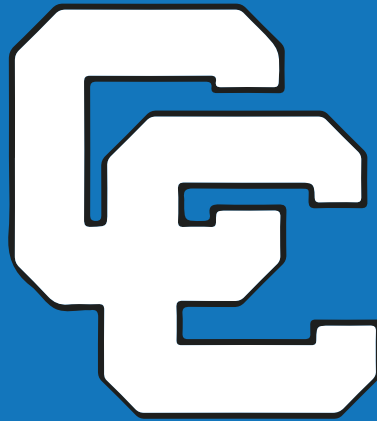


CHINO HIGH SCHOOL  
**WASC**  
VISITATION



# **SELF-STUDY REPORT**

MARCH 2017  
5472 Park Place • Chino, CA 91710  
ACS WASC/CDE Focus on Learning Accreditation





# **CHINO HIGH SCHOOL SELF STUDY REPORT**

**Chino Valley Unified School District**

**March 2017**

**ACS WASC/CDE Focus on Learning Accreditation**





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## **Site Administration**

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Debbie Butler  
Daniel Cahill  
Kai Johnson  
Melanie Kent  
Jasmine Norman  
Rachel Pittman  
Rhonda Reid  
Lorraine Vara  
Elizabeth Williams



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## ACKNOWLEDGEMENTS

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

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

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

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

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

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

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

And, as always, "Go Cowboys!"

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*Note: Instead of the traditional **Appendix** section, Chino High School will provide access to the Data Warehouse – our digitally accessible appendix – upon request to a site administrator.*



## Preface

Martin Luther King reminds us that a complete education “gives one not only power of concentration, but worthy objectives upon which to concentrate.” Chino High School’s faculty, counselors, staff, and stakeholders are committed to a complete education for every child in the face of an ever-evolving country. Although it has gone through various iterations over the past six years, the core group dedicated to representing the voice and narrative of our school through the WASC process has been committed to doing so accurately, completely, and with pride.

This year’s WASC Steering Committee is comprised of nine teachers, one counselor, one staff member, and one administrator. This team has fostered collaboration within and across the faculty and staff to move from proving our practices, to improving them. The WASC model calls for developing certain chapters prior to others, specifically to start with Chapters I through III to facilitate writing Chapters VI and V. The WASC Steering Committee felt it was prudent to start with the most challenging portion of the Self Study document: Chapter IV. The reason the committee felt this chapter was the most challenging was because it required orchestration of the entire faculty and counselors to write meaningful and well-researched answers, and provide documented evidence that mapped to those responses. It was critically important for the Steering Committee to involve each of the 102 faculty members and counselors in drafting the narrative for this document this time around, and this process began by assigning each person or pairs of people one of the 70 prompts found in Chapter IV of this Self Study. The Steering Committee put together several options for calendars that the faculty and counselors could vote on that would best allow them the time needed to work on and complete their prompts. Between August and November, the faculty and counselors met in Category Groups A through E during one 2-hour long faculty meeting on the first day back from summer break, ten 45 minute Friday PLC meetings, one hour long after school professional development meeting, and one 2-hour block of focused writing time done during the school day.

In the beginning of November, all the prompt drafts were complete and the evidence was digitally collected, which began the month-long cycle of feedback in which all teachers read and provided feedback on prompt responses from all other Category Groups. The draft responses and feedback were used by the WASC Steering Committee to craft the final version of Chapter IV, which was then shared with the faculty for a last round of feedback. One of the beneficial outcomes of this process was that Chapter IV became the catalyst behind compiling the CHS Data Warehouse: a repository that contains evidence of best practices at our site, as well as data which could be used to improve how we are meeting the needs of all learners. Faculty and staff did not have anything remotely close to this level of data access prior to writing and sharing the prompt responses for Chapter IV.

From there, the WASC Steering Committee synthesized data collected in the Data Warehouse to begin working on the remaining chapters. Concurrently, the Department Chairs worked with their PLC groups to write and provide evidence for meeting the Critical Areas found in the 2011 Self Study. Not only were the Chairs working with their departments to answer site-developed prompts that detail how student needs are being met, but provide additional evidence as proof that further enhanced the Data Warehouse. Chapter III then began taking form as the WASC Committee met to analyze Chapter I to create a more robust set of Critical Learner Needs for the Chapter V Schoolwide Action Plan. All parents of Chino High School students were invited to learn about the work faculty and staff had done to support student achievement during WASC Parent Night in January. A similar focus group comprised of students reviewed similar portions of this document.

Starting with Chapter IV gave faculty the opportunity to obtain clarification of our site’s organization; pedagogy used to support student learning; cultural norms and values of stakeholders; and resource management to enhance learning for all students. Faculty, staff, and administration began to uncover the importance of proving practices to improving them. The WASC Steering Committee recognizes stakeholder feedback that professional guidance is needed in data analysis to maximize informed decision-making at all levels, and has noted this as a commitment in the Schoolwide Action Plan. This Self Study demonstrates how the assessment of Chino High School’s programs and program outcomes has been reviewed and analyzed by stakeholders to grow in the areas of impacting student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria.

In the 2011 Self Study, emphasis was placed on Critical Areas. The 2017 Self Study transfers Critical Areas to Critical Learner Needs, and aligns the Schoolwide Action Plan goals to the Chino Valley Unified School District’s Local Control Accountability plan goals. This Self Study allowed stakeholders to address how the Critical Areas are incorporated in the Critical Learner Needs, and further how the Critical Learner Needs are met through the Schoolwide Action Plan. This intentional strategy was used by the WASC Strategic Planning Committee so that not only is there alignment with the District, but also with the School Goals found in the Single Plan for Student Achievement; these goals are monitored regularly by the School Site Council. Shifting our focus in this manner will not only generate more accountability, but also more meaning as the Schoolwide Action plan should not exist in a vacuum; it should be referred to frequently and used as the focus for continual improvement.





## Chapter 1

# STUDENT/COMMUNITY PROFILE

## SUPPORTING DATA AND FINDINGS



## Chapter I: Student/Community Profile (Supporting Data and Findings)

### History of the City of Chino

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

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

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

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

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

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

### Community Facts

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

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



MEDICAL	
With a disability, under age 65 years, 2011-2015	5.6%
Persons without health insurance, under age 65 years, 2011-2015	14.7%
WORKFORCE	
In civilian labor force, total, age 16 years +, 2011-2015	56.3%
In civilian labor force, female, age 16 years +, 2011-2015	59.1%
Total accommodation and food services sales, 2012, (\$1000)	127,699
Total manufacturers' shipments, 2012, (\$1000)	1,465,107
Total merchants wholesaler sales, 2012, (\$1000)	3,872,870
Total retail sales, 2012, (\$1000)	1,188,894
Total retail sales per capita, 2012	\$14,831
Mean travel time to work (minutes), workers age 16 years+, 2011-2015	33.5
Median household income (in 2015 dollars), 2011-2015	\$72,872
Per capita income in past 12 months (in 2015 dollars), 2011-2015	\$22,502
Persons in poverty	11.6%
All firms, 2012	7,436
Men-owned firms, 2012	3,933
Women-owned firms, 2012	2,335
Minority-owned firms, 2012	4,887
Nonminority-owned firms, 2012	2,074
Veteran-owned firms, 2012	470
Nonveteran-owned firms, 2012	6,574

### History of Chino High School

In May 1897, a bond was passed by the citizens of Chino to form the Chino High District and to build additional rooms as a second story to the existing brick Central School building on the corner of 10<sup>th</sup> and B Street. Two of the rooms were designated for use as a high school. The first class graduated in 1900 and Chino High School would remain the only high school in Chino until the Don Antonio Lugo High School was built in 1972. In 1908 because of the rapid growth in population, the school board approved the building of a new high school building and a \$40,000 bond was passed. The new Chino High School building opened in 1909 on six acres at Riverside Drive and Sixth Street with nine classrooms, a library, auditorium, lunch room, assembly room, gym, teachers' lounge, and offices. Chino High School was accredited by the University of California in 1910 and expanded by five rooms in 1912. An auditorium was added to the campus in 1923.

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

In 2017, Chino High School will celebrate the 120<sup>th</sup> anniversary of its founding. Proudly, one hundred seventeen classes and six generations of Chinoans have graduated from the school. Many have gone on to higher education, vocational, or professional schools. In the 2015-2016 school year, the staff and administration met with school district representatives and an architect to discuss the building of a new Chino High School. The Chino High School stakeholders were told that if the governing board of Chino Valley Unified School District voted to place a bond issue on the ballot of the next election and the citizens of Chino and Chino Hills approved the bond issue, then a new Chino High School would be built on the current campus. Later in 2016, the board placed a \$750 million bond issue on the ballot for the

November 8, 2016, election. The voters in Chino and Chino Hills approved the bond issue with 55.93% of voters voting for the bond and 44.01% voting against it according to the San Bernardino County Elections Office of the Registrar of Voters. Although no definite date has been yet given to begin construction of our new facilities, we are looking forward to the up-to-date learning environment with classrooms wired to support integration of classroom technology, modern science/engineering labs, and a theater for performances.

### **Our Mission Statement**

Chino High School provides 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.

### **Our 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.

### **Our ESLRs. A Chino High Graduate will:**

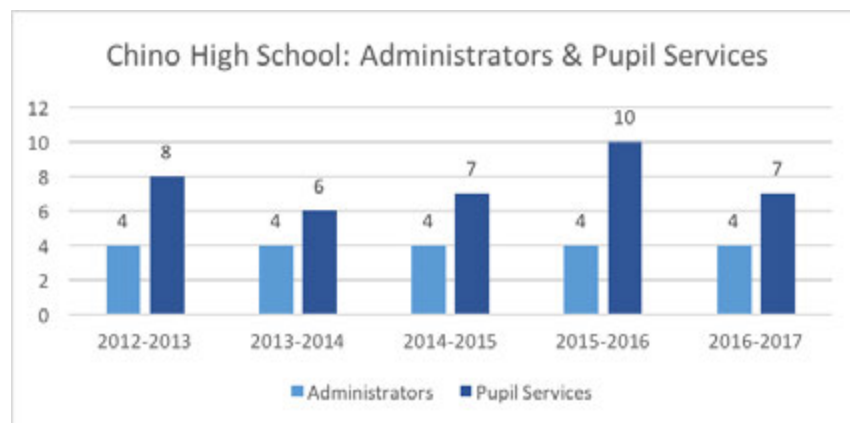
<b>People</b>	Be a <b>Proficient</b> Communicator... speak clearly and listen actively read, write, and compute accurately use technology efficiently
<b>Love</b>	Be a <b>Life</b> Long Learner... accept challenges set goals adapt to changes apply knowledge and skills
<b>Chino</b>	Be a <b>Creative</b> Thinker and Problem Solver... 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
<b>High</b>	Be a <b>Healthy</b> Individual... exhibit a good mental and physical attitude form ethical ideas and attitudes show mutual respect and integrity accept individual responsibility
<b>School</b>	Be a Responsible Member of <b>Society</b> ... understand the rights and responsibilities of life in a democracy develop strong work ethic respect individual and cultural diversity

### Faculty and Staff Data

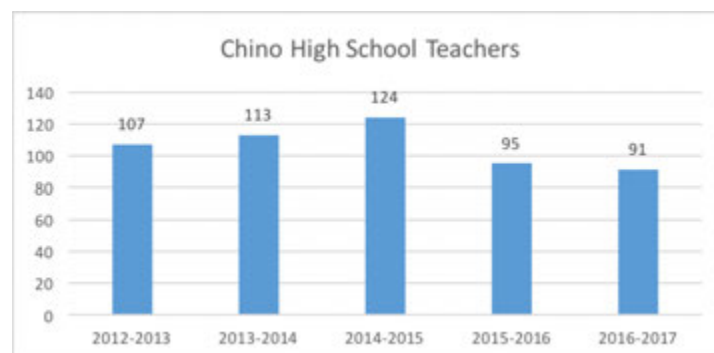
Chino High School currently has 102 certificated personnel and 59 classified staff members. The flux of personnel and classified over the past couple of years has been the result of several teacher retirements.



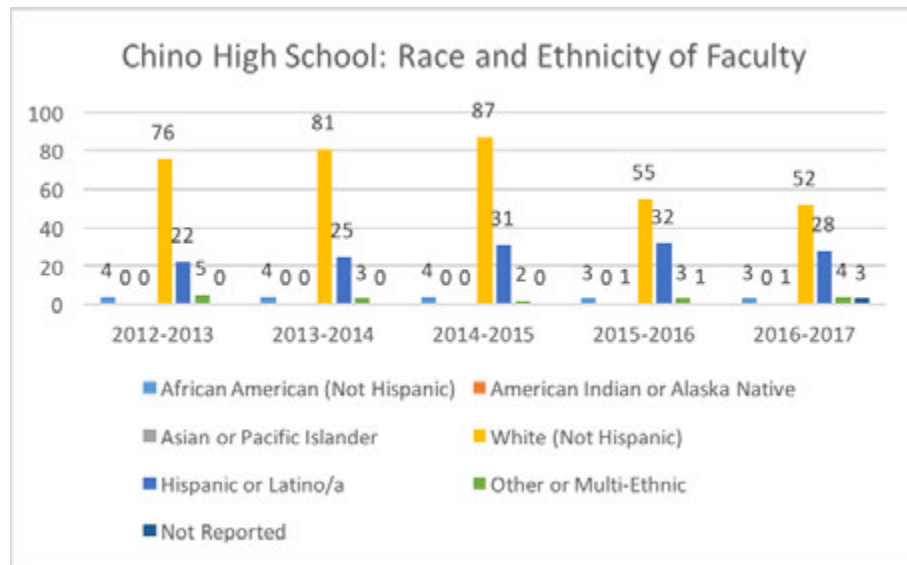
The chart below shows the number of Administrators and Pupil Services at Chino High School over the past several years. Pupil Services includes both School Counselors and School Psychologists who hold the Pupil Personnel Services Credential.



