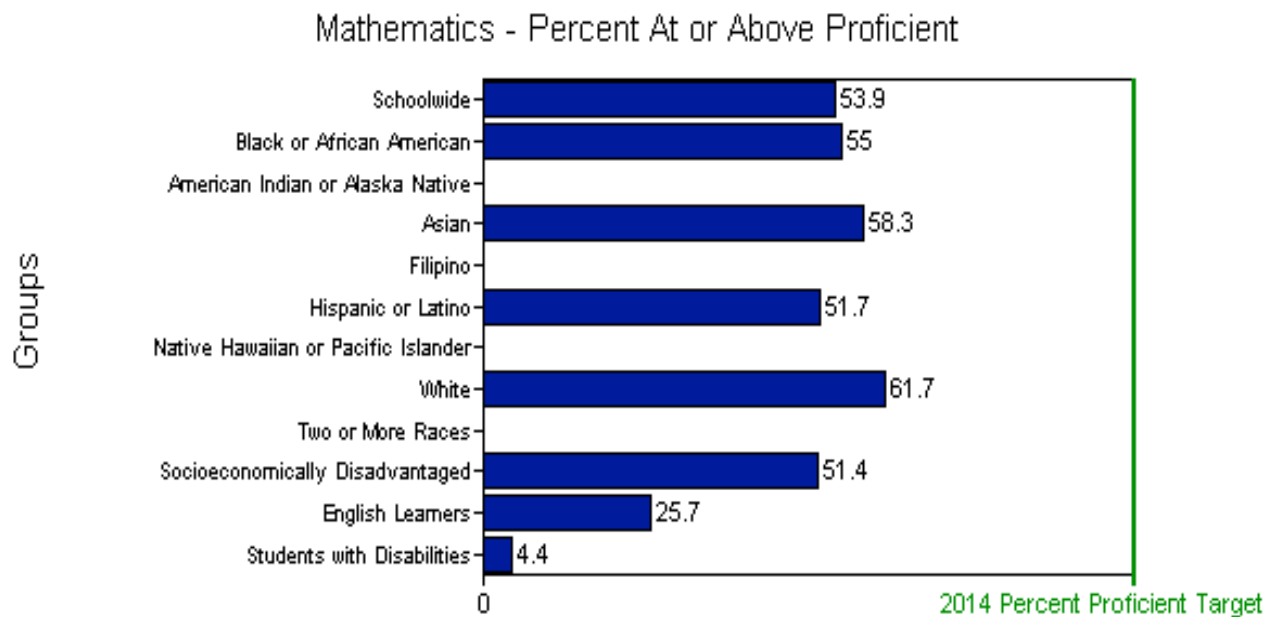
English-Language Arts - Percent At or Above Proficient



2012-2014 AMO Growth in Mathematics

Percent Proficient - AMO Growth 2012-2014 in Mathematics			
	2012	2013	2014
School-wide	45.2	56.4	53.9
African American	20	50	55.0
Asian	73.3	90.9	58.3
Filipino	93.8	0	0
Hispanic/Latino	40	53	51.7
White	59.6	65.5	66.17
Socioeconomically Disadvantaged	37	50	51.4
English Learners	29.3	26.2	25.7

2014 AMO Mathematics



2014 California High School Exit Exam

The following table represents the CAHSEE test that was taken by all sophomores in 2014.

Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
# Tested	Math	600	91	50	111	353	200
Passing	Math	498 (83%)	35 (38%)	31 (62%)	90 (81%)	290 (82%)	169 (85%)
# Tested	ELA	596	91	50	111	351	199
Passing	ELA	482 (81%)	24 (26%)	31 (62%)	87 (78%)	274 (78%)	168 (84%)

2013-14 California English Language Development Test (CELDT)

Number and Percent of Students at Each Overall Performance Level					
Performance Level	9	10	11	12	Total
Advanced	17 (18.0%)	17 (32.0%)	21 (30.0%)	4 (12.0%)	59 (23.0%)
Early Advanced	45 (47.0%)	21 (40.0%)	29 (41.0%)	20 (59.0%)	115 (46.0%)
Intermediate	28 (29.0%)	12 (23.0%)	16 (23.0%)	5 (15.0%)	61 (24.0%)
Early Intermediate	3 (3.0%)	3 (6.0%)	3 (4.0%)	2 (6.0%)	11 (4.0%)
Beginning	2 (2.0%)	(0.0%)	1 (1.0%)	3 (9.0%)	6 (2.0%)
Number Tested	95 (100.0%)	53 (100.0%)	70 (100.0%)	34 (100.0%)	252 (100.0%)

2011 – 2013 Advanced Placement Exam Results

Year	Grade 12 Enrollment	Grades 11 + 12 Enrollment	Number of Exam Takers	Exams Scr=1	Exams Scr=2	Exams Scr=3	Exams Scr=4	Exams Scr=5
2011-12	644	1,297	273	121	170	115	61	36
2012-13	642	1,276	289	117	157	129	77	27

2011-2013 SAT School Level Scores

Year	Grade 12 Enrollment	Number Tested	Percent Tested	Critical Reading Average	Math Average	Writing Average	Total >= 1,500 Number	Total >= 1,500 Percent
2011-12	644	236	36.65	462	471	455	74	31.4
2012-13	642	266	41.43	451	466	451	69	25.9

2011-2013 ACT School Level Scores

Year	Grade 12 Enrollment	Number Tested	Percent Tested	Average Score	Score>=21 Number	Score>=21 Percent
2011-12	644	92	14.29	20.43	43	46.74
2012-13	642	60	9.35	20.0	25	41.67

Counseling department

The Chino High School Counseling Department has gone through some changes over the last three years. In the 2012-2013 school year, an academic counselor was eliminated due to budget cuts. In lieu of replacing this counselor, the school site used a portion of its School Compensatory Education federal funding to hire an intervention counselor. The specific focus of this counselor is to ensure that at-risk 9th and 10th grade students are on track to graduate within four years. We have a new intervention counselor this year who has a caseload of at-risk 9th and 10th graders. The addition of the intervention counselor has had a positive impact on at-risk students.

For a number of years, regular education students had been assigned to a specific counselor alphabetically or according to special programs with which the counselor was affiliated. Special education students were all assigned to one counselor. During the 2013-2014 school year, each counselor worked with a designated group of case carriers. All special education students were assigned to a counselor based upon their case carrier. For 2014-2015, the special education students returned to a single counselor's caseload.

The Chino High School Counselors continue their efforts to help students focus on academic, personal/social and career development so that students can achieve success in school and are prepared to become productive, responsible and well-adjusted members of society. A majority of their time is spent in direct service and contact with students. All counselors provide social/emotional counseling for students, hold mini-SSTs and regular SSTs for their students, provide student support for students with 504 plans, and track their students' academic progress throughout the school year. In addition, counselors coordinate and facilitate guidance lessons for each grade level. The counselors continue to work closely with the R.O.P./Career Technician to maximize use of the College and Career Center by all students. Counselors coordinate and provide services such as leading small groups, meeting with students one-on-one, meeting with parents and teachers, providing outside referrals, referring to alternative programs, presenting guidance lessons in the classrooms and coordinating yearly events such as Freshman Fair, Junior Night, Back to School Night, the Career Fair, Financial Aid Night, Senior Scholar Dessert and College Information Night. The Counseling Department also provides students the opportunity to take the PLAN and PSAT and review scores with them as well, thus guiding students in the direction of meeting college entrance requirements by taking the SAT and/or ACT.

Counselors play an active role contributing to the positive climate on campus as club advisors and through their involvement in various programs on campus. In revitalizing the peer counseling program, counselors have assisted in training students to be effective peer counselors. One counselor is a co-advisor for Club H.O.P.E., which has been organized to support and educate students in the areas of mental health and healthy lifestyles. Two counselors are members of the Chino High's Linked Learning Team in developing and implementing our two new career pathway academies. These pathways are designed to prepare students for technical training, postsecondary education and entry to a career, utilizing 21st century skills. One counselor works closely with the AVID Coordinator to develop yearly site plans, guidance lessons and academic support. Additionally, a counselor is serving as a representative on the District School Attendance Review Board in an effort to provide additional intervention and services during the S.A.R.B. meetings. The Counseling Department completed SMART Goals for the 2013-2014 school year per district guidelines.

II. Significant School 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. Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.

Academics

- CHS has seen some shifts in faculty including four new mathematics instructors, one new social science instructor, three new special education teachers, and a new activities director. CHS still is currently still in need of two full time special education teachers. At the beginning of 2014-15 school year CHS was in need of five full time special education teachers (2 English, 2 Math, 1 Science). Currently, we are in need of a special education teachers in Math and Science.

- Chino High School has worked closely with Linked Learning to implement two academies on campus: Law, Justice, and Public Service (LJPS) and Culinary, Hospitality, Occupations, Management, Professions (CHOMP).
 - o The Law, Justice, and Public Service Academy (LJPS) provides Chino High students with a broad-based foundational knowledge in careers involving public service, as well as the A-G required courses for entry into college. Students in the Academy will also participate in Career Technical Education associated with the public service fields.
 - Forty-five freshmen are currently enrolled in the academy.
 - Students are participating in awareness and exploration of careers such as: Police Officer, Fire Fighter, Lawyer, Social Worker, Correctional Officer, Criminal Investigator, Emergency Medical Technician and Paramedic, to name a few. At the same time, students are receiving skill preparation and practice for group presentations to the academy students as well as to Advisory Board members.
 - Some activities experienced by the 9th grade LJPS students included:
 - A visit to the Chino Police Station
 - A presentation from Emergency Medical Responders on job requirements with a presentation on medical equipment and procedures in an emergency. Students also toured the ambulance to note the tight workspace.
 - A Bomb Squad presentation on selection requirements to the FBI Hazardous Devices School in Alabama ended with a display of the of the robot used for remote bomb detonation and student modeling of the gear used to detonate and/or diffuse a bomb.
 - o The Culinary, Hospitality, Occupations, Management, Professions Academy's (CHOMP) goal is 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. Twenty-five students are currently enrolled in the academy working on interdisciplinary projects with the core academic subjects and the Foods and Nutrition class. There are four dedicated ninth grade teachers on the team. One project each semester is based on a real life workplace scenario that the students

have to solve such as organizing a holiday themed meal for the entire CHS staff. This entails using technology based research, communicating with adults and vendors, practicing presentation skills and collaborating as a team. From our advisory committee many local industry experts were invited into the classroom as guest speakers, project resource consultants, and as judges for the final presentations. A Cal Poly Pomona representative from the school of hospitality was able to be involved and provide the students with valuable feedback. Our CHAPSS group served as our client and funded the project. Students in the academy took on leadership roles of their choice to perform for the event. The entire staff at CHS and CHAPSS parents had the opportunity to provide feedback on the overall success of the project through a student generated online survey. In addition, twenty one students were able to attend the Disney Youth Education Series to develop and practice their leadership skills and participate in team building activities. In addition students are traveling with the Home Economics leadership group FHA-HERO to observed competitions for next year's project and serve as voting delegates for our program.