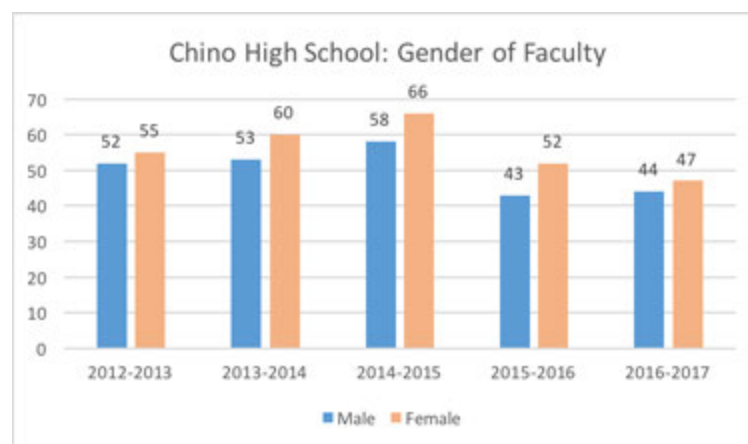
The number of teachers at Chino High School over the past few years can be found below.



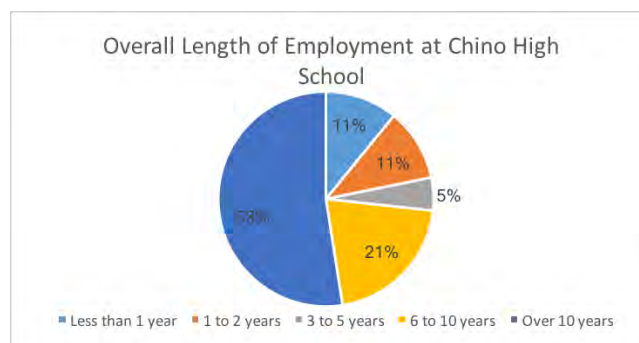
The ethnicity breakdown of the Chino High School faculty has remained historically consistent.



The ratio of male to female teachers has changed due to decrease in teacher retention that has resulted from overall school enrollment decreasing over the past several years.

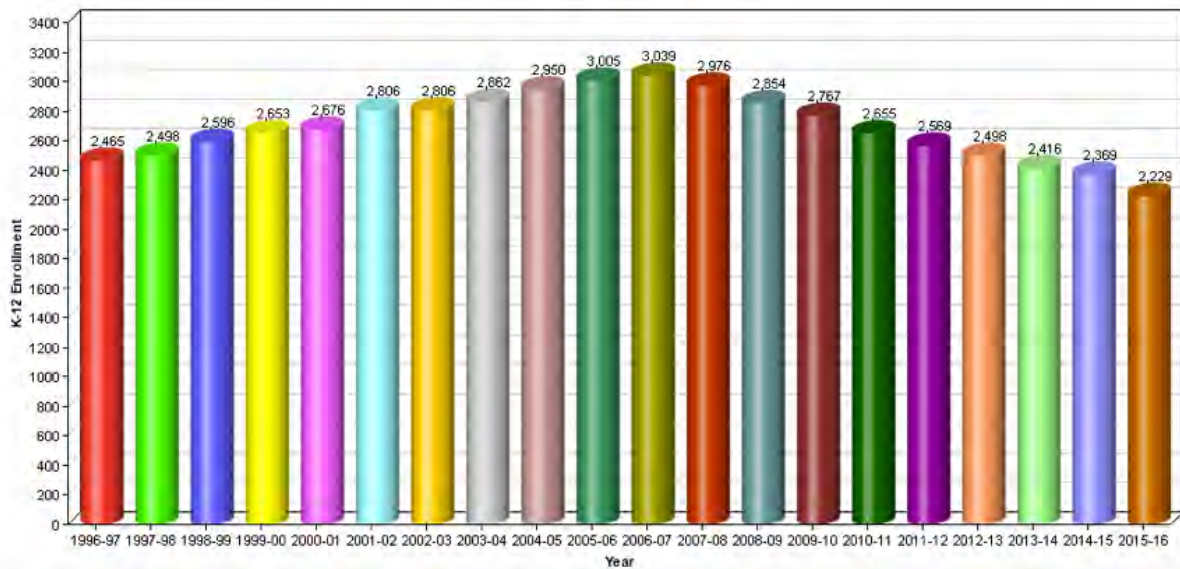


The chart below represents the overall length of employment at Chino High School for the 2016-2017 school year. It was collected through the California School Climate Staff Survey for 2016.

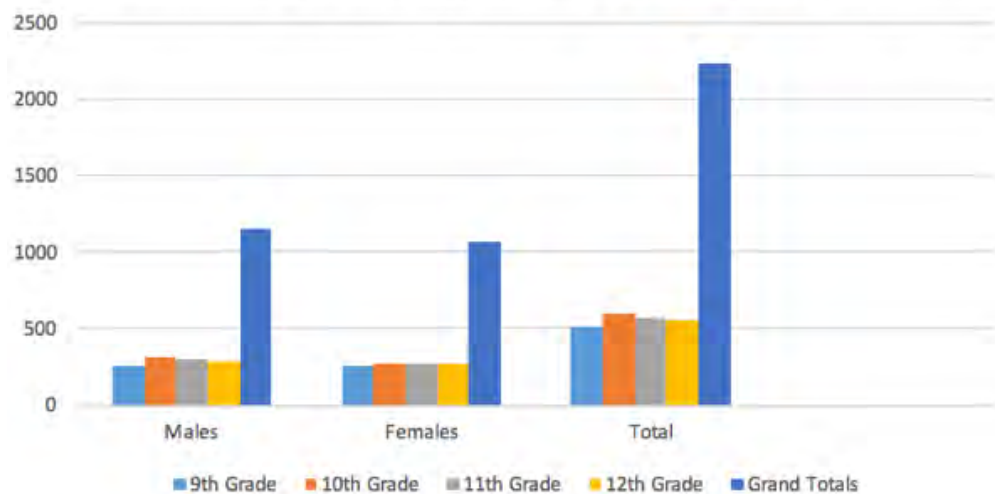


## Student Data

The two decade-long spread below shows the changing enrollment of students at Chino High School.

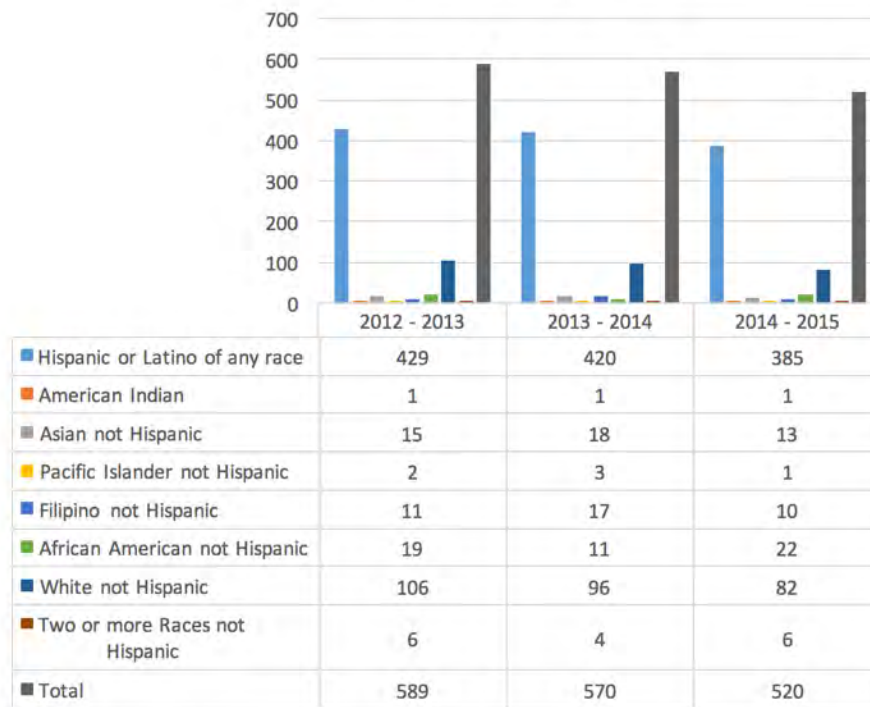


Enrollment Numbers by Gender and Grade 2015 - 2016

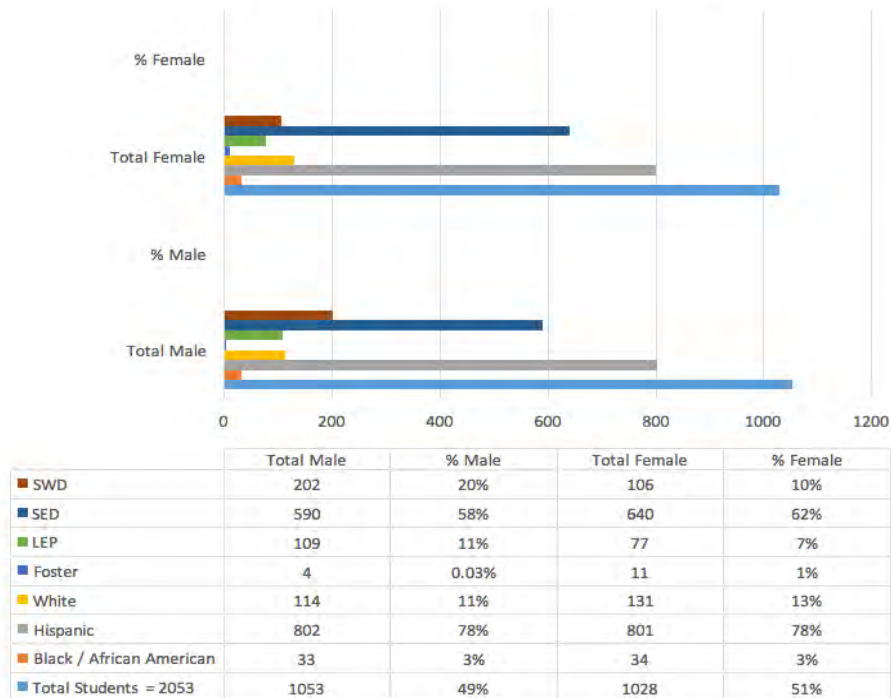


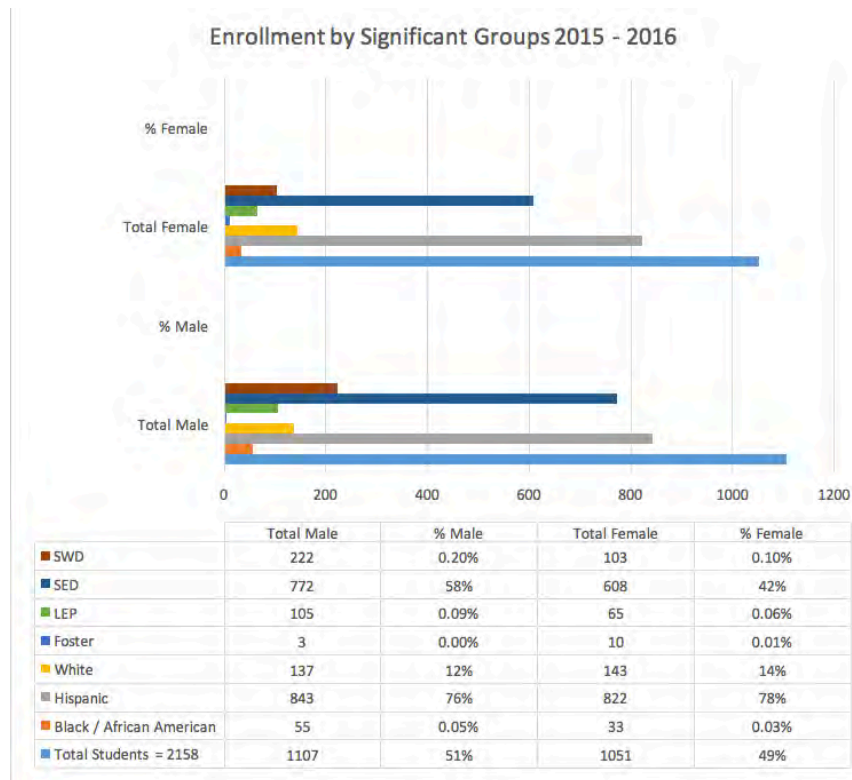
Although the enrollment at Chino High School has declined for the last decade, our enrollment of Hispanic and socioeconomically disadvantaged (SED) students has remained our largest groups. The graphs below show the last three years' worth of data.

## Graduates by Ethnicity by Year

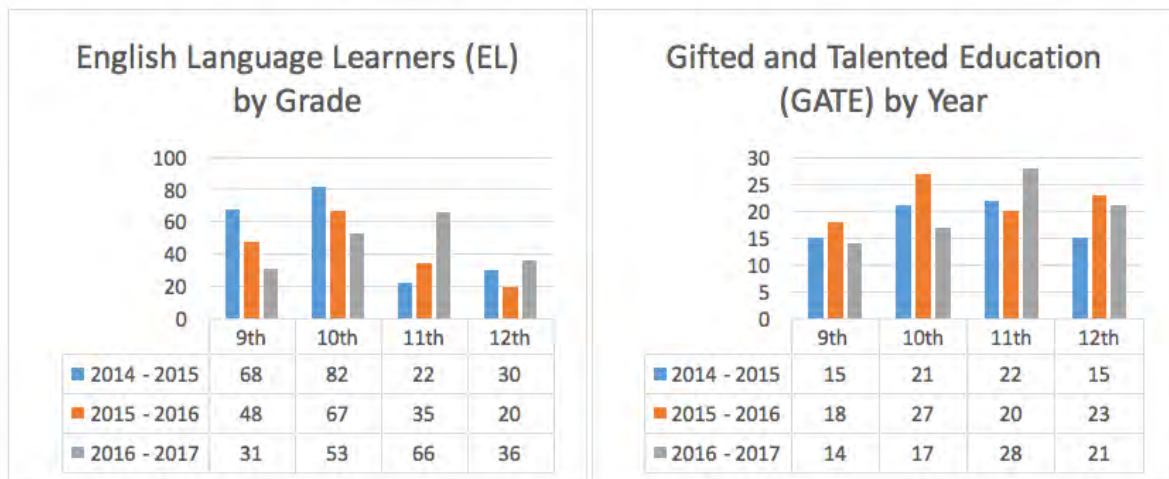


## Enrollment by Significant Groups 2016 - 2017



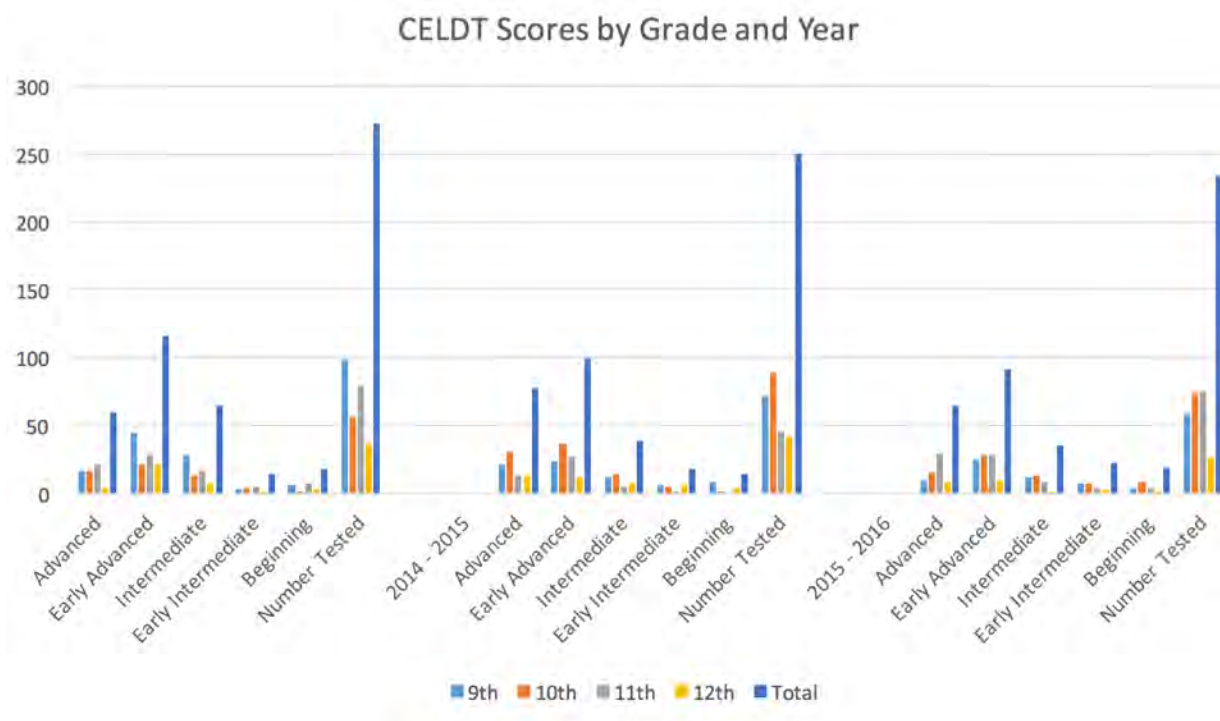


The EL population has comprised about 10% of the students over the past three years; while the GATE population has comprised of about .04% of students.

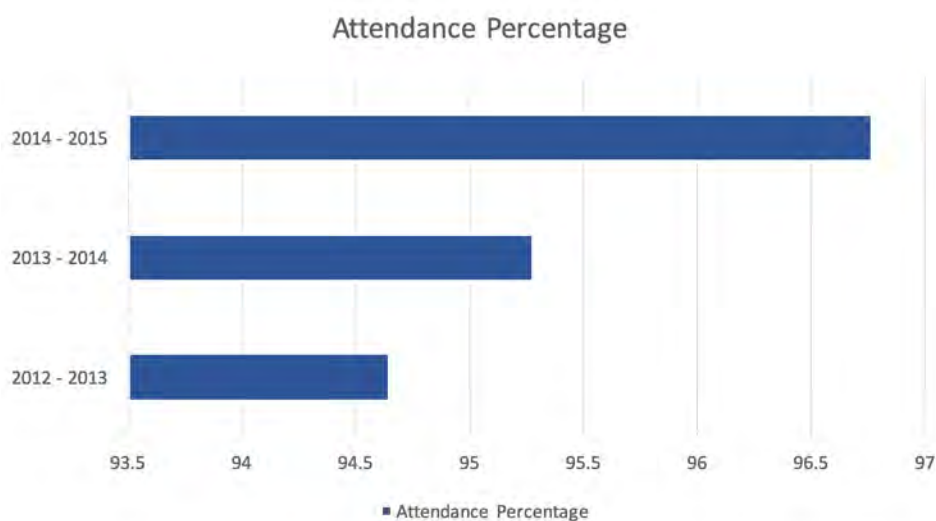




CELDT scores of EL students has consistently been higher in the Advanced and Early Advanced range.

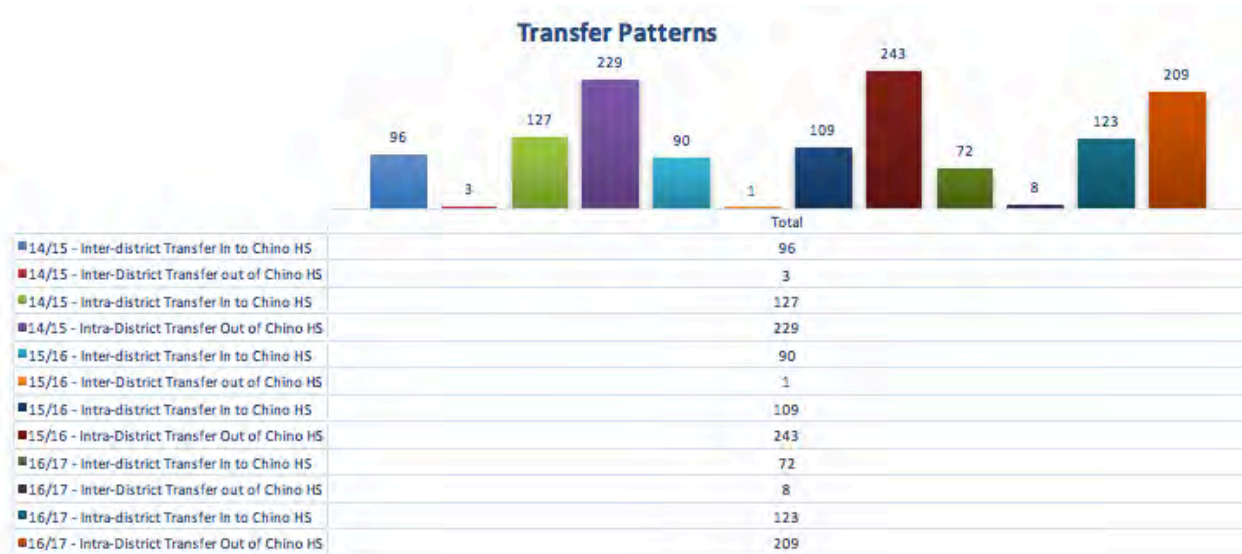


Chino High School has increased its percentage of students in class for the last three years from 94.65% in 2012 – 2013 to 96.77% in 2015 – 2016. This steady increase in attendance has helped to increase Chino High School funding through ADA.

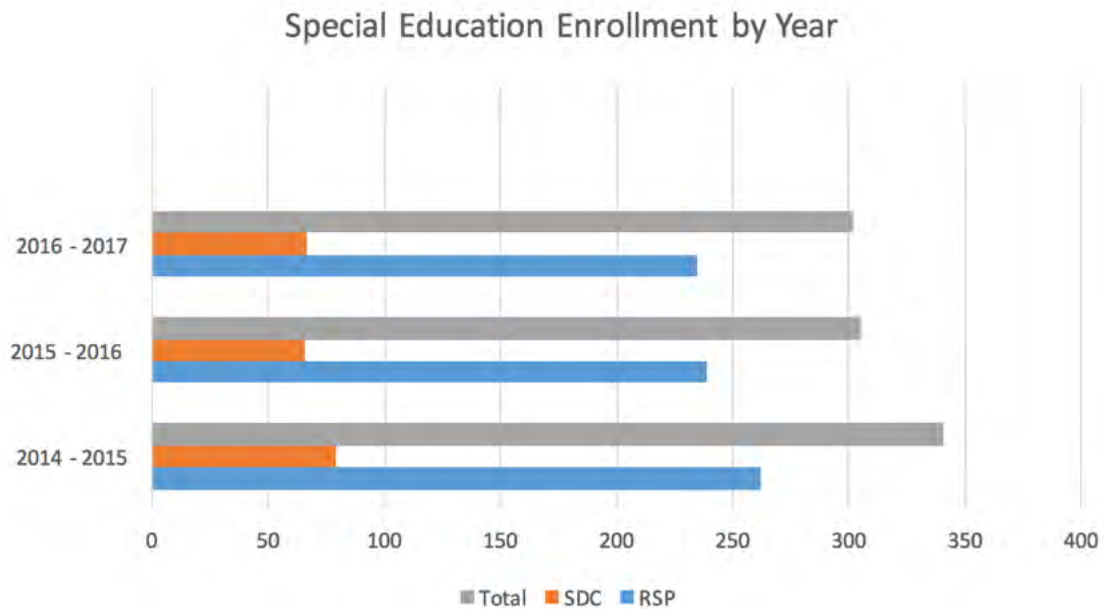




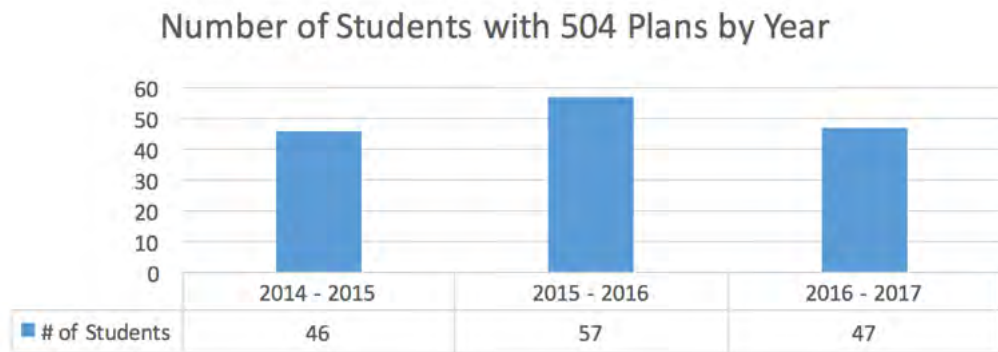
Transfer patterns for the past three years show that Chino High School received an average of 86 students from outside districts, but transferred out an average 4 students each year. District transfer data show that Chino High School received an average of 120 students each year, but transferred out an average of 227 students each year resulting in an average net loss of 107 students district wide.