- Every member of the Mathematics Department is attending trainings provided by the school district to promote flexible thinking since, according to the Common Core Standards for Mathematical Practice, it is necessary to develop the varieties of expertise that mathematics educators are seeking to develop in their students. The Mathematics Department staff attended two trainings last year as well as three thus far this year. The Mathematics Department used new Common Core textbooks this year. New pacing guides and end of course exams have been developed for the new common core curriculum. Subject-level Professional Learning Communities (PLCs) within the Mathematics Department are meeting on a weekly basis to create common assessments, classroom lessons, and activities based on the Common Core Standards for Mathematical Practice. For example, to meet two of the Standards for Mathematical Practice, model mathematics and use appropriate tools strategically, Algebra 2 classes have used the technology available to model problems and perform regression analysis several times this year.
- Implementation of Common Core has begun using the techniques of Rigorous Curriculum Design. Five English teachers, one special education teacher and a English Language development coordinator worked with other school site representatives in creating instructional units for each grade level. Each grade level has 6-8 units that focus on common performance tasks and utilize common pre and post assessments.
- The English department at Chino High School has been in the piloting stage of implementing Common Core based units called Rigorous Curriculum Design (RCD). According to RCD, "this curriculum model aligns Common Core State Standards with formative assessment practices and engaging instructional strategies that are unified in well-constructed units of study". In Spring 2014, Chino High School sent five English teachers, a Special Ed. instructor, and an ELD coordinator to trainings regarding the implementation and creation of the curriculum. Over the course of the summer, these CHS teachers, along with district wide ELA teachers, spent 80+ hours developing Unit Planning Organizers for each grade level. Every unit consists of a pre- and post-test, common performance tasks, culminating activities, and lastly, literary and informational texts. Many

instructors at CHS are implementing these resources and strategies within the units. As of the 2014-2015 school year, this curriculum is in the development stages and will be undergoing revisions over the course of the summer.

- The focus of PLC's has been the implementation of these units. Topics include how to teach a particular unit, task, or text and how to adjust the units for SWD and ELD students. Additionally, school site teachers have been able to provide insight and suggestions to the developers of the units.
- The CHS Physical Education Department has worked to improve and enhance the students' experience in their effort to fulfill the four-semester requirement for high school graduation. New to the curriculum are the following classes for 2014-15:
 - PE Yoga (10-12) focuses on enhancing muscular strength, flexibility, balance, and relaxation. Students learn a myriad of yoga poses, Sanskrit names, and relaxation breathing techniques. This class fulfills PE credit as well as elective credit and may be repeated for elective credit. Teacher guided practice as well as student demonstration compliment the learning environment.
 - Crossfit (10-12) is a compliment class to the PE curriculum. Flexible grouping and partner practice generate the powerful impact that this focused physical training has on the specialized student population afforded admittance. Students are exposed to rigorous weight lifting routines created by the student after initial assessment. Anatomy charts and posters are used daily and studied to enhance learning. Workout logs and daily activity diaries are kept by the students to log progression. Exposure to different arenas of practice such as the weight room, the football stadium bleachers and track, the football stadium turf, and open soccer fields allow students to discover and realize potential for lifelong fitness. A large number of manipulatives are utilized in this class such as jump ropes, kettle bells, weighted balls, plyometric boxes, balance balls, core pads, free weights, and weight stations. Teacher modeling and lecture create a non-threatening learning environment allowing for greater success of individual goals and expectations. This class fulfills PE credit and may be repeated for elective credit.
 - Freshman Female Athletics (9): focuses on individual and team sports and the athletes who encompass those teams. Students pre-test their athletic abilities directly related to their specific sport and create a game plan and individual workout that will motivate them to greater success. Workout groups build cooperative learning and allow for discussion among athletes in preparation to their sport season. Pre-tests are also conducted in muscular strength, flexibility, cardiovascular endurance, height and weight calculations, core strength, and body mass index. Anatomy charts are studied to aid in the students' design of their individual workout. Planning and time management are key concepts taught due to time constraints of seasonal play. This class fulfills PE credit.
 - Freshman Football Athletics (9): focuses intensely on building team comradery among the students participating on the freshman football team for the school as well as concentrating on the individual physical responsibilities required to participate. Muscular strength, flexibility, cardiovascular endurance, and balance are concepts stressed as well as individual player responsibility. Anatomy charts and weight lifting technique charts are viewed and discussed daily. Students'

progression in strength and agility are monitored and tested through individual and team play. This class fulfills PE credit.

- The Science department has met in subject-alike groups (biology, chemistry, earth science, and physics) to create activities or projects for the levels that pertain to that current topic. In addition, graphic organizers for reading and writing were presented at the same workshop. As a review of strategies, the department was given grouping, reading and writing strategies/activities that could be implemented within each of the respective classes.
 - o In June 2013 the department attended a 3-day seminar on Common Core for content area classes. They were introduced to the Depth of Knowledge (DOK) level descriptors, and activities/projects that could be used to measure student comprehension of subject matter.
 - o In March 2014 two teachers were sent to an NGSS workshop for a preview of the why behind the change of standards and shown how ELA and Math standards were also interwoven. A follow-up presentation by the district was given to all science teachers, of which ours attended, for a preview of how labs would change from teacher-directed to student-based inquiry.
 - o In February and March 2015 the district again provided 2 days of workshops on the NGSS standards, this time concentrating on how engineering practices could be interwoven within the topics, and also how labs should be revised to become more effective than the teacher-directed cookbook variety.
 - o In May 2015, the intervention specialist will attend a 2-day workshop going deeper into NGSS. The conceptual shifts will be examined as they apply to a professional learning plan. The new model will expose teachers to the Engage-Explore-Explain-Elaborate-Evaluate model.

- The special education department supported its students by directly teaching the Health class rather than mainstream the students. The 2012-2013 year there were 13 RSP and 5 SDC students in the Fall class and 5 RSP and 10 SDC students in the Spring class. The 2013-2014 year had 3 RSP and 6 SDC students in the Fall class and 1 RSP and 7 SDC students in the Spring class. An SWD Health section was cancelled, as it was agreed that the needs of our population could be met within a collaborative model

- In accordance with the new Common Core Standards, the Special Education Department has aligned all of the goals and objectives for the students' IEP's to match the new standards.

- Chino High's Students with Disabilities that have Behavior Intervention Plans (BIP) were placed into a computer based monitoring program called BIMAS during the 2013-2014 school years. The school started with eight students being monitored and currently has 46 students being monitored. This program helps us track the progress of student's goals on a weekly, bi-weekly, or monthly basis.

- This year a second component was added for students that need individual counseling through the Educationally Related Mental Health Services Program (ERHMS). Previously, students would be referred for services following a Behavior Intervention Plan. The Student Support Program now allows for students to be placed into counseling prior to a

BIP being implemented. This allows for students to receive services much quicker during crisis situations. The ERHMS program has two avenues for student services. The first is the CVUSD Behavioral Intervention Program which services students that do not have Medi-Cal. The Behavioral Health Center (BHC) provides services to students with Medi-Cal. Currently the BHC services 15 students weekly at Chino High, 1 weekly through the BIP progress, 1 monthly at Chino High, 1 consult only with a teacher, 2 students currently being assessed.

- The Chino campus added a moderate/severe disabilities program on campus for the 2014-2015 school year. This class currently has 9 students with 7 of them being mainstreamed into regular education classes. Chino also started a SWD dance for students with moderate/severe disabilities that is facilitated by the ASB students, Key Club, and the Culinary Arts Program. During the 2013/2014 school year the dance had 56 SWD and 42 regular education students participating and 8 culinary arts students providing the food. During the 2014-2015 school year the dance had 52 special education students, 47 regular education students and 8 culinary arts students. Funding for the dance is provided by CHAPSS. The dance helps SWD achieve their IEP goals with socialization skills, hand eye coordination, life skills and independence.
- The Workability Program in which Chino High students participate had 23 students during the 2013-2014 school year. The Workability Program places students in jobs for approximately 160 hours. Often students are hired after their workability process. A second component was added this year with one class of 17 students participating in a project twice a week for 12 weeks for 2 hours each day. The students are working at a local farm harvesting herbs and vegetables and caring for the animals.
- Chino High has worked with Chaffey College for the past several years to help facilitate enrollment into the college program. Last year's enrollment increased to 26, up from 23. This year's enrollment process has not been finalized yet.
- Student reading levels are assessed using the Scholastic Reading Inventory (SRI). The SRI is a computer-based test that assesses student Lexile level for initial program placement. The test is administered three additional times throughout the school year to measure student progress.

Social Changes/Developments

- Clubs on campus continue to grow with five new ones starting this year based on student interest, for a total of 42 clubs. There are several clubs on campus with a leadership and/or community involvement component.
 - Key Club had 34 students attend a Fall Rally to bring awareness and support Pediatric Trauma programs.
 - Let It Be club participated in a book drive for 19 families affected by cancer including a current 11th grade student. The goal was to receive 80 books, but was far exceeded, as 105 books were donated.
 - FHA-HERO and Key Club had students serve during the community Fall Festival. Participants increased to over 5,000 people versus 4,000 the previous year.
 - In addition from Club Hope's desire to help their fellow students there arose a need to generate a new class offered on the campus.
 - Students in this new Peer Leadership class have had opportunities to attend conferences on school bullying and mental illness issues.
 - Students were trained through the National Alliance on mental illness in various areas such as peer counseling and suicide prevention. We currently have fourteen trained peer counselors who have served 33 case loads of students weekly or bi-weekly as compared to one time visits with 46 students last year.
 - Mock Trial Club is available to the students in the LJPS academy to prepare them for competition next year. In addition there will be a new Mock Trial class in place for the academy students.
 - In addition to social changes among our students parents have been offered workshops on relevant teen issues such as Building The Parent Teen Connection through the district. This included research based information on looking at the teenage brain and how to increase communication.
 - ASB made the first revision to their constitution in over 30 years. Additionally, ASB has opened up participation and enrolment to SWD.