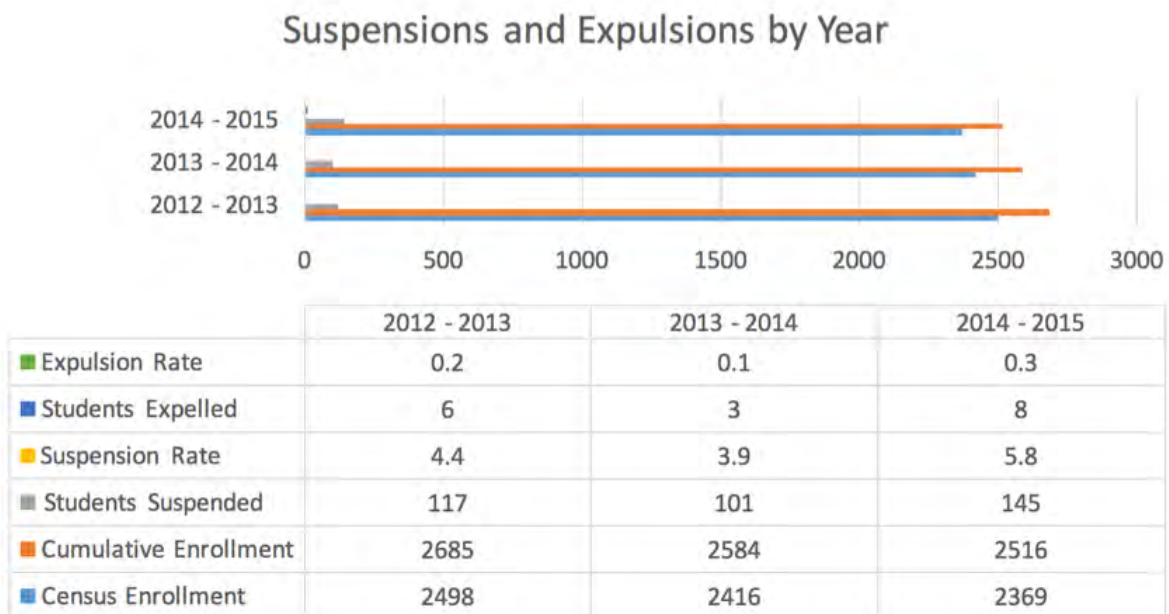
Chino High School has a large proportion of students receiving special education services. However, enrollment in the Special Education Department has dropped from 341 students in 2014-15 school year to 302 students in 2016-17.



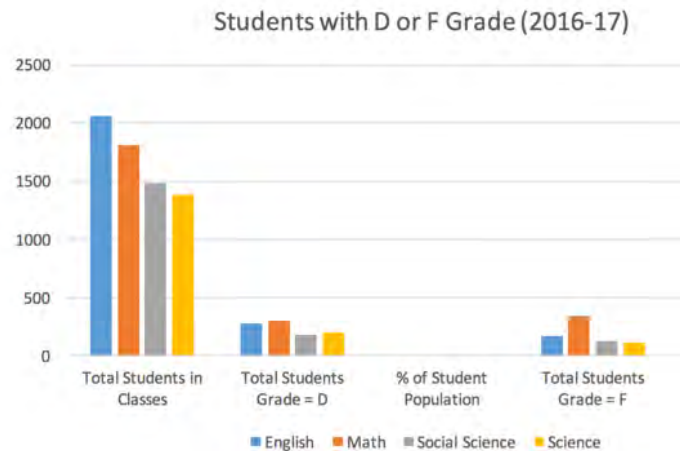
The number of students with 504 plans has remained relatively low over the past three years. The average number of students with 504 plans equates to about a quarter of a percent of the entire student population over the past three years.



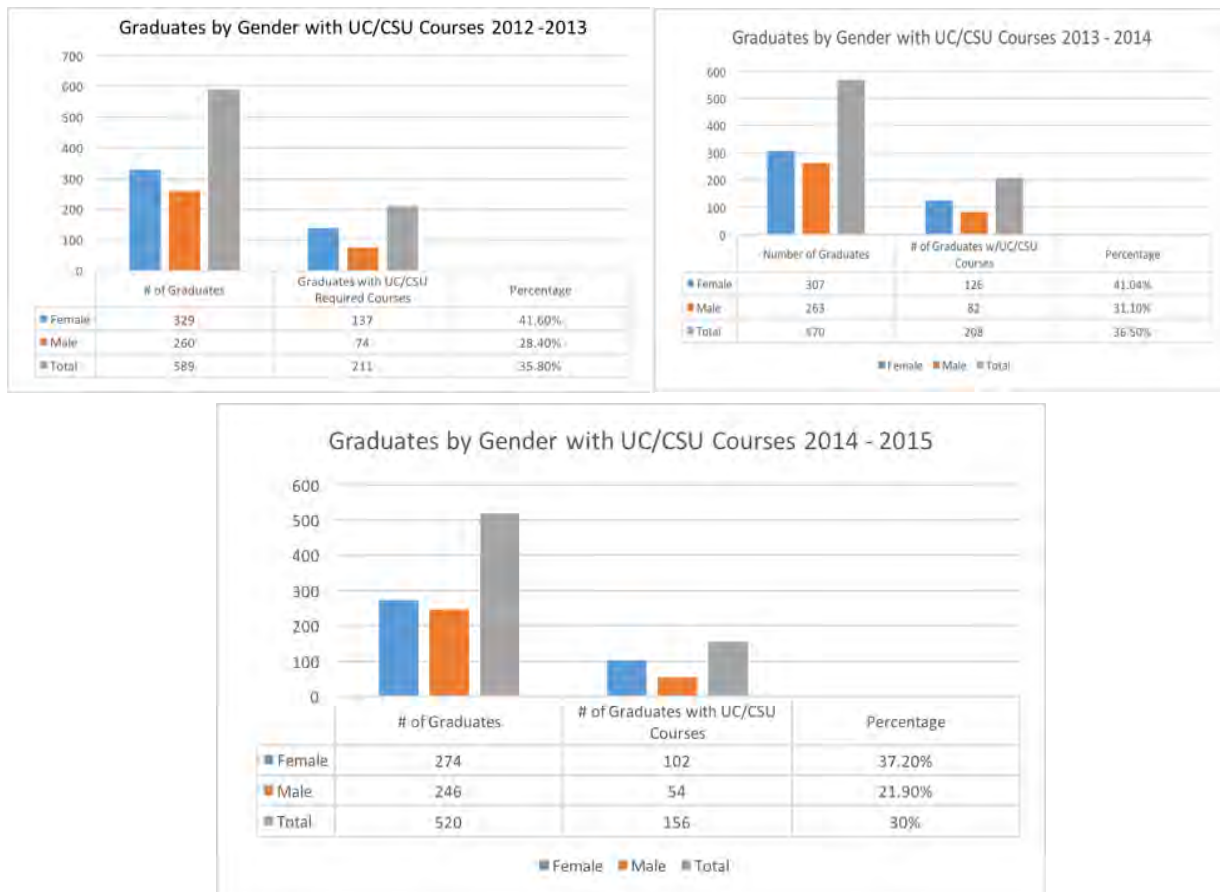
The suspension rate at Chino High School has remained under 6% for the three years listed. However, it has increased even though our enrollment has steadily declined. The expulsion rate has remained very low over the same time frame.



The chart below illustrates that Chino High School has a very low percentage of students receiving a grade of D or F in relation to the number of students currently taking classes within each subject area. This chart does not disaggregate the demographic information of students who are receiving D's and F's, nor which courses they are failing.



The number of Chino High School students that have graduated during the previous three years with the required UC/CSU courses taken is very low compared to the overall number of graduates. The average number of students is 34% with female students outnumbering males by about 12%.



Graduates with UC/CSU courses completed at graduation shows that only 35.8% of our students are four-year college ready. Female graduates account for 41.5% of graduates while males only account for 28.4% of graduates that are four-year college ready. The overall Cohort dropout rate for Chino High

School is very low when compared to the overall graduation rate. Chino has had less than a 10% dropout rate over the past six years, and a 6.2% or less over the past five years.

### Cohort Outcome Multi-Year Summary

#### Chino High School Results

Select a School | Select a School

Class Of	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropout Rate	Cohort Special Ed Completers	Cohort Special Ed Completers Rate	Cohort Still Enrolled	Cohort Still Enrolled Rate	Cohort GED Completer	Cohort GED Completer Rate
2014-15	555	510	91.9	33	5.9	2	0.4	10	1.8	0	0.0
2013-14	604	560	92.7	33	5.5	0	0.0	11	1.8	0	0.0
2012-13	614	574	93.5	27	4.4	0	0.0	13	2.1	0	0.0
2011-12	617	552	89.5	37	6.0	1	0.2	27	4.4	0	0.0
2010-11	581	515	88.6	36	6.2	0	0.0	29	5.0	1	0.2
2009-10	670	582	86.9	59	8.8	0	0.0	26	4.2	1	0.1

The Cohort rate of dropouts for significant learner groups has increased for the past three years, however that increase has only been 1.5% overall even though it has remained under 6% of all students.

### Cohort Outcome Data for the Class of 2012-13

#### School Results for Chino High 36-67678-3632502

Program Name	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Special Ed Completers	Cohort Special Ed Completers Rate	Cohort Still Enrolled	Cohort Still Enrolled Rate	Cohort GED Completer	Cohort GED Completer Rate
English Learners	73	60	82.2	*	9.6	*	0.0	*	8.2	*	0.0
Special Education	87	75	86.2	*	4.6	*	0.0	*	9.2	*	0.0
Socioeconomically Disadvantaged	386	355	92.0	23	6.0	*	0.0	*	2.1	*	0.0
All Students	614	574	93.5	27	4.4	*	0.0	13	2.1	*	0.0

An asterisk (\*) appears on the Internet reports to protect student privacy where there are ten or fewer students.

### Cohort Outcome Data for the Class of 2013-14

#### School Results for Chino High 36-67678-3632502

Program Name	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Special Ed Completers	Cohort Special Ed Completers Rate	Cohort Still Enrolled	Cohort Still Enrolled Rate	Cohort GED Completer	Cohort GED Completer Rate
English Learners	90	72	80.0	14	15.6	*	0.0	*	4.4	*	0.0
Special Education	77	64	83.1	*	7.8	*	0.0	*	9.1	*	0.0
Socioeconomically Disadvantaged	384	349	90.9	26	6.8	*	0.0	*	2.3	*	0.0
All Students	604	560	92.7	33	5.5	*	0.0	11	1.8	*	0.0

An asterisk (\*) appears on the Internet reports to protect student privacy where there are ten or fewer students.

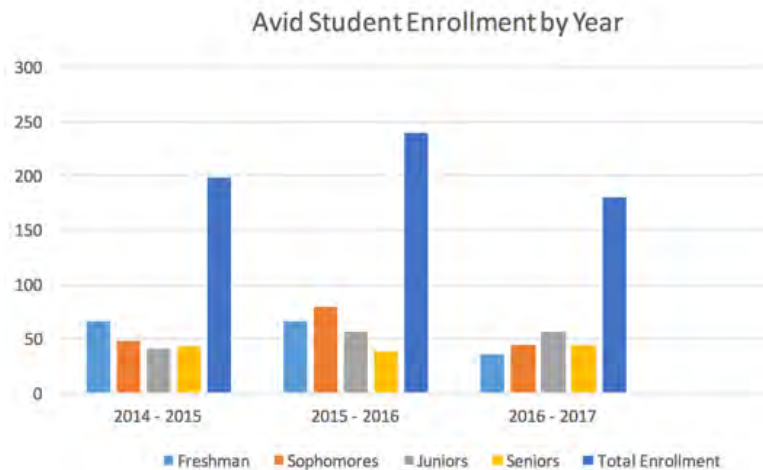
### Cohort Outcome Data for the Class of 2014-15

#### School Results for Chino High 36-67678-3632502

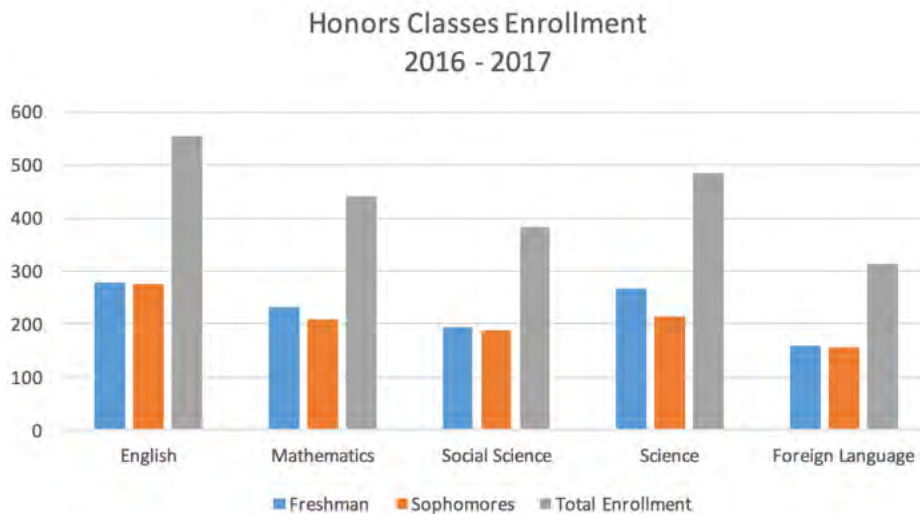
Program Name	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Special Ed Completers	Cohort Special Ed Completers Rate	Cohort Still Enrolled	Cohort Still Enrolled Rate	Cohort GED Completer	Cohort GED Completer Rate
English Learners	95	78	82.1	11	11.6	*	2.1	*	4.2	*	0.0
Foster Youth	*	*	50.0	*	25.0	*	25.0	*	0.0	*	0.0
Special Education	91	75	82.4	*	11.0	*	2.2	*	4.4	*	0.0
Socioeconomically Disadvantaged	384	345	89.8	29	7.6	*	0.5	*	2.1	*	0.0
All Students	555	510	91.9	33	5.9	*	0.4	*	1.8	*	0.0

An asterisk (\*) appears on the Internet reports to protect student privacy where there are ten or fewer students.

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

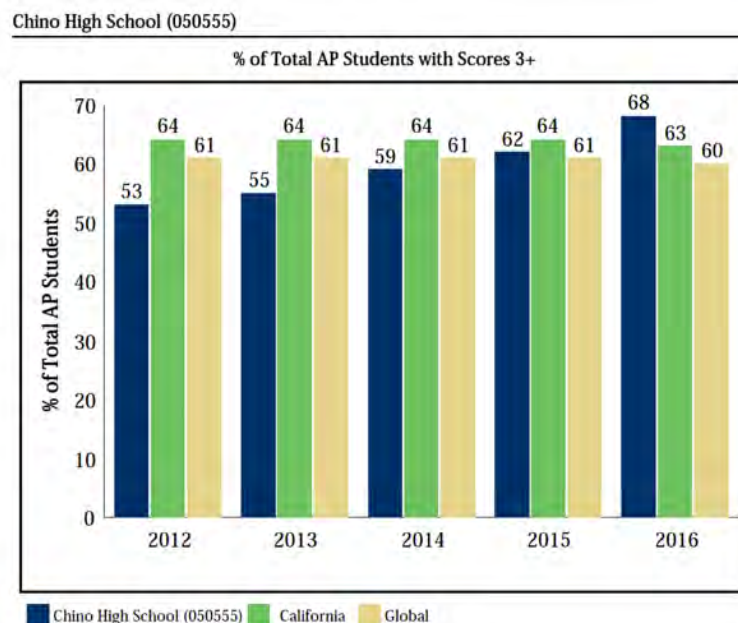


Enrollment for the English honors classes has dropped from 791 students in 2014-15 to 555 students in 2016-17. Enrollment for the Mathematics Honors classes has increased from 200 students in 2014-15 to 441 students in 2016-17. Enrollment for Social Science classes has dropped from 607 students in 2014-15 to 383 students in 2016-17. Enrollment for Science Honors classes has dropped from 833 students in 2014-15 to 483 students in 2016-17. Enrollment for Foreign Language students has dropped from 398 students in 2014-15 to 314 students in 2016-17. Although enrollment overall has dropped for our site, the attrition in honors classes does not match the percentages of decreasing enrollment.<sup>8</sup>



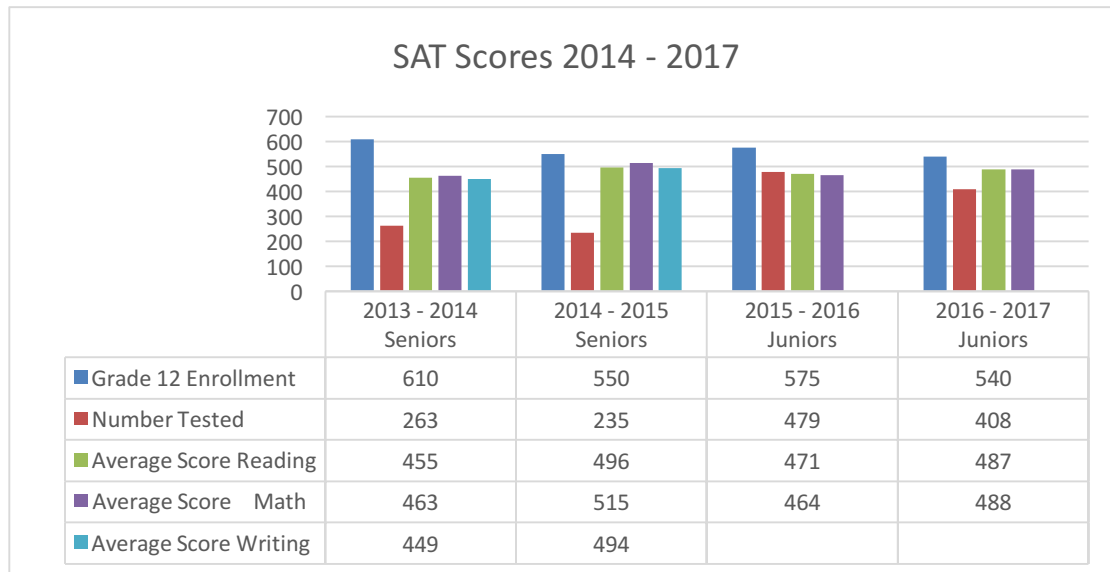


Chino High School's AP data is illustrated in the graph and chart below.



	2012	2013	2014	2015	2016
<b>Chino High School (050555)</b>					
Total AP Students	275	289	311	319	334
Number of Exams	507	507	583	590	649
AP Students with Scores 3+	145	159	183	197	226
■ % of Total AP Students with Scores 3+	52.7	55.0	58.8	61.8	67.7
<b>California</b>					
Total AP Students	321,501	338,891	354,227	372,502	395,961
Number of Exams	594,959	635,596	668,479	707,509	748,834
AP Students with Scores 3+	207,367	215,233	227,801	237,063	247,627
■ % of Total AP Students with Scores 3+	64.5	63.5	64.3	63.6	62.5
<b>Global</b>					
Total AP Students	2,106,843	2,225,625	2,352,026	2,497,164	2,622,684
Number of Exams	3,714,079	3,955,410	4,199,454	4,516,044	4,737,381
AP Students with Scores 3+	1,295,051	1,354,800	1,442,136	1,515,264	1,581,415
■ % of Total AP Students with Scores 3+	61.5	60.9	61.3	60.7	60.3

Chino High School's SAT data is illustrated in the graph below. From 2015 to 2017, the juniors were administered the SAT tests per district mandate free of charge. The test scores increased during the second year and close to the seniors even though they have had one less year of public school education. As the SAT scoring system was changed, scores in writing for juniors are not represented below.



Below are Chino High School's SBAC summative assessment results. As this is a new exam, there is not a longitudinal representation of student academic abilities over time, but there will be in future years given California continues to use this exam as part of the CAASPP.

The Chino High School 2015 – 2016 SBAC results do not have any data to be compared to because the 2014-15 SBAC testing was a pilot test, therefore no scores were reported. The ELA results show that 21% of all students exceeded the standard, 16% met the standard, 28% nearly met the standard and 16% did not meet the standard. Out of the significant sub groups 55% of Hispanic students exceeded or met the standard, 45% nearly met the standard or did not meet the standard. 68% of white students exceeded or met the standard, 31% nearly met the standard or did not meet the standard. 8% of SWD students exceeded or met the standard, and 92% nearly met, or did not meet the standard. 48% of SED students exceeded or met the standard, 52% of SED students nearly met or did not meet the standard. 25% of English Learners exceeded or met the standard, and 74% nearly met or did not meet the standard.

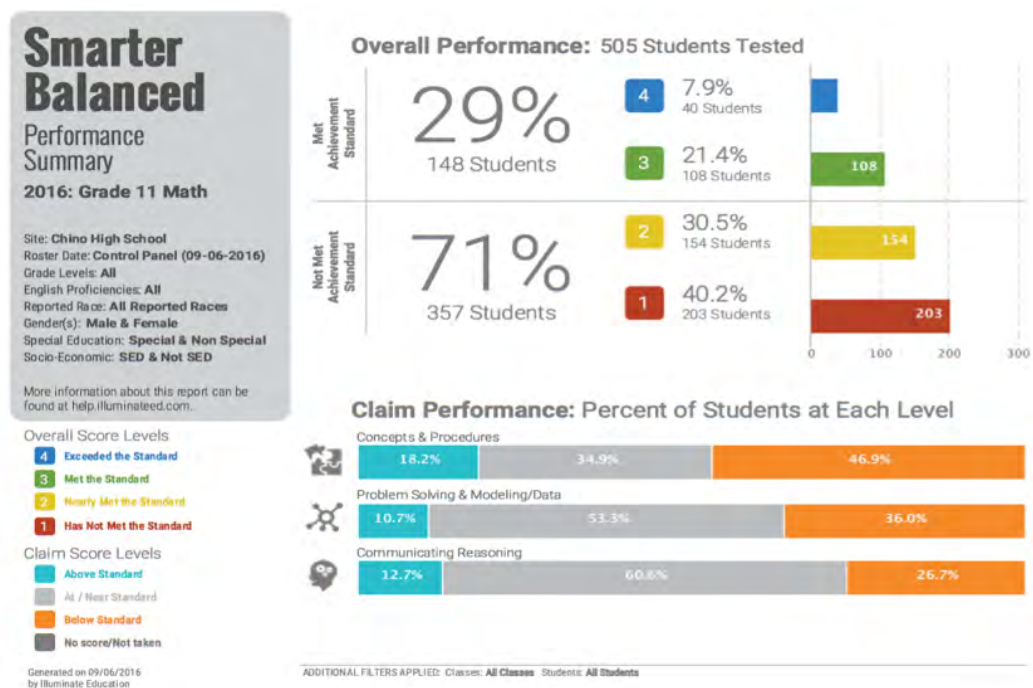
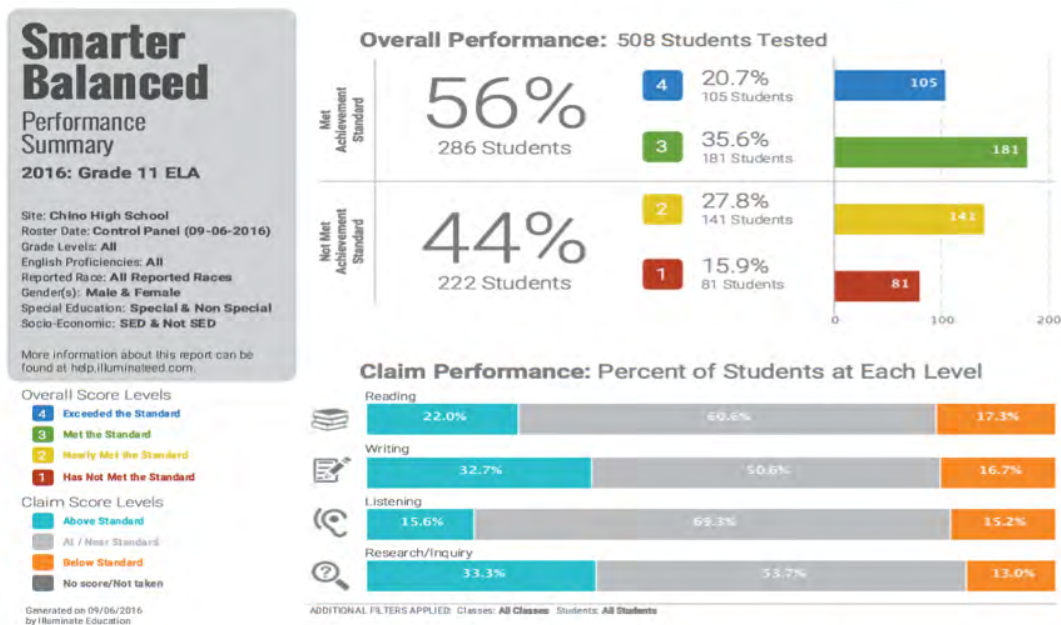
The Math results show that 8% of all students exceeded the standard, 22% met the standard, 30% nearly met the standard and 41% did not meet the standard. Out of the significant sub groups 26% of Hispanic students exceeded or met the standard, 73% nearly met the standard or did not meet the standard. 46% of white students exceeded or met the standard, 53% nearly met the standard or did not meet the standard. 0% of students with disabilities (SWD) exceeded or met the standard, and 100% nearly met, or did not meet the standard. 21% of socioeconomically disadvantaged (SED) students exceeded or met the standard, 81% of SED students nearly met or did not meet the standard. 3% of English Learners exceeded or met the standard, and 97% nearly met or did not meet the standard.