- A Remind Chino HS Staff group was formed to provide current information in real time to those staff members that chose to join the group. This is a free, safe, easy-to-use communication tool that has helped connect administration with staff and teachers instantly. Information sent out has included: information/pics of great instruction/student learning, emergency information regarding a fake bomb threat through social media, one of the primary communication threads regarding the CAHSEE administration for all 10th-12th in March 2015.
(SEE APPENDIX K)

Community Changes/Developments

- Communication with parents/community has increased with more frequent phone blasts to the entire school community with up to date school program information or events. An anonymous free on-way text message service (Remind Chino HS Community) is now utilized to give real time information to the community regarding school information and events but also serves as an important emergency broadcast system.

- School Site Council has met three times this year. *Agendas will be attached the final document.*
- CHS ELAC meetings have seen growth in attendance by parents. ELAC awards night had approximately 100 parents whereas regular meetings have had 2-10 participants. Approximately 40 parents attended the college awareness workshop night in March.
- Advanced Placement night- Approximately 450 parents and students attended AP Night in the gym. Each of 13 AP classes were represented by currently enrolled students who undertook presentations on the importance of participating in an AP program. Parents received informational packets and could speak to both students and instructors regarding courses.

Facilities Changes/Developments

- CVUSD has fully renovated two classrooms on campus, in addition to the installation of updated computer labs and dissemination of smart boards.
 - o New Improvements include:
 - New gym lights.
 - Field upgrades for baseball and softball at the Freshman and JV levels.
 - Pool scoreboards
 - Science lab upgrades for gas flow and regulation.
 - Tile work in the gym foyer restrooms.
 - Upcoming- Gym floor

Intervention Changes/Developments

- A new student intervention program called Crossroads was implemented in 2015. This free service provided by Reach Out, a non-profit organization from Upland, CA, is funded by a grant from the San Bernardino County Department of Behavioral Health. It addresses positive behavioral change with the hopes of preventing future misbehaviors/violations in the following areas: anger management, drugs and alcohol abuse, and truancy. The program asserts the idea that our thoughts control our actions and behaviors. Students learn new ways of thinking to positively affect their behavior and increase their success and decrease the likelihood of future misbehaviors/violations. Referrals to the program were sent to students with misbehaviors/violations that have occurred since the beginning of 2014-15 school year. Administrators contacted students and their parents to inform them of the program and to obtain signatures authorizing students to be pulled from their academic classes. The program consists of two-hour sessions that are completed during the school day on a rotating schedule for a total of six weeks. Teachers have been supportive of the program and assist students with any make-up work needed to keep students on track academically. Positive initial feedback has been received from students, families, teachers, and staff. A graduation event will be held at the end of the school year to celebrate successful completion of the program. At the time this document was written 25 students are in the Drug and Alcohol program, with 28 students in the Anger Management program. A second session of the program will began in April 2015.

- A Crossroads intervention program was also developed to address students with attendance issues. The Truancy program consists of four hours of curriculum during Saturday School with two follow up hours the following week.

(SEE APPENDIX C)

- Student Study Teams- Since the beginning of the year, we have conducted 79 SST's as of March 25, 2015. At these meetings, students, parents/guardians, counselors, teachers, and administrators, are invited to provide input regarding student progress/regression in academic and non academic classes.

(SEE APPENDIX D)

- During 2014-15, Chino HS implemented the use of Shmoop.com as an online test prep service available to all students for the CAHSEE and all Advanced Placement exams. In order to make this service accessible to all students, a computer lab staffed by certificated teachers is available for students on Mondays and Wednesdays from 2:30-4:30pm.

(SEE APPENDIX E)

III. Follow Up and Progress Report Development

Briefly comment on the school’s follow-up process. Include a description of the committee that has been responsible for overseeing the progress of the school’s action plan and the preparation for the visit. Describe the process to prepare the progress report. Include to what extent stakeholders were involved in the preparation of the report. Describe the process to present the progress report to the governing board.

- Following the 2014 WASC visit, the whole staff was asked to attend a follow-up meeting regarding observations from the visiting committee. The staff was presented with a PowerPoint that overviewed observations and criticisms of the lack of address toward the critical areas of growth. In June, the Administration received the visiting committee’s report, which was disseminated to the staff. A follow up email indicated that a two person visiting committee would return in the spring of 2015 to follow up on the critical areas.
- At the beginning of the 2014-15 school year, the staff was notified of this visit. As part of the previous visiting committee’s recommendations, an English teacher volunteered, and was then designated by administration, to be the WASC self-study coordinator. The coordinator requested volunteers to join a WASC Leadership Team to provide insight and feedback regarding the WASC critical areas. The team is comprised of at least one teacher from every content area (except physical education); these teachers should serve liaisons to their department regarding any new data, changes on campus and accreditation news. This committee has met nine times since the beginning of the school year with five meetings occurring prior to the notification by WASC of the visit date in March 2015. A WASC binder was assembled throughout the year.
- At WASC Leadership Team meetings, team members discussed improving school climate, implementing new programs campus wide, and addressing WASC areas of concern. Teachers also reported on significant developments in their departments. Specific details of each meeting are below:
 - 1st Meeting – September 14, 2014
 - The first meeting focused on the assembling of the team. Introductions and discussions regarding staff roles on campus ensued. Norms were developed for the meetings. The team reviewed the visiting committee report and discussed the observations. These observations focused discussions regarding the critical areas.
 - 2nd Meeting – October 14, 2014
 - The second meeting focused on analyzing the critical areas and how to address them campus wide. The report was jig-sawed and each group went through their sections listing concerns, suggestions for action, and ideas about how to address these areas in the long term. Groups presented their notes and comments to the rest of the team.
 - The second half of the meeting involved building stakeholder involvement. This included faculty, parents, and the community. Some ideas were to augment awards ceremonies and alter times for meetings, such as ELAC and

- SSC so a wider variety of stakeholders could attend.
- In the meeting, administrative walk-throughs were discussed as a means to promote best practices. Observations were shared through the Remind staff group.
- 3rd Meeting – November 13, 2014
 - The majority of this meeting's time focused on addressing the needs of our ELA students. Using the data from a staff survey and based on the critical areas for follow up, the WASC action team decided that the ELA intervention specialist would provide professional development on the 30th of January. The focus would be on ELD strategies and graphic organizers. Our intervention specialist discussed how critical our ELD population is as it makes up 1/3 of the CHS student population (we have approx. 280 ELD designated students with 400 or so redesigned ELD students).
 - A portion of the meeting focused on discussion regarding altering bell schedule as a means to increase PLC/collaboration time. The team looked at the Briggs Jr. High bell schedule with an early release midweek bell schedule. In looking at the minutes, CHS would have to add time to the regular day schedule. The team discussed the feasibility of the addition of extra minutes for the 2015-16 school year and resolved to discuss it in our departments.
 - As a team, we were encouraged by the increased attendance at a recent ELAC meeting. Students received attendance awards and parents attended to see their child receive the awards. With regard to the critical areas of follow up, the team discussed staff leadership on campus. Traditionally, the department chairs have been leaders on campus but in the last few years changes that further define the PLC leaders' role afford them a more direct influence on school culture. Currently, per district contract there are not any significantly defined expectations for either PLC leaders or Department chairs.
- 4th Meeting – December 10, 2014
 - The meeting focused on developing ideas for alternative bell schedules as a means to encourage and promote PLCs. The team discussed the PLC survey completed by the varying PLCs on campus. Discussion centered on function of PLCs on campus. Prior to the meeting, a UC Berkeley article on alternative bell schedules was distributed to the Action team.
- 5th Meeting - February 25, 2015
 - This meeting focused the data that was included in the Mid-Cycle report. The self-study coordinator reviewed two websites: Data Quest through the Department of Education and the County data search engine- Data.k12.oms.org. The team was guided on how to use the sites and discussed the lag between old data and current relevant data. We additionally discussed the absence of current data as a means to measure school growth and student achievement. It was noted that there need to be other ways of measuring student achievement, such as benchmarks,

performance tasks, and pre/post assessments. This pushed discussion regarding whether these measurements are being conducted campus wide in the various departments. ELA, Math, Science, and Health appear to have some common assessments in place, but whether results are discussed is unknown.

- It was noted that the WASC committee needs to see a solid presentation of data as a means to construct the document and also to address the critical areas. Staff needs to be implementing the action plans as delineated by the district and the school site administration: bell-to-bell instruction, standards and objectives posted and differentiated instruction for all students. The members of the team were assigned different data points to research for their particular department and asked to put together that data to be placed into the final report.
 - A previous WASC coordinator consulted with the group regarding mid-cycle visits and some of the strategies that previous teams had used in putting together WASC documents. He discussed faculty buy-in and gave insight on the construction of the report.
 - Leadership roles also were addressed again. WASC committee members were instructed to ask department chairs to provide descriptions of their job so a school site description can be uniform for upcoming school years.
- 6th Meeting – March 25, 2015
 - This meeting was focused on the notification that the school received from WASC that the visiting committee contacted the administrative team and would be visiting the school in late April/early May. The team was broken up into pairs and assigned various sections to finalize for the first half of the report.
 - The self study coordinator reviewed the various meeting and deadlines between the 25th and the actual date of the visit. Team meetings were adjusted to weekly instead of monthly meetings.
 - 7th Meeting – April 2, 2015
 - This meeting was focused on the discussion of minor editing issues and content and structural changes needed in sections two and three of the WASC document. During this process, the team realized that the third section needed to be restructured and readdressed. We discussed the notes from the previous meetings and how we as a team had worked in addressing the document. These notes were listed in bullet form to be turned in as a narrative about the document creation process. The second half of the meeting was an opportunity for the team members to walk through their department member's classrooms. Walk-throughs were less than thirty seconds per classroom and were focused on observing student engagement and posted standards and objectives.
(SEE APPENDIX F)
 - 8th Meeting- April 16, 2015

- The WASC team discussed section four of the report. Discussion focused around the particulars of each area of critical need and how to evoke discussion with the staff. The team resolved to meet with their department and discuss the critical areas and provide feedback via graphic organizer. Feedback was asked to be emailed by Friday afternoon. The group went on walk-throughs in pairs outside of their department area.
(SEE APPENDIX F)
- 9th Meeting – April 23, 2015
 - Teachers met with Administration regarding the upcoming WASC visit. The team was asked to prepare a workshop/discussion for the professional development day on the 24th. The WASC leadership team also met with the district architect to make suggestions regarding future projects and construction at CHS; the goal of the team is not just to update CHS but to create a progressive needs based campus that will anticipate the needs of students in the long term.
- The final draft of the WASC document was edited by an English teacher not involved in the writing process.