<b>Levels of Performance By Subgroup in 11th Grade ELA in Spring of 2016</b>	<b>All</b>	<b>Black African American</b>	<b>Asian</b>	<b>Filipino</b>	<b>Hispanic Latino</b>	<b>White</b>	<b>Two or More Races</b>	<b>Students with Disabilities</b>	<b>SED</b>	<b>English Learners</b>
% Exceeded	21%	8%	33%	63%	18%	34%	0%	2%	16%	1%
% Met	36%	25%	22%	13%	37%	34%	100%	6%	32%	24%
% Nearly Met	28%	58%	22%	25%	27%	25%	0%	35%	30%	32%
% Not Met	16%	8%	22%	0%	18%	6%	0%	57%	22%	42%
<b>% Exceeded/Met</b>	<b>57%</b>	<b>33%</b>	<b>55%</b>	<b>76%</b>	<b>55%</b>	<b>68%</b>	<b>100%</b>	<b>8%</b>	<b>48%</b>	<b>25%</b>
<b>% Nearly/Not Met</b>	<b>44%</b>	<b>66%</b>	<b>44%</b>	<b>25%</b>	<b>45%</b>	<b>31%</b>	<b>0%</b>	<b>92%</b>	<b>52%</b>	<b>74%</b>
<b>Number of Students</b>	<b>528</b>	<b>12</b>	<b>9</b>	<b>8</b>	<b>429</b>	<b>67</b>	<b>2</b>	<b>63</b>	<b>202</b>	<b>71</b>

<b>Levels of Performance By Subgroup in 11th Grade Math in Spring of 2016</b>	<b>All</b>	<b>Black African American</b>	<b>Asian</b>	<b>Filipino</b>	<b>Hispanic Latino</b>	<b>White</b>	<b>Two or More Races</b>	<b>Students with Disabilities</b>	<b>SED</b>	<b>English Learners</b>
% Exceeded	8%	0%	13%	13%	6%	16%	0%	0%	3%	0%
% Met	22%	25%	25%	25%	20%	30%	50%	0%	18%	3%
% Nearly Met	30%	33%	38%	50%	29%	31%	50%	14%	30%	23%
% Not Met	41%	42%	25%	13%	44%	22%	0%	86%	51%	74%
<b>% Exceeded/Met</b>	<b>30%</b>	<b>25%</b>	<b>38%</b>	<b>38%</b>	<b>26%</b>	<b>46%</b>	<b>50%</b>	<b>0%</b>	<b>21%</b>	<b>3%</b>
<b>% Nearly/Not Met</b>	<b>71%</b>	<b>75%</b>	<b>63%</b>	<b>63%</b>	<b>73%</b>	<b>53%</b>	<b>50%</b>	<b>100%</b>	<b>81%</b>	<b>97%</b>
<b>Number of Students</b>	<b>525</b>	<b>12</b>	<b>8</b>	<b>8</b>	<b>427</b>	<b>67</b>	<b>2</b>	<b>64</b>	<b>200</b>	<b>70</b>



Below is the performance summary of CHS students SBAC results.



## **Community Partnerships**

### *Chino Human Services:*

Chino Human Services is very responsive at Chino High School. Students and families are initially referred to Chino Human Services by our counseling department for mental health services that are beyond the counseling department's professional scope.

### *C.A.R.E. Program (Children's Academic Recovery Education Program):*

The C.A.R.E. Program provides social services to students and families within Chino Valley Unified School District. The program stems from the McKinney-Vento Act which ensures the educational rights of homeless, and transitional students. The C.A.R.E. program notifies parents of what their educational rights are and which services they can receive. Services include, but are not limited to parenting classes, distributing food, toiletries and clothing, laundry facilities, tutoring services, after school programs (more so at the elementary schools), and referrals for other resources. The C.A.R.E. program also helps unaccompanied minors by providing them with the previously mentioned services. C.A.R.E. also pays for educational necessities such as PE clothes and caps/gowns for students who can't afford them.

### *God's Pantry:*

God's Pantry is a service organization that, with the help of Inland Hills Church, provides families food, clothes, free medical screenings, tax preparation, and mental health counseling. The organization sets up in the school parking lot once a month to provide much needed help to over 300 neighborhood families and has been doing so for the past four year.

### *Teen Center:*

The Teen Center is a recreational center for teens in 7<sup>th</sup> -12<sup>th</sup> grades. If teens choose, transportation can be provided from school to the Teen Center facility. The Teen Center also provides a supper meal. The center is a safe, positive environment for students to go to after school. Resources provided are academic tutoring, after school clubs, intramural sports and a college and career center.

### *Police and Firefighters:*

Chino High School has an SRO (school resource officer) provided by Chino Police department during the months that school is in session. They are provided to CHS on a four-year rotation to assist with school safety and disciplinary issues. The SRO also provides parent meetings approximately once per semester, to inform parents of what issues teens are faced with from cyber bullying to narcotic use. Chino Police also ensures that the staff and students of Chino High School are safe during any city emergencies by immediately notifying administration of concerns. Chino Police and Fire assist Chino High and the surrounding secondary schools with the Every Fifteen Minutes Program over the course of two days to make students and their families aware of the dangers of driving under the influence. Chino Police and Fire also partner with our school in our L.J.P.S. (Law Justice Public Service) academy to provide exposure to careers in those fields and assist with student projects.

### *California School Climate Staff Survey (CSCS):*

The CSCS was developed for CDE by WestEd in 2004, to fulfill the requirement in the No Child Left Behind Act of 2001, Title IV, that requires schools conduct an anonymous teacher survey related to student drug use and violence. Recognizing the opportunity this requirement presented over time, CDE has expanded the content to collect other data to guide school improvement efforts and to meet LCAP state priorities. Schools can also add questions of their own choosing to meet other local data needs. Because the results are anonymous and confidential, the survey provides staff with an opportunity to honestly communicate their perceptions about the school.

The CSCS grew out of CDE's commitment to: (1) helping schools promote the successful cognitive, social, and emotional development of all students; and (2) fostering positive school working environments, particularly to help address the growing problem of low teacher retention. This CSCS report provides perspective on the degree to which staff perceive that their school has learning and

working environment that is safe, supportive, caring, collegial, challenging, and engaging, with norms and standards that encourage academic success. In conjunction with CHKS student data, CSCS data enrich a school's ability to create a positive school climate that promotes quality teaching, school connectedness, academic achievement, and overall well-being among both students and staff.

*Other Community Partnerships:*

Chino High School students receive learning from a plethora of community entities. Select Junior students participate in the Rotary Youth Leadership Awards (RYLA) which is a leadership program coordinated by Rotary Club and funded largely by local MK Smith Chevrolet. Chino High has strong Leo's Club which is a subsidiary of the Lions Club. Chino Water Basin District hosts a water conservation field trip for Project Earth club. Chino High academics have taken field trips and had hands on training at local businesses such as San Bernardino County and Sheriff's training facility and local restaurants. Chino High has a very good relationship with local armed forces recruiting agencies. The armed forces agencies have funded wrestling tournaments, provided materials for LINK crew, help ASB to ensure students have an agenda to name a few. The California Restaurant Association provides guests speakers, hands on training and field trip opportunities for students in our Culinary Arts Program.





## Chapter II

# PROGRESS REPORT



## Chapter II: Progress Report

This chapter provides a historical overview of progress on each of the Critical Area since the 2011 Self Study and includes an overview of each intervening visit. Recent progress on the Critical Areas is explored by department. The chapter concludes with a framework transitioning from proving proficiency in Critical Areas to infusing Critical Learner Needs in school goals outlined by the Single Plan for Student Achievement (SPSA). Parents and students were invited to review the Chapter III Critical Learner Needs and provide feedback.

### Historical Overview of the Critical Areas

#### CRITICAL AREAS: 2011 SELF STUDY

##### Critical Area # 1: Ensure that data driven instruction becomes the norm.

**1) What we did to address the need:** At the time, the staff had access to Edusoft computer software which gave formative and summative assessment information allowing staff to analyze best practices. In addition, administration provided disaggregated data to be used in data chats during PLC time in which staff decided how to use this data in their own disciplines. Data was also presented to other stakeholders such as CHAPSS parent group, School Site Council (SSC), and English Learner Advisory Committee (ELAC) meetings.

**2) Recommendations from the Visiting Committee:** CHS staff needed to continue to develop and utilize a systematic, schoolwide process of data analysis and evaluation of student work to guide instructional practices. Edusoft had been underutilized in the three years since the last Self Study in tracking student progress and making instructional strategy decisions. Academic interventions were needing data to back up their application.

**3) What we were hoping to accomplish for the next visit:** More in-depth training with Edusoft was needed in order to help departments with developing new lesson plans and re-teaching to address student need. In addition, because not all staff understood the concept of PLCs, the goal was to teach all departments how PLC time should be used and how to guide their agenda and discussions to include data analysis to form and analyze common assessments.

##### Critical Area # 2: CHS Staff needs to strengthen the effectiveness of PLC's and student interventions to support student achievement.

**1) What we did to address the need:** CHS PLCs began submitting meeting minutes to the administrator in charge of WASC where they were gathered in PLC specific binders. Regarding interventions over the past few years we have utilized: CAHSEE intervention classes and boot camps, 3<sup>rd</sup> period study halls/Link Learning electives, the SST process, 504 & IEP meetings, parent/teacher conferences, grade level counseling, Math intervention classes, and class placement by CST and CELDT scores.

**2) Recommendations from the Visiting Committee:** CHS needed to fully implement the PLC model schoolwide by increasing the allotted time for PLCs and to have a more direct focus on curriculum. Guidelines and expectations for the PLCs needed to be developed. PLC groups needed to create specific agendas and outcomes that indicate how the PLC is affecting teacher instruction and student achievement. Also, we were asked to increase the number and focus of intervention courses offered for specific student groups. Finally, to revise the 5<sup>th</sup> period advisory time to ensure all students were engaged in instruction.

**3) What we were hoping to accomplish for the next visit:** CHS will teach departments about the PLC process and how they function. All PLCs will participate in data chats, fill out data chat worksheets and turn them in with their meeting minutes. Also, PLC groups will use the data to plan future lessons and submit evidence of their work. Finally, increase the number of students participating in interventions and revisit the effectiveness of 5<sup>th</sup> period advisory time.

##### Critical Area # 3: Increases the proficiency of all ELL students in your subject area.

**1) What we did to address the need:** Based upon the previous WASC Visiting Committee findings, a focus on improving the proficiency of EL students was developed. Twice a year EL students were re-classified out of the EL program and, although those numbers were increasing, a stronger focus on EL strategies needed



to occur in the classroom to ensure our EL population is moving toward mastery of content standards. Therefore, core content area staff had been trained with the UCLA Bridges to Understanding program. This program teaches strategies that work best with English Learners in all content areas. Administration worked with the staff to ensure the strategies were being utilized on a regular basis in all classrooms. A close working relationship between the district's EL program coordinator was established between the Chino High School Assistant Principal overseeing the EL program and the school site's EL coordinator. In the 2010 school year, there were 29 students reclassified. The year prior, there were 110 students that were reclassified and the school will go through another round of reclassifying students 2nd semester.

**2) Recommendations from the Visiting Committee:** The Visiting Committee did notice an increase in the performance of EL students on the CSTs; however, the materials used for ELs was not considered appropriate for the high school level. It also recommended that efforts be made to include EL students in the greater school culture. Data was needed to support our findings as we claimed an 8% pass rate increase on the CAHSEE, but didn't provide evidence to prove this. The Visiting Committee also stated that common teaching strategies are not being implemented evenly and systematically.

**3) What we were hoping to accomplish for the next visit:** CHS needed to continue administration's work with all staff to ensure EL strategies are being used by all classroom teachers. Once all staff are trained by the UCLA Bridges to Understanding program (January 2011) the expectation was that Chino High School's plan for staff was to have them share-out in their weekly PLC meetings and at monthly staff meetings the best practices in working with English Learners.

#### **Critical Area # 4: Increase proficiency of SWD students in your subject area.**

**1) What we did to address the need:** Administration identified the four Critical Areas of Growth based upon the previous WASC Visiting Committee's findings - one of which is the need to improve the proficiency of SWD students in the content areas. The 2011 Self Study did not specifically note data for SWD students. It noted that as of December 2010 the SWD department was finally fully staffed with credentialed teachers. It was also noted that DII (Direct Interactive Instruction) professional development equipped SWD teachers and English teachers to utilize strategies that ensure all students are engaged in lessons and are moving toward mastery of the content standards. Teachers were expected to utilize the strategies within their classrooms on a regular basis.

**2) Recommendations from the Visiting Committee:** The Visiting Committee did not say much specifically about the SWD population, but it did state that there was an "uneven and non-systematic implementation of common strategies". It also stated that although DII had occurred for English teachers, there was little evidence for a comprehensive schoolwide professional development plan for teaching all staff members.

**3) What we were hoping to accomplish for the next visit:** The Special Education Department had been newly trained in DII; therefore, more of their collaboration time needs to be spent sharing best practices and ensuring there is peer discourse to verify proper implementation of the newly learned strategies. Finally, there was an overwhelming request for the Special Education Department to share strategies with staff that work best with students with disabilities within a general education classroom. The SWD staff was asked to present best practices to the staff during the PLC and staff meetings.

#### **Critical Area # 5: Increase Algebra 1 and Geometry proficiency for all students.**

**1) What we did to address the need:** Based on the 2011 Self Study Report, CHS offered Algebra Interventions course for students who were identified through their CST scores. Additionally, CHS provided students with the option to take Algebra over a two-year period, with each year course identified as Algebra A and Algebra B. Counselors worked with middle school counselors to ensure proper math placement upon articulation for incoming students. Finally, the district provided regular best practices workshops to present strategies that have been shown to be effective with students in mastering the standards.

**2) Recommendations from the Visiting Committee:** The Visiting Committee noted the Math Department's strength in their consistent use of common assessment within their PLC's and the analysis of the data during common planning time and PLC meetings. The recommendation from the committee was to simply increase the level of student proficiency in Algebra and Geometry.

**3) What we were hoping to accomplish for the next visit:** For the next visit, it was hoped that mandatory tutoring would be put in place for students who continued to struggle with math. It was also desired that the math teachers would articulate with the middle school teachers to ensure that best practices were shared and strategies are used to help those students who were well below proficiency.



## CRITICAL AREAS: 2014 MID-CYCLE VISIT

### Critical Area # 1: Ensure that data driven instruction becomes the norm.

**1) What we did to address the need:** Several steps had been utilized to insure data-driven instruction is the norm. Teachers used district-implemented benchmarks to measure student understanding, and 6 out of 20 PLC teams regularly developed common assessments during the 2013-14 school year while other teams committed to creating common assessments in order to improve instruction. More teachers were using Illuminate, which allows student performance data to be recorded and stored on the district servers. In addition, a data team was developed and received training in the spring of the 2012-2013 school year. This team has at least one member from each core department and each member was expected to assist with data analysis in their respective departments. CHS administration held schoolwide data chats with staff and has also made department data transparent. These data chats provided an open discourse amongst all staff members.

**2) Recommendations from the Visiting Committee:** The staff was asked to revisit this Critical Area for follow-up, monitoring, and effective implementation. Site administration and staff was asked to develop and implement a site-based, targeted professional development plan, as well as strengthen action plans in to move the school toward greater academic achievement through data analysis. Although data chats have been held among all staff members, and student progress data has been stored on the district servers, during classroom observations and meetings with staff, this was not evident nor discussed by the staff. PLC meetings have not shown significant progress on this topic since the last full visit.

**3) What we were hoping to accomplish for the next visit:** Illuminate was expected 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. The data team committed to develop an action plan to do whole staff trainings on data analysis through Illuminate.

### Critical Area # 2: CHS Staff needs to strengthen the effectiveness of PLC's and student interventions to support student achievement.

**1) What we did to address the need:** There were 47 teachers trained in how the PLC process functions with one representative from each department participating. Twenty of those teachers participated in a yearlong PLC training program. At that time the structure of departments was switched over to becoming small group PLCs comprised of teachers teaching a similar course or grade level. Evaluation of the 5<sup>th</sup> period study hall effectiveness lead to it being dissolved and the minutes incorporated back into the school day. Weekly collaboration time increased with a change to the bell schedule by decreasing the 5<sup>th</sup> period advisory. Data chats were introduced as a focused topic to be discussed during PLCs. More PLC time was dedicated for discussing effective instructional strategies based on data. Interventions increased by way of: Algebra 1 intervention classes being built into the master schedule, an intervention counselor being hired, an increase in the number of students identified for SSTs, HOPE counseling, ETS tutoring, and the implementation of the Crossroads intervention program. Additional technology programs were added for Math and AP Placement classes and more CAHSEE boot camps were offered.

**2) Recommendations from the Visiting Committee:** While there was no specific recommendation, data driven instruction was referred to as a possible agenda item for future PLC time. The Visiting Committee noted that PLCs had increased their focus on instruction.

**3) What we were hoping to accomplish for the next visit:** CHS needed to continue using PLC time to evaluate data, refine lessons and share instructional strategies.

### Critical Area # 3: Increases the proficiency of all ELL students in your subject area.

**1) What we did to address the need:** To increase CAHSEE scores, CHS consistently offered a CAHSEE English and Math course specifically targeting those 11th and 12th graders (General Education and SWD populations) that still have not passed the CAHSEE. Working alongside Educational Partnerships five CAHSEE boot camps a year for those who have not passed were offered. Each spring since the 2011-2012 school year, data chats between students and staff occurred. Cal Poly Educational Talent Search (ETS) program was brought to our campus in 2012-2013 offering free services such as tutoring and workshops for all students to prepare them for college. Spring 2013, brought the creation of the Data Action Team to encourage departmental discussions regarding academic performance, test scores, and informal/formal assessments; each department had a representative trained on data assessment to help department PLCs implement these techniques.

**2) Recommendations from the Visiting Committee:** To expand shareholder involvement in ELAC. Teachers were also asked to strengthen intervention strategies to move struggling subgroups towards mastery. Previous Critical Areas for follow-up needed to be revisited for implementation and progress monitoring. A continued focus on instruction was also needed.

**3) What we were hoping to accomplish for the next visit:** That CELDT boot camps would be implemented prior to taking the CELDT exam to build English skills so student may exit the EL program. Also, that an intervention counselor will work with EL learners that are under a 2.0. Though lacking an EL Coordinator, an EL instructor should be assigned to work an administrative team on placing EL student appropriately in their mainstream English course. CHS also needed to continue implementation of DII to engage EL learners.

#### **Critical Area # 4: Increase proficiency of SWD students in your subject area.**

**1) What we did to address the need:** The SWD Department and Chaffey College's office for disabled students developed an outreach program targeting juniors and seniors interested in attending Chaffey College. Since the 2013-14 school year, the READ 180 program had been implemented. In 2012-13 the Cal Poly Educational Talent Search (ETS) program selected to work on our campus offering free services to prepare students for college. Data chats between students and staff occurred each spring since the 2011-12 school year allowing faculty to engage students regarding their tests scores. As of 2007, CAHSEE courses had been offered in both English and Math to increase CAHSEE scores. In addition, CHS worked with Educational Partnerships to offer CAHSEE boot camps five times a year. In Spring 2013, the Data Action Team was created to encourage discourse among departments regarding academic performance, test scores, and informal/formal assessments; each department was represented at trainings on data assessment and was to implement these methods and techniques within our department PLC's.

**2) Recommendations from the Visiting Committee:** To move subgroups towards mastery, teachers need to strengthen intervention strategies to help subgroups that are struggling. Also, previous Critical Areas for follow-up needed to be revisited to review implementation and monitoring of progress. There needed to be a continued focus on instruction.

**3) What we were hoping to accomplish for the next visit:** CHS worked with Action Learning Systems (ALS) and implementing Direct Interactive Instruction within the Special Education department. ALS spent four days training instructors and will provide supplemental support through individual conferences and co-teaching with each instructor. Additionally, the SWD PLC has been very effective in planning curriculum and implementing strategies department wide. In integrating technology on campus, site staff trained volunteer staff members on various teacher-used software. As these resources were implemented campus wide this provided open communication between instructors and families. The retention of special education teachers was an area of concern. Every year for the past several years, there had been at least one open special education position at the beginning of the year that had to be filled by a substitute teacher.

#### **Critical Area # 5: Increase Algebra 1 and Geometry proficiency for all students.**

**1) What we did to address the need:** With intervention being the focus, an increase in the number of sections of Algebra Interventions was implemented so that every student needing Algebra 1 was dually enrolled in Algebra Interventions. Though not directly related to increasing proficiency in Algebra 1 and Geometry, the Math department worked extensively through the summer and school year, receiving training on effectively implementing CCSS. The training also included the year-long Strengthening Math Instruction (SMI), which was provided through Cal Poly Pomona. Ongoing workshops for teachers were also implemented, as well as pacing guides, benchmark tests, and blueprints to be used in all math courses.

**2) Recommendations from the Visiting Committee:** The Visiting Committee identified that the critical area was not directly addressed in this report, and recommended that it continue as a critical area of focus for the next visit.

**3) What we were hoping to accomplish for the next visit:** While there was not a specific goal mentioned for this critical area, it was determined that there was a plan for improving student performance in mathematics, as evidenced by each student banding up on the STAR test.

## CRITICAL AREAS: 2015 ONE YEAR FOLLOW UP VISIT

### Critical Area # 1: Ensure that data driven instruction becomes the norm.

**1) What we did to address the need:** The district's Department of Curriculum and Assessment had assisted the teachers in creating assessments and analyzing data. More teachers are using the District-implemented benchmarks and two resource teachers were supporting staff with curriculum alignment. Illuminate is a new program that allows teachers to collect, store and analyze student results on assessments and more teachers have been trained in its use.

**2) Recommendations from the Visiting Committee:** The school had revisited this critical area for follow-up and was demonstrating progress. However, the goals were not being fully realized. Progress has been noted, but special attention needed to be given to the goal of using assessment data to inform instruction and instructional strategies.

**3) What we were hoping to accomplish for the next visit:** More teachers have been trained in the use of Illuminate, and data analysis across departments is progressing. PLC time will be more fully utilized to continue perfecting the use of Illuminate to analyze student progress within each department. The District will provide more technical training for staff as needed.

### Critical Area # 2: CHS Staff needs to strengthen the effectiveness of PLC's and student interventions to support student achievement.

**1) What we did to address the need:** Each PLC took responsibility for reporting on and supplying evidence of how they used data to drive instruction. Larger PLCs divided into smaller subject specific groups for a more focused emphasis. The English department used their PLC time to implement Common Core based units of Rigorous Curriculum Design (RCD). They also focused on how to adjust the units for SDW and EL students, how to use pre and post-test data, and how to implement the RCD performance tasks and culminating activities.

The Math department met by subject level to create common assessments, classroom lessons, and activities based on the common core standards. Modern Language PLCs created benchmark common assessments and collaborated with the other high school language departments within the district. The Health PLC team used surveys to guide instruction, the Social Science team collaborated to align curriculum and the VAPA department used textbook related exams for evaluating student understanding. There has been a schoolwide focus on evaluating summative and formative assessments and using data to improve instruction. To increase transparency and collaboration a copy of the PLC meeting notes were submitted weekly. PLC groups took responsibility for providing professional development on best practices during monthly staff meetings. There was more use of intervention strategies for EL students being used in classroom instruction, and both IEPs and 504s were used to place students and follow up on progress. There was also increased in-class intervention strategies in Algebra classes. The intervention specialist visited each PLC and provided additional resources for shifting toward the common core standards. Summer school and credit recovery classes were offered and just over 700 students participated.

**2) Recommendations from the Visiting Committee:** CHS needed to continue improvement in strengthening the effectiveness of the PLCs and increasing the opportunities for student interventions. Recommendations included improving teacher/staff tutoring sessions, more use of technology for web-based tutoring, and test prep programs facilitated by teachers.

**3) What we were hoping to accomplish for the next visit:** CHS hoped to engage PLCs in focused data chats and continue to utilize the intervention specialist to assist the PLC groups as needed. Also, to have an ongoing use of intervention strategies in place on campus or in the district. Furthermore, to collect SST data in order to examine measurable outcomes and effectiveness of this intervention.

### Critical Area # 3: Increases the proficiency of all ELL students in your subject area.

**1) What we did to address the need:** The ELA Intervention Specialist provided professional development to the staff. ELD strategies and graphic organizers were the focus. The implementation of Rigorous Curriculum Design (RCD) occurred in the ELA classrooms which has differentiated strategies and graphic organizers built into the curriculum, as well as EL standards correlate within each unit. Units were built into RCD create the new CCSS curriculum (in lieu of textbooks). Although RCD was the new ELA curriculum, EL and SWD strategies were presented to all staff via monthly professional development meetings.

**2) Recommendations from the Visiting Committee:** The Visiting Committee recommended that we comment on any critical areas for follow-up or any action plan sections that have not yet been completely addressed. Recommendations were made identify any new areas of concern to ensure high expectations and academic rigor to improve overall student proficiency levels. This included strengthening the effectiveness of PLCs.

**3) What we are hoping to accomplish for the next visit:** Given the Visiting Committee did not mention the EL learner population specifically, CHS hoped to continue to strengthen the quality and outcomes of PLC time and student intervention to improve all populations including EL learners so that they can better access rigorous classroom instruction and improve mastery of Common Core standards. Faculty was asked to put emphasis on bell-to-bell instruction, student interaction, and that every classroom have objectives posted and utilized daily.

**Critical Area # 4: Increase proficiency of SWD students in your subject area.**

**1) What we did to address the need:** SWD students were also taught the RCD curriculum where they were exposed to the built-in EL and differentiated strategies as many of the struggles of the EL learners are those of SWD students. The SWD teachers met with the mainstream PLC teacher teams in order to foster collaboration and support between the two. Content areas outside of English were also exposed to the variety of EL and SWD strategies during our monthly professional development meetings.

**2) Recommendations from the Visiting Committee:** The Visiting Committee did not mention SWD specifically in its recommendations. However, much of what was recommended for the EL population could apply to the SWD population, such as ensuring high expectations and academic rigor to improve overall student proficiency levels and increase the effectiveness of PLCs. Ultimately, the goal was to ensure all students have access, strategies, and common practices among teachers that ensure mastery of content areas for all populations.