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

List the critical areas for follow-up and reference the school-wide action plan sections where each critical area for follow-up has been addressed. 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.

Note: The school's action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last full visiting committee report. Comment on the progress made to date for each critical area for follow-up and cite evidence and examples of the impact on student learning.

The WASC Visiting Committee in 2014 listed the following as critical areas for ongoing improvement:

1. Revisit previous critical areas for follow up, implement, and monitor progress of each.
 - Critical areas for follow-up from the last full visit in 2011:
 - A. Increase the proficiency of ELL students in all content areas.
 - B. Ensure the data driven instruction becomes the norm school-wide.
 - C. Increase the proficiency of students with disabilities (Special Ed.) in all content areas.
 - D. Increase the level of proficiency in algebra and geometry.
 - The following areas for follow-up were identified by the 2014 Visiting Committee in addition to the areas mentioned above:
 - E. The staff must revise Chapter 4 of the CHS Self-Study to reflect all of the findings and evidence that was examined during the self-study process in order to present a complete picture of CHS. The 2013-14 revisit team chair received a copy of the revised document in October, 2013. Per the 2013-14, Visiting Committee, this task has been completed.
 - F. CHS Staff needs to develop a systematic implementation of instructional strategies linked to standards and clearly defined learning objectives.
 - G. CHS Staff needs to expand stakeholder involvement in all school governance structures (SSC, Gate Advisory, ELAC, WASC process)
 - H. CHS staff needs to develop and utilize a systematic, school wide process for data analysis and evaluation of students work to guide instructional practices.
 - I. CHS Staff should develop a systematic plan to ensure high expectations and academic rigor found in some classes is the norm in all classes.
 - J. CHS staff needs to strengthen the effectiveness of the PLCs and student interventions to support increased student achievement.
2. The site administration and staff develop and implement a site-based, targeted professional development plan.
3. Strengthen action plans in order to move the school toward greater academic achievement.
4. Enhance the role of the Leadership Team to include more active participation in the WASC Process.
5. The site administration promotes and encourages a member of the staff, other than an administrator, to serve as self-study coordinator.
6. Strengthen intervention strategies to move more students towards skills mastery, including ELL students, SWD, and all other struggling subgroups.

The following is a compilation of feedback received from departments, PLCs, administration, and staff addressing progress on recommendations made by the 2014 Visiting Committee. They are organized by critical area for ongoing improvement.

Critical Area A - Increase the proficiency of ELL students in all content areas.

- In the English courses offered at Chino High School, the instructors are implementing Rigorous Curriculum Design Common Core units that have differential instruction and intervention strategies built into the units to address the needs of EL. We have instructed students and guided them through the process of close reading and annotation in order to increase comprehension and critical analysis. Part of our scaffolding includes: think-pair-share, Socratic Seminar, gallery walks, checking for understanding, frontloading of vocabulary, KWL, chunking, sentence frames, strategic grouping. Not all teachers are using all strategies, but all are using some. The unit plans developed by groups of teachers from all over the district through the last year and a half are being implemented throughout the English department at CHS and provide teachers with a wide variety of strategies to enable mastery of skills by ELL, SWD, and regular ed. students. For example in the twelfth grade, the strategies embedded in the UPOs include concept maps, "Own the World", vocabulary visual word association, brainstorming, show & tell, graphic organizers, skits, rewording questions, paraphrasing textual references to support arguments, etc.
 - o As developed by grade levels, RCD English curriculum UPOs (Unit Planning Organizers):
 - specify ELL standards that correlate within each unit.
 - specify instructional strategies (close reading strategies, think/pair/share, Socratic seminars, roles for group work, etc.)
 - specify differentiated strategies for intervention (provide sentence frames, pairing less advanced with more advanced student, Cornell style notes, audio books, "chunking" process piece essays, etc).
 - highlight academic cross-curricular words and content/domain specific words to frontload/utilize in instruction
 - include graphic organizers/visual options for instruction as possible sources for each unit.
 - utilize visuals (Infographics, artwork/museum pieces, etc., as tasks and/or as culminating activities that synthesize information within the unit)
 - o Our department augments lessons by differentiating instruction such as having students creating and studying flash cards in the target language, frequent use of visuals and manipulatives to increase vocabulary acquisition, making connections between language and content to make it meaningful and relevant, and frequent collaboration between languages teachers to share best practices
 - o Identifying ELL students is done by identifying home language preferences via surveys and parent contact, identifying English proficiency level via exam scores, and identifying their level of content area knowledge with formative and summative assessments.

- In Social Science, the main course of action for ELL proficiency is through the usage of various scaffolding activities entailing the use of graphic organizers including, but not limited to: graphs, charts, K-W-L charts, and brainstorming diagrams. This process also

includes: note-taking, peer-mentoring, and limited, structured outlining formats.

- The Students With Disabilities Department (SWD) routinely uses SDAIE Strategies with their students. These same strategies are also beneficial to English Language Learners (ELL) because the difficulties of learning a second language are similar to the difficulties faced by SWD students. Therefore, teaching ELL students that are interspersed with SWD students is fairly seamless. Common practice for our department is to use a pre-test and KWL charts to begin a chapter because many ELL and SWD students have limited experiences to draw from. This results in classroom discussions, group work, predictions, text scanning and close reading, just to begin. As a unit progresses, graphic organizers, Venn diagrams, visuals, posters, modeling, finding key words in text, mnemonic devices, modified vocabulary, hands on activities, and manipulatives are used. Information is often read to students the first time helping them with their decoding skills, in addition to improving their understanding. Students regularly work on research projects that incorporate writing, outlining, dictionary, Internet, and encyclopedia use. The students all produce portfolios, daily journals, book reports, quick writes, and art based projects to demonstrate their skills. The teachers display student work on their walls in addition to posters that help reinforce student skills. Students are often placed in flexible groupings to help foster discussions and additional friendships. Teachers continually praise students and offer rewards in an effort to encourage interest and improve knowledge. Many of the teachers open their classrooms before school, during lunch, and after school for tutoring and a safe place where they may feel more comfortable, consequently they are more apt to open up to a staff member if something is wrong. Additionally, there are many more strategies not specifically listed that are used regularly for both ELL and SWD students. The SWD teachers meet with subject matter PLC groups regularly to help them incorporate these skills into their classrooms. The SWD teachers also offer strategies to help teachers administer accommodations for students when they are taught within a general education classroom. Some of these accommodations include administering tests in small groups, allowing more time per test item, reading the test out loud, offering multiple choice rather than short answers or essays, or allowing a student to answer orally rather than writing the answers.
- To address the first critical area of need, English Learner Proficiency, the Career and Technical Education (CTE) department members are using the following common SADAIE strategies; Tapping into prior knowledge, developing vocabulary, use of visual aids (posters, video clips, work samples), graphic organizers aligned with various types of text, students are required to speak in complete sentences, pairing ELL students with non- ELL students, cooperative learning, and written reflections to summarize knowledge acquired.
- The CHS PE teachers utilize several techniques in their teaching to enhance the learning and success of their PE students. Teacher demonstration and modeling is extremely effective in our program and students are encouraged to participate to their full potential. Running buddies, partner play, tournament charts, group activity, team play, student lead stretching, fitness groups, stretching groups, and running groups are a few of the different types of learning environments used. Manipulatives are used in the PE classes to afford a

greater sense of lifelong fitness and create recreational as well as competitive play. Incentives for students such as Chino Mile Run shirts, extra credit, mile run passes, and team rewards motivate our students to greater success.

- In the Biology department, several strategies are being used in order to help our ELL students succeed. The first thing we do is to make sure that every language learner is paired with another student who is more proficient in English. We utilize things such as graphs and graphic organizers in order for them to visually compare and contrast different topics. We provide manipulatives so that students that learn kinesthetically can grasp the material better. We have test translators so that they can take the same test as other students but in their own language. Videos and bulletin boards are used to reinforce the lectures. Depending on their level, they may be allowed to use notes for the exams and quizzes and/or they can stay after school to take a test in order for us to provide them with one on one attention. We model activities and labs before students perform them to give them confidence with regard to the task they are to perform.
- In the Chemistry department the following visuals are used to address the needs of ELLs including, but not limited to, videos, graphic organizers, demonstrations, and “foldables”. We have found that through doing this students can begin to make connections between scientific language and both visual and tangible objects. To help students visualize lab procedures we often demonstrate the laboratory set up and have students draw a visual representation of it so that they have a reference that is accessible and easier to understand. During labs we strategically place students into small groups with someone who is bilingual if possible, if not someone who they connect and feel comfortable working with. We utilize Cornell and skeleton notes that are color coded. We use and encourage the use of online videos so that students can view the material repeatedly.
- The Earth science department uses a number of techniques and strategies to address English Learner Proficiency, to utilize assessment data to inform teaching, and to differentiate for special education student needs. ELL students typically benefit from the use of SDAIE strategies such as the following: Tap Prior Knowledge by asking questions, use of pre-tests, producing charts and posters; contextualizing the lesson with demonstrations, cooperative group work, role playing, and by using regalia, gestures as mnemonic tools, videos, graphic organizers, and compare/contrast activities; teach study skills through the use of Venn diagrams, and mnemonic devices, and by keeping a notebook; performance tasks like group assignments to organize, explain and present information (e.g. geologic timeline, rock cycle poster, life cycle of stars, etc.); and by maintaining a positive domain that is safe, warm, and encouraging. Students are sometimes paired with native language “study buddies”, if needed, to help with understanding instruction and assignments in English.
- To increase the proficiency of ELL students in Physics:
 - o We tap into prior knowledge with the students by having them engage in brainstorming sessions for projects, offering guest speakers as they become available and making meaningful predictions for every Discovery Lab.

- Lessons are contextualized by regularly using real, common objects during science experiments and demonstrations, having students examine pictures of real objects, regularly engaging in experiments, illustrating concepts using demonstration equipment, and working in cooperative groups in labs.
 - Study skills are taught by requiring students to keep a notebook of their laboratory findings throughout the year, requiring computer access info when we discuss how to get required files from the class website, and students are required to submit checkpoints (preliminary design, prototype, etc.) at particular times for long-term projects. This teaches them time management skills.
 - The text is modified by reading questions together in class examples and in the Decent Docent activity used by Honors Physics students to review for tests, key words are taught that help students explain and understand, students graphically map out where the current topics are in relation to the Big Picture of Physics whenever we begin a new section, and we occasionally reference supplementary books.
 - Performance tasks are required when students give oral reports to the class and when they submit their projects to the class multiple times each semester and students are given group assignments in the form of projects and laboratory activities.
 - The positive domain is ever-present. The teacher ensures a safe emotional place that students feel free to share in since nobody is allowed to mistreat others, laboratory precautions are exercised that keep students from physical harm. Students move around when transitioning from class to lab settings, when performing outdoor laboratory activities and projects, plus occasionally to move seats in order to work together with someone during classwork activities. Student work is displayed, both formal work like the Physics Concept Posters, and personal work they are proud of, like the occasional physics-related cartoon or science joke. Students are frequently praised and the atmosphere is always positive. Projects in Physics encourage friendly competition for extra credit. Physics students who are members of the Science Club have the opportunity to attend a science-related field trip near the end of the year. Physics-related jokes are frequently shared, the teacher has built up quite a supply in the last few years and sometimes students will bring their own to share. Positive notes appear on graded material along with encouragement. The students have a week-one introductory activity that is geared toward talking to everyone in the class and especially learning the names of *all* their classmates.
- As the spectrum of skills is highly varied in Visual and Performing Arts (ceramics, fine arts, theater and music), every class has different learning objectives and projected outcomes. Regarding ELL students, each class has performance-based projects that are assessed based on student abilities. The instructors in VAPA use a variety of strategies to demonstrate the skills and techniques needed for a particular project. Some strategies that are used are modeling techniques or skills, accessing prior knowledge, cooperative learning groups. and utilizing samples to guide students toward the learning objectives.

- The Mathematics department uses the SDAIE strategies highlighted in the appendix (SEE APPENDIX G).

Critical Area B – Ensure the data driven instruction becomes the norm school-wide.

- Within the first 6 weeks of the new school year, the physical education department teachers conduct a week long pre-test with their respective physical education students in the area of the California State Physical Fitness Test (PFT). Benchmark testing results are recorded, summarized, and analyzed by the PE teachers. A calendar of activity units is created for the semester allowing time dedicated to include not only the state mandated requirements but the areas of concentration directly related to the PFT. In the spring, students are tested again in the six areas of the PFT and results are tallied, analyzed, and discussed by the PE department. A mile run is conducted twice a week and the Physical Education teachers work with a common assessment of standards and grading scale. The mile run scale is discussed throughout the year, evaluated, and revised to meet the dynamics of the student population at CHS.
- Before each test, there are a number of checkpoints in Physics. First, students will perform Discovery Labs, which require that they write their own understanding in a question-answer format and share it. This gives the instructor an idea of what they think as they begin to formulate an understanding. A quiz is given partway through the lesson before each test to further assess their understanding. After each assessment, adjustments to the class focus are made and material is frequently retaught. These formative and summative assessments drive the focus of each lesson before they are tested.
- Modern Language has created six and twelve week benchmark common assessments, along with a common final exam. We intend to make all our exams common assessments, which will take some time. We use Illuminate to assess benchmark tests to gather data, however we are hindered with outdated technology and poor tech support which prevents us from fully implementing data driven instruction. We have been able to refine our instruction with data collected by revisiting questions on exams to ensure their clarity when given to students.
- To address the second critical area of need, data driven instruction, the Health department team uses the California Healthy Kids survey and student surveys within our classrooms to guide instruction focused on areas of need. In work experience, future assignments are adjusted to address areas students do not comprehend based on the results of assignments, quizzes, and tests. In Keyboarding and Computer Applications, web based programs are used to check for student understanding to provide instant feedback. Foods and Nutrition classes as well as the Culinary Arts classes use the end of the semester tests that are aligned with Chaffey College to modify the course assignments.
- In Social Science, data driven instruction will remain elusive to our department as long as there continues to be a delay in receiving Common Core Instructions from the State of California. In the mean time, to address this critical need area, the Social Studies department has chosen to work with another to develop aligned curriculums from which we may pre-select pieces of material that we can all agree to use in our various individual

assessments as a means to self-study, examine, and create better modes of transmission of information across the department.

- Per the guidance of Rigorous Curriculum Design, every English instructional unit at every grade level has two forms of common assessments: performance tasks and examinations. There are 3-4 performance tasks in each unit along with a culminating activity. The intention of these tasks is to match up the priority standards that are being highlighted in the thematic unit with the assignment. All assignments are match with a rubric that is available to the instructors giving the assessment. Additionally, English teachers are in the beginning stages of using pre- and post- tests to assess student understanding and measure growth. Because this is the first year of the RCD pilot these exams are currently in flux.
- Despite being such diverse department, VAPA has consistently implemented the use of text books and exams for their particular element. The results of the exam indicate to the instructor regarding student understanding.

Critical Area C – Increase the proficiency of students with disabilities (Special Ed.) in all content areas.

- To address the third critical area of need, differentiating instruction, the Chino High school staff and instructors identify their students with 504 plans and IEPs by using AERIES to view a student’s schedule and by looking at the “IEP at a glance” provided by case carriers. The following strategies were commonly used among all departments: preferential seating, teacher modeling, graphic organizers and note outlines when giving direct instruction, visual and verbal clues, visual aids, collaborative work, small group learning, and smaller workloads. Accommodations such as extra time for tests and assignments, testing with an aide, shortened assignments, one on one instruction, and modified assessments are commonly used within the department. Accommodations and modifications are followed from individual SST and IEP on a case-by-case basis which usually includes seating up front, giving extra test time, checking for understanding frequently, etc., although it varies based on each student’s needs. Additionally, the SWD are provided for via a counselor that oversees all student placement, attends IEPs, and communicates between parents, admin, instructors and case carriers.
- The health department has created a modified version of each of their common assessments for SPED students and seeks help often from the SPED department to assist with modifications and meeting the needs of SPED students. The health department has been provided with a few RSP period aides to assist in the periods with the highest number of students with need. The instructors provide students with support by meeting their needs via IEPs and 504 accommodations.
- As developed by grade level, RCD English curriculum UPOs (Unit Planning Organizers)
 - o specify instructional strategies (close reading strategies, think/pair/share, Socratic seminars, etc.)
 - o specify differentiated strategies for intervention (provide sentence frames, pairing less advanced with more advanced student, use note cards to organize research

- information, Cornell style notes, audio books, “chunking” process piece essays, etc).
- highlight academic cross-curricular words and content/domain specific words to frontload/utilize in instruction
- include graphic organizers/visual options for instruction as possible sources for each unit.
- utilize visuals (Infographics, artwork/museum pieces, etc., as tasks and/or as culminating activities that synthesize information within the unit)

Critical Area D – Increase the level of proficiency in algebra and geometry.

- In adherence to our vision of “excellence in education for all students,” Chino High has implemented the Algebra Intervention elective. Approximately 40 % of students enrolled in Algebra Intervention receive special education services. In addition, 48% of those students have behavior/work completion goals of which 20% have Behavior Intervention Plans. The purpose of Algebra Intervention is to provide students with the requisite math skills to fully engage in the rigorous common core aligned Integrated Math Curriculum. The course is also designed to incorporate their unique learning styles and pacing requirements to content. Enrollment in Algebra Intervention was based on data driven decisions that included end of semester exams, grades, and teacher recommendations.
- Algebra Intervention uses Math 180 to address the unique needs of students by providing a variety of modalities including technology that is aligned student math needs in order to achieve mastery of content. Furthermore, Math 180 incorporates a number of heterogeneous grouping strategies that provides the opportunity for students to collaboratively engage in content. In order to assist students in this course, special education paraprofessionals actively collaborate and assist Algebra Intervention teachers in class pursuant to our mission of “responding to student needs” in order for all students to acquire 21st century skills.

Critical Area E – Completed per the 2014 Visiting Committee.

Critical Area F - CHS Staff needs to develop a systematic implementation of instructional strategies linked to standards and clearly defined learning objectives.

- Per District policy, teachers are to post standards (Common Core) and objectives in an easily identifiable location in order for students to be aware of their own learning goals for the day. As of 2015 some courses, such as Social Science, Art, etc., do not have content specific standards but every department has ELA standards. A uniform understanding of these ELA standards across CHS is limited.
 - The WASC Leadership Team completed two school-wide walk-throughs to collect data regarding posted standards and objectives, any instructional strategies observed, and whether it appeared that students were engaged in learning. (SEE APPENDIX)
- During the 2012-13 school year, ALS provided Direct Interactive Instruction training to our staff. These trainings are intensive interactions with a coach, who guides the

teachers in a variety of strategies intended to focus instruction and keep students engaged. This training formalized lesson structure, including the development of objectives for class lessons, and sequenced bell to bell instruction which will provide uniformity throughout the departments. After training, the coach and a teacher co-teach a lesson in an active classroom, while the other teachers observe. Currently the Special Education, English Language Arts, History, and Mathematics departments have received this training with follow-up coaching.

- Some strategies used: informal assessments (listening, repeating, call and response), making connections to students' own lives to make material relevant, scaffolding techniques such as rewriting in their own words, projects such as videos, autobiographies, children's books, use of Cornell notes and Microsoft PowerPoints, "Say, see, do" modeling instruction
- During the 2013-14 school year, the Social Science department received training provided by Schoolhouse Project with a focus on Explicit Instruction: Design and Delivery of Common Core State Standards which are designed towards increasing student achievement.
 - Topics covered: Decoding Common Core State Standards to Design and Deliver Measurable Objectives, Designing Measureable Objectives (SMART), Delivery of a Standard and Objective, Gradual Release Lesson Sequence, Highly Structured Interaction and Engagement, Academic Learning Environment
- Administration utilized staff meetings on how to write lesson objectives in January 2012, October 2012, October 2013, and April 2015.
(SEE APPENDIX H)
- The whole staff would benefit with more implementation of technology, the use of a computer, LCD projector, PowerPoints, and frequent monitoring and redirection by teachers (walking around the classroom to ensure students are on task, instead of staying only in one place)

Critical Area G – CHS Staff needs to expand stakeholder involvement in all school governance structures (SSC, Gate Advisory, ELAC, WASC process)

- In order to ensure Chino High School meets the needs of the community, administration leads multiple shareholders in implementing action steps designed to increase family involvement, particularly from the English Language Learning (ELL) community. This year, several activities were facilitated by administration and parent volunteers to support this goal including an awards night that took place in January where EL students with a cumulative GPA of 3.5 or higher and perfect attendance were honored. There were over ninety students and their families in attendance to celebrate these achievements. Parent feedback was used to create the *La Universidad Es Para Todos! (College Is For Everyone!)* workshop in March hosted by Educational Talent Search (ETS), a tutoring and early college awareness program from Cal Poly Pomona which functions within our school site. Topics such as funding for college, scholarships, what students can expect after college, and high school preparation were explained to over thirty Spanish-speaking parents. In addition, five regularly scheduled English Learner Advisory

Committee (ELAC) meetings take place over the course of the academic year. One particularly active parent volunteer aids the administrative office in ensuring the EL parent network is notified of meeting times and locations. All ELAC meeting promotional materials and phone calls are sent in English and Spanish to all Chino High School families. Refreshments for all meetings are provided by the school's Linked Learning Academy C.H.O.M.P.

- In 2015-16 Chino High School will be hosting a new, six week course designed to teach ninth grade EL students and their parents to excel in navigating the post-secondary educational system. Our school's parent liaison received training as a program facilitator from the Department of Access and Equity, and the school site received materials to implement The Latino Family Literacy Project known as *Family Stories*. The program includes an engaging novel (in both English and Spanish) with illustrations and an interactive parent-student journal that introduces key educational terms. Ninth grade EL students, their parents, and the parent liaison will meet once a week for 6 sessions in the Fall to read the book and discuss about how to prepare for college. They will be provided with journal activities that will help them to express concerns and better understand the process of preparing for college while developing English-language skills.
- CHS has implemented multiple programs to expand shareholder involvement. Partnership for Learning Network provides training and support for improving parent involvement at CHS. The principal and administrative team has maintained a healthy relationship with the school's parent booster groups and has open communication with these leadership groups. The school continues to strive to involve more parents as active participants in all school governance structures, including School Site Council. SSC has met four times this school year. They were educated on LCAP and LCFE and approved the 2014-2015 LCAP. **(SEE APPENDIX B)**
- Technology has helped us communicate with parents more frequently, with the use of Chino High School's own website, plus online grade books such as Grade Alert and AERIES, and TeleParent. Many EL students come from Spanish speaking families, so Spanish teachers are able to communicate effectively and often with parents. Parents are contacted if students are experiencing difficulty with the subject taught, or with behavior issues. We are aware that a website like TeleParent can only supplement parent contact, not replace it.
- A Remind Chino High School Community group was set up as a free service to increase instant communication with the surrounding Chino HS community. This service was rolled out to the community at parent conference night on March 25, 2015. **(SEE APPENDIX K)**
- Over the course of the 2014-15 school year, the WASC process has been limited to mostly staff based input. The WASC Leadership Team is committed to creating a larger buy-in of students, parents, and community members for the 2017-18 full self-study.

Critical Area H - CHS staff needs to develop and utilize a systematic, school wide process for data analysis and evaluation of students work to guide instructional practices.

- With the help of ALS and the district's Department of Curriculum and Assessment, teachers are creating common assessments and analyzing data throughout the school year to improve instruction. Teachers have utilized district implemented benchmarks in order to measure student understanding. Illuminate has been provided via the district and a growing number of teachers have been trained in the usage and application of the Illuminate technology. Illuminate is designed to allow student performance data to be recorded and stored at the district servers and allows analysis of student assessment results throughout various departments and enables identification of teaching strengths and weaknesses. This program is a tool to be used by all teachers so that immediate data can be collected and analyzed for both students and teachers to use to improve academic progress and instruction.
- For the 2014 – 2015 academic year, the Mathematics Department met as Professional Learning Communities (PLCs) to develop a department-wide plan to implement data-driven instruction. Imperative to this process was the use of vertical alignment between courses across the department. Vertical alignment identifies critical skills to be mastered by students in order for them to be successful in subsequent courses. In addition, common summative assessments have been developed for all courses. For the 2015 – 2016 academic year, the Mathematics Department will implement the use of common pre-skills assessments. The common pre- skills assessments will identify a standard for each question and will be given prior to every new section. In addition, the department is developing procedures for the collection of data and analysis of assessment results in PLCs to support setting SMART Goals based on student achievement. The department has decided that each instructor will post targeted critical skills and/or two to three SMART Goals on data walls or bulletin boards in their classroom. Data walls in classrooms will display percentage of mastery for each student confidentially.
(SEE APPENDIX G)
- RCD English curriculum has built in common pre/post tests for each grade level; additionally, the performance-based assessments are essential in the full implementation of RCD. Teachers use PLC time to discuss the tasks and activities. These responses are passed on to course developers to make adjustments on the curriculum for the upcoming school years.

Critical Area I - CHS staff should develop a systematic plan to ensure high expectations and academic rigor found in some classes is the norm in all classes.

- Per district mandate, the school-wide expectations continue to be that instructional standards and measurable learning objectives are clearly displayed. Professional Learning Community time has also continued to be protected in 2014-15 so that departments can discuss effective instructional strategies based upon data and ensure that all members in the department are upholding the department's expectations. Administration has called staff meetings during PLC times to address emergency

situations and to address WASC. CHS administration continues to implement random walk-throughs on a regular basis throughout the school year and provides support to teachers that are in need of guidance to implement effective instructional strategies and classroom management. Administration ensures that areas of focus previously noted by DAIT (District Assistance and Intervention Team) are addressed as needed which include:

- State standards and measureable objectives posted and utilized daily
 - Develop and implement a lesson structure and sequence from bell to bell
 - Structured student interaction throughout lessons
 - Provide constructive feedback and correctives to students
 - Effective classroom management evident from bell to bell
- Per RCD, ELA holds all students accountable to the performance tasks and activities in each unit. For grades 9-12, the school year is divided into six to seven thematic units that integrate literature, informational texts, writing and speaking. Each unit presents learning objectives that can be measured through the performance-based assessments. For example, in the tenth grade students must create presentation for a product that utilizes the rhetorical appeals as a means to target a specific demographic or audience. Students are given a details guide for the project, which is created at home and in the classroom, and then upon presentation a rubric is used to evaluate their understanding of these larger learning objectives.
- The Social Science department has continued their efforts in moving away from Indirect Instruction, based solely on lecturing and handouts, and moving more towards Direct Instruction and project-based learning that requires increased rigor and a greater engagement from students. To achieve these goals, several teachers have assumed leadership roles within our district's Social Science Cohort that's been formed in partnership with the University of California called *History Blueprint*. This prestigious scholastic organization is currently aiding us in rewriting our curriculum to be more in line with Common Core requirements that underscore the need for students to be able to cite evidence, craft concise summaries and conclusions, and design insightful arguments based on nonfiction texts. We are learning to do this by: using step-by-step modeling techniques like the "I-READ" method, scaffolding activities like sentence frames, and creating graphic organizers like cause and effect charts. Recently, there's been more energy to lessen our reliance on 'tried and true' learning methods that are not spontaneous nor require students to actually be engaged in the material like rote copying and outlining or watching long historical videos with no purpose or follow up action. The department is also moving ahead with implementing new student interaction methods taught to us by Action Learning Systems. We've learned to conduct various on-the-spot student feedback challenges like "Ticket-Out-the-Door", "Thumbs Up/Thumb Down", and random pull cards. We now utilize the benefits of A-B reading partners, Think-Pair-Share activities, and Choral Reading to break up what can sometimes be monotonous text book activities. We have also been trained to use Depth of Knowledge (DOK) charts in order to deepen the level of complexity. The Social Science Department was also trained in using proactive management strategies designed to get our teachers physically moving around the class to engage students, redirect them, and avoid the 'broken record' syndrome.

- In both department and specific discipline teams, science (Biology, Earth, Chemistry, and Environmental) is continually working toward increasing rigor and finding new and useful ways to scaffold material to our students that is not only informative but effective. Academic rigor is enhanced by planning lessons that include challenges from multiple levels of the Depth of Knowledge chart. These could range from simple tasks such as solving a mathematical problem, or labeling a map location; to challenges such as illustrating and describing a cause/effect relationship (plate movement/earthquakes and volcanoes), or identifying a pattern in events (convection cell movement of mantle rocks, ocean currents, and atmospheric wind patterns); to complex tasks that use and analyze data from multiple sources to support a conclusion (eg. report on discovery of exoplanets and determining if any could support life). Additionally, the use of Higher Order Thinking (HOT) questions further drive the students to deeper and more comprehensive thinking and writing in the classroom. Through the adoption of NGSS and common core methodologies, students are being asked to dig deeper into texts, and to reach a conclusion supported by reference to evidence and specific facts.
- In Physics, first the class goes through the new conceptual subject matter, usually through a combination of laboratory procedure, lecture, and personal reflection, then a problem is presented with physical limitations clearly outlined for them to solve in a project format. Time is then allowed, as the lesson is continued, for the students to develop and share their proposed solutions with the teacher, actually build them, then finally put them to the test “publicly” in class. This requires students to design a project, connect it to the current coursework, synthesize information from current and previous chapters, apply their conceptual understanding to a realistic physical situation, critique each other’s projects during the project presentation phase, analyze the effectiveness of their own project and their peers’ projects and why they succeeded or didn’t succeed, and to create something of their own.
- Modern Languages teachers use a variety of teaching techniques to make lessons useful and relevant to students’ lives. The classes are rigorous and present challenging curriculum and lessons. Classroom rules are clearly posted and school wide policies are strictly enforced to ensure order is maintained. A rigorous and challenging classroom consists of teachers, parents, and students being equal stakeholders in the students’ progress and success. Scaffolding techniques such as modeling, note taking, creating flash cards, teacher guided collaboration among students, with clear teacher expectations such as the use of rubrics, ensure the subject matter is rigorous and challenging.
- A district wide physical education vocabulary list has been generated and implemented by the physical education teachers at the respective school sites. CHS physical education teachers use a variety of methods to disseminate the vocabulary words and concepts to their students including but not limited to: display in locker room, handouts, class discussion, teacher guided demonstration, student task demonstration, and open-ended question. A district wide Vision Statement, Mission Statement, and Core Values were recently generated by Chino Valley USD Physical Education teachers. The CHS Physical Education Department is working toward implementing these new district adoptions into the daily activities of the students to achieve the greatest effect.

- The Vision Statement includes the ideal of students achieving and maintaining a life of health and fitness.
- The Mission Statement includes a most important directive from the CHS Physical Education teachers to educate and motivate students through unified and engaging instruction.
- Core Values were included and discussed to include character development, an emphasis on lifelong fitness and health, and a balance of recreational activity to maintain a healthy lifestyle.

Critical Area J – CHS staff needs to strengthen the effectiveness of the PLCs and student interventions to support increased student achievement.

- With the continued focus on instruction, PLC time has been provided a majority of Friday morning for departments to meet and discuss various topics that they deem important. Administration requested, but did not require, that PLC documents be sent down to the office to increase transparent communication regarding the PLC process and to keep accurate documentation of the collaboration process. Some, but not all, PLCs have consistently turned in documentation regarding their meetings. All PLC minutes received can be found in the PLC binder in the office and are also available for viewing in an electronic form on the common staff computer drive.
(SEE APPENDIX I)
- Algebra 1 Intervention classes have been built into the master schedule, based on student need. Every student enrolled in an Algebra 1 class is also scheduled into a double block Algebra 1 and Algebra Intervention class every day. There has been an increase in the number of CAHSEE intervention classes offered to all eleventh and twelfth graders that have not passed one or both portions of the CAHSEE.
- An intervention counselor has been hired to work with those ninth and tenth grade students who has a GPA <2.0 and/or has behavioral issues. There has been an increase in the number of SSTs offered to all students that are either deficient in credits and/or have behavioral issues with the help of this counselor.
- A peer counseling program (H.O.P.E. “Helping Our Peers Everyday”) which was started in 2013-14 has continued to be offered in 2014-15. This program helps to alleviate the number of student referrals for city counseling services, via Chino Human Services, that are placed on a waiting list and can never received services due to lack of budget and time. Educational Talent Search (ETS) continues to provide after school tutoring implemented by Cal Poly students and workshops in Freshman Transition classes. Crossroads is an intervention program that addresses the need for counseling regarding student drug/alcohol abuse and anger management. Shmoop.com was used as a test preparation service for all students studying for the CAHSEE and Advanced Placement classes.
- The Social Science Department has also recognized the need for a more cohesive department in terms of maintaining our professional integrity. We have all recommitted ourselves to showing up for PLC meetings on time with our peers. Using the PLC time to share best practices, help one another learn new strategies for student engagement, and

share project ideas. We have also been working very diligently this year to align our curriculum units and timelines. We have consolidated our academic vocabulary that we intent to use and reinforce to our students. And finally, we are now working toward common assessments that can be used in the future for the purposes of eventually having data driven instruction.

- The SWD department meets weekly with their PLC group and quarterly as a department to collaborate on student needs. The groups have utilized several brainstorming sessions to introduce new ideas, collaborate on common core goals and objectives for student IEP's, coordinate counseling services, and ensure that all student's needs are being met while operating at less than full staff. This includes collaborating with general education teachers and substitute teachers. The department has collaborated extensively to help students pass the CAHSEE exam, providing extra elective classes for those students that did not pass the test the first time. In addition, this year many of the freshman students were placed in math intervention classes to help with the new common core structure.
- In Modern Language, PLC time is used mostly effectively, despite the very few minutes we are given to collaborate. We review pacing guides to ensure we are at the appropriate point in the textbook, we also address issues that can affect our instruction in our department whether it is within our department, school wide, or district wide. PLCs for Modern Languages can be challenging at times since different languages at different levels are taught. We have found most success collaborating with other Modern Languages teachers from Don Lugo, Ayala, and Chino Hills high schools.

Critical Area 2 - The site administration and staff develop and implement a site-based, targeted professional development plan.

- CVUSD created a Professional Development Committee which has been in charge of all district and site-based professional development days. There have been four district mandated professional development days.
- In support of English and Common Core, the district has provided release days for teachers to be trained in the Rigorous Curriculum Design Units. The first opportunity was in June; later teachers were able to attend meetings in August, November, and January. The meetings were conducted by the ELA developers and were an opportunity for instructors to be guided through the Unit Planning Organizer (UPO).
- Site administration has utilized monthly staff meetings as mini-professional development opportunities to highlight new instructional strategies and techniques which incorporate Common Core. Teachers have presented effective strategies and best practices to the whole staff.

Critical Area 3 - Strengthen action plans in order to move the school toward greater academic achievement.

- Site administration has made the following a focus during the 2014-15 school year: Clear posting of standards and measureable objectives; bell-to-bell instruction; implementing Common Core and using PLC time to expedite the process through collaboration.

- CHS has utilized a portion of its School Compensatory Education (SCE) funding to increase the number intervention classes within the master schedule. There has been an increase in CAHSEE ELA and Math classes, Algebra 1 Intervention classes, and READ 180 classes.
- CHS created new partnerships with an outside company, Shmoop, to provide online test preparation services for both CAHSEE and Advanced Placement exams. A computer lab, under the supervision of certificated teachers, has been open two days a week from 2:30-4:30pm to ensure that all students have access to the service. At the first staff PD day, AP and 10th grade instructors received instruction and support on how to utilize Shmoop for in the classroom.
- Teachers are beginning to implement Common Core standards which include non-fiction materials, ERWC modules, and practicing evidence based responses. Most teachers are having students use the Cornell Note Taking method and MLA format to establish organizational skills that can be used in cross-curricular areas. These common expectations are in the beginning stages and are not necessarily being implemented school wide.
- 2015 marks the 3rd consecutive year that Chino High School has participated in the Solar Cup competition. This program is sponsored by the Metropolitan Water District and involves some 40 teams from high schools throughout Southern California. The program requires the team to build, equip and race a full-size boat powered solely by electricity generated by the sun. Throughout the year, a team of dedicated students work together to solve problems, complete various phases of the project by hard deadlines, purchase materials and equipment within strict budget guidelines, learn and develop construction techniques and most importantly, work as a team. The competition includes the production of a Public Service Message with the culmination being 3 days of racing the boat in a variety of events between the competing teams. Last year, Chino High School earned an award for 2nd place in the endurance competition and is looking to improve upon that performance this year.
- To improve the understanding and increase the performance of students in the Mathematics Department each instructor participates in a department-wide homework club/tutoring session which is held Monday through Thursday after school and at lunch Monday through Friday in room M-11. Each instructor donates one to two days a month to the homework club. At each session, the department makes an effort to have two teachers present, one who teaches Integrated Math 1, Geometry, or Algebra 2 and one who teaches Trigonometry/Pre-Calculus or Calculus. Also, teachers offer individual tutoring before school, at lunch and after school in their individual classrooms. Students are receiving opportunities to retake two of their tests during a semester. Tutoring and test corrections are required of students prior to the test being retaken. All instructors use an online grade book which can be viewed by students and their parents to better assist parents so that they may encourage the students to attend tutoring and seek assistance. The Scholastic Math 180 computer program is being used as an intervention program for ten classes of mostly freshman and some sophomore students. Students are using the IXL

and Shmoop computer programs in the computer labs on campus and at home as intervention tools. Student participation on these programs are tracked by the Mathematics Department.

(SEE APPENDIX G)

Critical Area 4 - Enhance the role of the Leadership Team to include more active participation in the WASC Process.

- A new leadership team comprised of administrators, counselors, and teachers began working together in 2014 to review and revise the WASC process. All staff were invited to be a part of the team at the beginning of the year to be a part of the team. It is comprised of at least one member from each department, except PE, which worked with department chairs to be provided time in department meetings and PLCs to share out and collect feedback from members of each department so that the entire staff's voice was represented. This leadership team will meet every school year regardless whether or not a WASC team is scheduled to visit. All of the aforementioned parties are equal stakeholders.

Critical Area 5 - The site administration promotes and encourages a member of the staff, other than an administrator, to serve as self-study coordinator.

- An English teacher has been the self-study coordinator since the beginning of the 2014-15 school year.
- A WASC leadership team, headed by the self-study coordinator, comprised of teachers from all departments, with the exception of PE, and an assistant principal has met regularly to discuss previous visiting team recommendations for improvement. In addition the team has begun to discuss new ideas for change on campus that would positively influence student learning such as a new bell schedule.

7. **Critical Area 6** – Strengthen intervention strategies to move more students towards skills mastery, including ELL students, SWD, and all other struggling subgroups.

- Inside the classroom, intervention strategies include differentiated instruction, scaffolding techniques such as KWL, think pair share, gallery walks, and checking for understanding. Intervention strategies practiced outside the classroom consists of after school tutoring via our ETS Talent Search program, the use of Intervention counselors, Instructional coaches to help teachers better serve these subgroups, and if necessary, a Student Support Team meeting is called if a student is in danger of failing one or more classes.
- The 2014-15 school year has seen the implementation of Intervention Specialists to help teachers with instruction that addresses students with particular areas of need.
 - o Math - The Intervention teacher worked for 7 years at the district as a specialist in math. She participated in many webinars, went to conferences and read books, and worked with the 3 authors of the math Common Core. With the current shortage of teachers, she also teaches math on site. Her primary role is to meet with math PLC's as well as one-on-one with math teachers with regard to the transition from California standards to national standards. Where the California standards were procedural, the national standards focus on conceptual issues, and the intervention specialist teaches her staff the "why" behind the math and how it

is applied outside the classroom. Currently she offers assistance to teachers from Integrated-1 through Calculus. The goal is to have teachers co-plan a lesson and thereby enhance their craft. The various PLC's work on common formatives, grade by the same rubric, and divide students into groups, sending them to various classrooms for re-teaching or enhancement activities. Algebra-1 is formulating ideas on the same model.

- Common Core – the Intervention teacher has 18 years experience as a trainer for English Learner Authorizations and Teacher Preparation classes at the university level and is currently receiving training on the use of Common Core in the content areas. Both bodies of knowledge are being combined to guide the staff on instructional shifts ranging from building knowledge in the disciplines (by creating activities and having students create products based on the 4 Depth of Knowledge levels), emphasizing literacy experiences (by using graphic organizer reading summaries), text-based questions and answers (through a patterned order of assignments that also include a series of 6 higher order thinking questions based on verbs related to Bloom's Taxonomy), writing from sources (by initially teaching students to cite the location of the answers to assigned questions) and teaching academic vocabulary (through a 4-quadrant graphic organizer where students define the word, explain it in their own words, draw a picture and use in a sentence and finally state what the word is not by comparing it to another term). Most recently the staff was exposed to the use of visuals and bulletin boards as text sets from which text-based questions could be generated. Currently a revisit of staff-wide strategies for differentiation as it applies to English learners and at-risk students is being implemented.

- Math 180 is an intensive program that aims to raise student abilities in mathematics to improve overall academic achievement. During the 2014-2015 academic year, it is being used as an intervention program for ten classes of mostly freshman and some sophomore students. Ideally the instructional model for Math 180 maximizes instructional time with clear organization for whole-class instruction, group instruction, and individualized learning using the instructional software.
 - The Whole Class Do Now portion of each class period employs a classroom management routine that encourages thinking and number sense, develops mathematical practices, and makes connections to prior topics.
 - During Group Instruction, the teacher facilitates instruction and practice to build conceptual understanding, develop reasoning and communication skills, and interpret student thinking.
 - The Instructional Software adapts to each student's need and pace, assessing and providing added support and practice for those who need it and accelerating those who are ready to move on.
 - The Instructional Software includes the Brain Arcade which provides each student with a personalized playlist of smart games that build strategic and procedural fluency and flexibility.

- READ 180 is an intensive program that aims to raise student reading, writing, and vocabulary levels, as well as improve overall academic achievement. The course has a unique model that encompasses whole group instruction, small group instruction, silent

reading and computer software within one class period. Read 180 runs on a block schedule and the class is broken up into 20 – 25 minute increments.

- Small group/ whole group are teacher-led mini-lessons that focus on reading strategies, and skill practice. Quizzes are given in each unit to gauge student comprehension.
 - Read 180 computer software includes videos, mostly about science and social studies topics. Students read about the video content and engage in comprehension, vocabulary, fluency, and word-study activities surrounding the content.
 - Silent reading consists of student read leveled books in various genres. In addition, audiobooks are available to model comprehension, vocabulary, and self-monitoring strategies used by good readers.
- During 2014-15, Chino HS implemented the use of Shmoop.com as an online test prep service available to all students for the CAHSEE and all Advanced Placement exams. In order to make this service accessible to all students, a computer lab staffed by certificated teachers is available for students on Monday's and Wednesday's from 2:30-4:30pm.
- While CHS does not have an official ELL Coordinator, an ELL instructor works extensively with the administrative team on re-designation and proper English course placement. This instructor provides parental support parents of ELL students guiding them through their student's academic placement and progress.
- Inside the classroom, intervention strategies include differentiated instruction, scaffolding techniques such as KWL, think pair share, gallery walks, and checking for understanding. Intervention strategies practiced outside the classroom consists of after school tutoring via our ETS Talent Search program, the use of Intervention counselors, Instructional coaches to help teachers better serve these subgroups, and if necessary, a Student Support Team meeting is called if a student is in danger of failing one or more classes.
- CHS hired an intervention counselor who worked with "at risk" students at every grade level. The students meet certain requirements: English Language learners, which may also have a GPA under 2.0, one grade level or more deficient in credits, disadvantaged socio-economic status, emotion needs (i.e. 5150's, and severe behavior issues). This counselor works individually with students, meets with them regularly, monitored grades/behaviors in the classroom, and organized alternative placement, such as BV and summer school. The intervention counselor planned a presentation that featured former "at risk" students who were able to graduate and attend local vocational programs or community colleges.
- The Special Education department provides copies of the "IEP at a glance" to all teachers. This document includes the students' eligibility criteria in the program (SLD, ED, OHI, etc.), classroom accommodations, goals, BIP. This facilitates communication between case carriers and other teachers to ensure that all SWD needs are addressed to increase the likelihood of student success.

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- Educational Talent Search (ETS) provides information and services to eligible high school students who demonstrate potential and a desire to pursue post-secondary education. ETS focuses on low-income and potential first generation college students at CHS to build the skills and motivation necessary to be successful in the educational realm. The program was first funded in 2011 and is designed to generate the skills and motivation necessary for success in education beyond high school among its 474 participants enrolled in Buena Vista High School, Chino High School, and Chino Valley Learning Academy. ETS assists participants in successful completion of high school and entry into postsecondary education by accomplishing program goals and objectives. All services and activities are offered and provided at no cost to participants or their families. Each program component is geared to assist participants to become (1) more informed of the educational, social, and cultural opportunities available at postsecondary institutions, (2) acquaint participants with the range of career options available to them, (3) assist participants in developing and implementing effective life skills, and (4) assist participants in successfully gaining admittance and being retained at postsecondary institutions.
 - o Participants: 427 students from Chino High School are currently participating in the ETS program for the 2014-2015 academic year.
 - o Post-Secondary Education Enrollment: This data will be available in Fall of 2015.
 - o Supplemental Instruction: The tutoring / homework assistance club along with in class tutoring for the Academy Program began in October 2014 and to date has provided 230 hours of tutoring and homework assistance in the 2014–2015 project year at Chino High School.
 - o Advising Services: To date, ETS has provided 247.66 hours of academic advising. Each ETS Academic Advisor and Peer Advisor is responsible for the development of an Education Action Plan for all participants.
 - o Workshops/Events: For the 2014–2015 academic year, to date ETS offered its participants 93 hours of workshops and sponsored special events. Workshops are geared toward providing information on higher education options, requirements for college admission, financial aid, career exploration and interests, and recognizing and honoring our senior participants who successfully completed all high school graduation requirements. Below are the dates and topics of these workshops and/or special events to date.
 - September 2014- January 2015: Freshmen Transition Workshop Series (nine sessions instruction/eight sessions Peer Advising)
 - September 23, 2014: College Exploration Workshop
 - September 25, 2014 : CHP Safe Driving Workshop
 - Oct – Nov 2014: Completing the Cal State and UC Admission Application online (four sessions)
 - October 15, 2014: Back to School Night
 - December 18, 2014: Private College Admission Online
 - Jan-Feb 2015: Completing the FAFSA online: a workshop for students and parents (three sessions)
 - January 15, 2015: College is for Everyone Workshop (ELAC Presentation)

- February 24, 2015: College/ Financial Aid Workshop (ELAC Presentation)
- March 10, 2015: Freshman Fair Presentation to Future CHS Students
- March 25, 2015: Parent Conference
- Post-Secondary Education Enrollment: This data will be available in Fall of 2015.
- Parent Meetings and Activities: Families are invited to participate in a number of workshops and meetings to help assist and understand the post-secondary education options available to their respective participant during the 2014–2015 project year. The dates and workshops or meeting topics are listed below.
 - August 14, 2014: Academy Orientation and Introduction to ETS Services
 - June 19, 2015: RASSLE Parent and Student Orientation

(SEE APPENDIX J)

V. School-wide Action Plan Refinements

Provide the following:

- **Comment on the refinements that have been made to the school-wide action plan since the last full self-study visit to reflect school-wide progress and/or newly identified issues.**
 - Uniformly posted standards and objectives
 - Staff has been given strategies to implement that would include student interaction with each objective and standard as they are addressed in the lesson. After teacher walk-throughs to observe colleagues' rooms, the number of teachers uniformly posting standards and objectives has increased.
 - Bell to bell teaching
 - Administration and leadership teacher walk-throughs have experienced a slight increase in the number of classes practicing bell-to-bell teaching. Bell to bell teaching is a school wide expectation but truly monitoring and assessing the level of implementation is limited.
 - Professional Development/ PLC time used to implement new Common Core standards
 - LJPS and CHOMP Academy staff attended Linked Learning conferences in June and October 2014 that delineated the thought process and outcomes for project-based learning per Common Core standards and 21st Century Skills. Science and English Departments have each attended Common Core workshops as it pertained to their subject area. Staff-wide professional development in June 2014 addressed many current needs in education including, 21st Century Skills, Project-Based and Brain-based Learning. In September 2014, the Intervention Specialist visited each department PLC and provided staff with shifts toward Common Core that can be gently utilized through particular strategies; Depth-of Knowledge explanation and worksheets for teachers to create activities and projects in PLC's was also given. A library of resources was created that align with Common Core standards and specific strategies for creating text-dependent questions by utilizing visuals was also introduced in a January 2015 site professional development. In an April 2015 staff development day, teachers were re-introduced to the 6 categories of good teaching that will improve academic literacy. Department PLC's have worked at different levels to create and utilize common assessments to measure student learning.
 - Use of Student Study Teams to implement interventions
 - Staff, administration, and counselors have continued to implement SST's. There were 150 during 2011-2012, 146 during 2012-2013 and 126 during 2013-2014. At the time of writing this document, 100 SSTs have been scheduled/completed in 2014-2015. The counseling department is working on developing follow through with teachers as a response to the SSTs. Additionally, the WASC leadership team and the Counseling dept. plan on examining the measurable outcomes the can be collected with SST data.

- Modified curriculum to meet the needs of SWD and ELL
 - o Staff is revisiting strategies that promote success for both groups of students through on-site professional development, such as Close Reading strategies for ELA, DOK questions for SWD and ELL, etc. Teachers will continue to work with our intervention specialists to further tailor instruction for these “at risk” populations.
- A revisit of the strategies that promote EL success as originally presented during the EL teacher certification process from 1998-2008) is being implemented during on-site professional development: Tapping into prior knowledge, contextualizing the lesson, modifying the text, teaching study skills and using performance tasks along with Common Core strategies for reading and writing are being presented for use in lesson planning. This is being done through onsite professional development and application of strategies during PLC planning time.
- Summer school made available for students behind on credits as well as online and traditional credit recovery programs. In 2014, there were 772 students who took advantage of summer school, 63 students enrolled in Extended School Year (ESY).
- Walk Throughs have been completed by both Administration and leadership team. There has been an observed increase in bell-to-bell teaching in some classes as well as a consistent display of standards and objectives.

Appendix

- **Copies of the current action plan as well as copies of the school-wide action plan for all years since the last full self-study**

All of the following documents are available for viewing on OneDrive, the WASC 2015 binder, and/or is attached to this document.

Appendix A: 2013-14 SPSA

- Can be retrieved from files in Principal's office.

Appendix B: 2014-15 SPSA

Appendix C: Crossroads Intervention Program

Appendix D: Student Success Teams

Appendix E: Online Test Prep

Appendix F: Pre-WASC Walk-Through Forms and Data

Appendix G: Mathematics Department

Appendix H: How to Write Lesson Objectives

Appendix I: Professional Learning Communities

- Can be found in the PLC Binder in AP Office.

Appendix J: Educational Talent Search (ETS)

Appendix K: Remind