**3) What we are hoping to accomplish for the next visit:** Given the Visiting Committee did not mention the SWD learner population specifically, CHS hoped to continue to strengthen the quality and outcomes of PLC time and student intervention to assist all populations to have access to rigorous classroom instruction and achieve mastery of Common Core standards. The result of PLC time improving should result in measurably improved instruction. Bell-to-bell instruction that included student interaction was also a focus. The Visiting Committee highlighted these four areas: bell-to-bell instruction, use of core material, student interaction during lessons, and measurable objectives were not articulated nor evident by the staff at their visit.

**Critical Area # 5: Increase Algebra 1 and Geometry proficiency for all students.**

**1) What we did to address the need:** Algebra intervention, such as Math 180 and tutoring, continued to be the main modes of addressing students that were under performing in mathematics. The Geometry PLC has begun to use the results of assessment data to identify specific students who are below proficiency in specific key objectives and develop intervention strategies to address those deficiencies within the class setting.

**2) Recommendations from the Visiting Committee:** The Visiting Committee recommendation was to continue making improvements on increasing student proficiency in Algebra 1 and Geometry.

**3) What we were hoping to accomplish for the next visit:** Outside of continuing to use tutoring as an intervention with obtaining proficiency, Chino High School was hoping to increase its repertoire of interventions based on data that would justify implementation of specific campus-adopted strategies.

## Recent Progress on the Critical Areas

Each Department Chair was asked to work with their department to present an explanation and corresponding evidence for progress made on the Critical Areas since the 2015 One-Year Follow Up Visit. Below is the roster of faculty and counselors for the 2016-17 school year that contributed to the Critical Areas for the 2017 Self Study.

### Career/Technical Education (CTE) Department

*Department Chair:* Elizabeth Williams

*Members:* Alex Edwards, Mike Hinkle, April Rosendahl, John Rosendahl.

### Counseling Department

*Department Chair:* Lucia Gibbs

*Members:* Annette Allen, Sandy Gonzales, Rigo Aragon, Gail Heisel, Karen Zuk, and Kai Johnson.

### English Department

*Department Chair:* Wendy Bartman

*Members:* Dr. Rick Bryan, CJ Colingo, Johnathon Davis, Annette Hatch, Jaclyn Hyslop, Cathy Laggren, Joe Ledesma, Monique Legazcue, Breann Lerma, Lucia Miranda-Celestino, Jasmine Norman, Peter Ottman, Rhonda Reid, Michael Surina, and Ben Valenzuela.

### Mathematics Department

*Department Chair:* Joe Raya

*Members:* Ibrahim Aladross, Brenda Blecker, Marco Castro, Marilou Dungca, Marybeth Gibbons, Lindsay Johnson, Shirley Keebaugh, Julie Margala, Richard Martinez, Diane Murillo, Adriana Quezada, and Sarah Solis

### Modern Languages Department

*Department Chair:* Adriana Cardenas-Isley

*Members:* Jose Espinosa, Elvira Flores, Jerry Garcia, Zoraya Larios-Contreras, Tito Tapia, and Alexandra Van Embricqs.

### Physical Education and Health Department

*Department Chair:* Tom Inglema

*Members:* Felicia Ambrosia, Jim Baty, Sherry Hall, Heather Inglema, Melanie Kent, Lindsey Nelson, Kevin Sells, and Jeff Wiese

### Science Department

*Department Chair:* Jacquie Wendling

*Members:* Ibrahim Aladross, Kevin Britten, Ethan Fallon, Daniel Garcia, Dana Lund, Craig Miller, Karen Morris, Damian Starika, Amanda Swager, and Lorraine Vara.

### Social Science Department

*Department Chair:* Donald Schumann

*Members:* Alex Angulo, Shifon Berumen, Chuck Crites, Jim Filarski, Gary Libby, Liza Mitchell, Jeff Osborn, Frank Walworth, and Gordon Woods.

### Special Education Department

*Department Chair:* Debbie Butler

*Members:* Jesse Cenicerros, Michael Del Rosario, Toni Hooper, Carol Ingram, Maria Kneip, Maria Montiel, Kimberly O'Malley, Dawn Petersen, Michael Seltzer, Deborah Skews-Stone, Claudia Valleroy, and Denise Breitenstein.

### Visual and Performing Arts (VAPA) Department

*Department Chair:* Daniel Cahill

*Members:* Douglas, Mary Jane Sinkwich, Frank Smouse, Debbie Ulland, and Heather Williams.

2017 Self Study	
CRITICAL AREA 1	
Summary	Evidence
<p><b>Career/Technical Education (CTE):</b> Due to the varied nature of our teaching assignments, we do not use common assessments. However, we have participated in multiple discussions about assessments and how each of us uses them. One area we come together on is how we each adjust for the ELL, SWD and other groups of struggling students. We also discuss new and creative ways to include technology based assessment and data gathering, encouraging each other to try some new methods such as the Kahoot program we learned this year. Many of our summative assessments are creative projects that are geared toward a students' career interest and we all use rubrics to grade them.</p> <p>We have gained insights on how to increase our teaching practices by having discussions about improving student achievement through modified formative and summative assessments. With the longevity of teachers in our department - most have 20 years or more - the knowledge we share is invaluable. Our work experience teacher is a past special education teacher so our discussions are deeper because he provides insights, hints and strategies we can incorporate in our classes. Most of us use projects that are cumulative and usually result in a final product. We lead the students through a process that includes analyzing steps and systems for problem solving as well as storing and collecting information. As we each evaluate the effectiveness of our assessments, we use that data to come back together as in our PLC to gain support and creative ideas to adjust the assessments for higher achievement.</p>	<p>Final Technology Video Rubric; Clothing Project Rubric; Presentation Rubric for Career Reports; Online keyboarding tests.</p>
<p><b>Counseling:</b> The Counseling Department provides data driven instruction by facilitating guidance lessons throughout the year for all grade levels. All members of the department use the same lesson plans and assessments. Guidance lesson cover topics within the Academic and Career Development domain was identified by the American School Counselor Association (ASCA). Pre-assessments are used to survey students prior to delivery of the guidance lesson. Posttest assessments are used to check student learning and determine if any follow up lessons are needed.</p>	<p>Freshman guidance lesson, pre survey, and post survey; Senior PowerPoint.</p>
<p><b>English:</b> Current English Department model is based on a Rigorous Curriculum Design (RCD) structure that favors tasks and activities over more traditional activities. Teachers are given unit plans blocking out time and items to be created by students. Typically, there is a buffer week for teachers to focus on remediation, etc. Because this model devalues standardized testing, RCD Units are a series of tasks ending with a cumulative project. Through these tasks, students are to learn necessary skills based on certain standards.</p> <p>The English Department begins the school year with Baseline Data. Baseline data includes grade level pre-tests, SBAC results, AP scores, IAB scores and CELDT results. Once the baseline data has been reviewed, English teachers plan effective instruction. Their instruction consists of tasks included in each RCD unit, which focuses on specific state standards. At the end of each task, a formative assessment is given which is graded via rubrics. Depending upon the grade level, a formative assessment might be, but is not limited to, a PP presentation on a chapter from a novel, a benchmark test, a project detailing a social problem and possible solutions, and/or an essay. At the end of each unit, a summative assessment based on the Culminating Task is graded via rubrics as well. Possible summative assessments would be a final on a novel, a TED Talk Style Speech, a comparison of a modern hero to an ancient hero using Prezi, or a reenactment of a scene from Shakespeare.</p> <p>Teachers in the English department meet in their respective grade level groups during PLC Fridays. The formative and/or summative assessments are discussed and analyzed. If possible, teachers provide a class summary of their test results. As a group, teachers examine the percentage of items answered correctly for each skill. Teachers then identify strands that students did well and those strands in which students performed poorly. Discussion of these results drives the re-teaching process and planning interventions.</p>	<p>Jigsaw textbook chapters; Vocabulary; Foldables; Sentence Frames; Writing Prompts; Common rubrics; Dialectical journals; Close Reading graphic organizers.</p>
<p><b>Mathematics:</b> The use of data gathered from assessments, classwork, and homework assignments enables math teachers to create a follow-up tool to re-teach topics that need further study. Students in some math classes focus on critiquing other student's work, and this information gathered provides teacher with a record of commonly missed concepts that</p>	<p>Pllicker system; Photos of instructional practice;</p>



<p>students struggle with. Teachers are made aware of areas that need additional time for mastery by the students and can address those issues in their planning and classroom preparation. A histogram provides the instructor with information about how well the students understand the topic presented. There are multiple opportunities for students to self-assess including the red light/green light game and ticket-out-the-door. Direct instruction is the typical approach used whereby questions are asked individually to students as well as choral response questions. Additional instruction methods that supplement direct instruction such as the Pickers system is utilized whereby students have a coded response card that they hold up to answer a question, the teacher can immediately scan the responses using an electronic device.</p> <p>Best practices that affect a positive outcome are shared during Friday morning PLCs. Follow-up assignments are developed to address the most commonly missed questions to exams. New strategies are developed as teachers share and discuss their experiences with the topic. This information is used in future development of lesson plans, as the teachers are made aware of the difficulties that students historically face with particular topics and can address that in subsequent lessons.</p>	<p>Test/quizzes (includes mini-quizzes); Content assessments; Pre-calculus diagnostic assessment; Video tutorials; Math Games; Quiz follow-ups.</p>
<p><b>Modern Languages:</b> Checking for understanding of homework is reviewed by all language teachers in our department each day during class to ensure students understand assignments, and to check which areas students may need additional instruction. This is done in several ways such as allowing students to answer individually or in groups. Daily writings in journals are also used to check understanding of lesson and this is done by having students write short answers and then are checked by teacher or done by student with oral responses. Quizzes and other assessments give language teachers an idea which concepts are being understood and which need to be covered more in depth before the unit tests are given. These mini assessments are always reviewed with students prior to administering a unit test. Common assessments are also developed by the department for individual units and semester finals. This assures that all teachers are covering the same material, and that teachers can set the same goals on what to cover in class. Projects are part of a student's curriculum and they include biographies, study of countries, and book reports. Oral presentations are also done by students to demonstrate the advancement in their mastery of the language.</p> <p>Due to the importance placed in formative and summative assessments in our department, PLC time is highly important to teachers; they share, compare, and analyze tests, and quizzes on an ongoing basis. During this time teachers also help each other evaluate student work together, share best practices, rewrite some of the questions that need improvement.</p>	<p>Tests/Quizzes; Oral Presentations; Projects; Journal Entries;</p>
<p><b>Physical Education:</b> Each PE teacher performs a skills acquisition assessment throughout a unit of instruction and a final assessment at the end of said unit. Additionally, as a department we analyze student performance at the end of each semester with regards to their mile test times. This information drives our decisions as to our test scale and possible weekly adjustment to our time scale and method of instruction.</p> <p>Our department uses formative assessments throughout a unit of activity and the results provide us an opportunity to adjust our teaching methods with the goal that each student will be able to perform a set of skills needed to be successful in each of our activities. Our formative evaluations are mainly through personal observation. We also use summative assessments at the end of each grading period that counts towards each students' semester grade. Student's earn daily points for attendance, participation, and level of effort.</p> <p>Both formative and summative assessment allow us as a department to make necessary program and instruction improvements so our student's will all understand what is expected of them and how they can meet and exceed those expectations. In each PLC meeting we discuss how our weekly schedule is working and how our students are performing. We then discuss possible program changes/adjustments that we believe will benefit student achievement.</p>	<p>Mile Test scale; Sample lesson plan for a sports unit; Copy of weekly activity calendar; Copy of a semester sports rotations for each teacher.</p>
<p><b>Science:</b> As a department, we each utilize mini quizzes to assess student understanding on an ongoing basis; some member of the department use traditional paper quizzes, others use a variety of online resources. For example, physics uses Socrative and Harvey Mudd Physics tutoring, biology uses Quizlet. Students enjoy having the quick feedback on their progress in the class. It allows for teachers to see which students may need more attention and which student are ready to move forward. This also allows the teacher to ascertain the students level of understanding of key concepts or key problems to solve. The quiz results are used to guide review instruction before the major chapter exams allowing for re-teaching, or specific problem</p>	<p>Online resources; Paper quizzes; Starters; Lab report framework; Lab report rubric.</p>



<p>reassignment if necessary. Another benefit is these results allow for teachers to organize collaborative, heterogeneously-mixed learning groups in class quickly.</p> <p>Areas that need re-teaching are determined low stakes assessment to gauge student understanding and areas of weakness, before a major chapter assessment. During class teachers employ random questioning techniques with students. Questioning enables teachers to check learners' understanding. It also benefits learners as it encourages engagement and focuses their thinking on key concepts and ideas. These questions are often arranged per complexity based on principals in Bloom's Taxonomy; these are commonly referred to as Depth of Knowledge (DOK) questions. Standard-Objective-Answer templates have been incorporated in some classes so that teachers can determine whether students have grasped the objectives for the lesson, and can re-reach based on results. Laboratory reports are also used as an assessment tool with a corresponding rubric.</p> <p>Within each PLC subject-specific group, the teams use the assessments in various ways: sometimes successful, other times not as successfully. Areas of student weakness are noted and addressed in the following years' lesson planning. While areas of student strengths are further built upon to enhance content.</p>	
<p><b>Social Science:</b> The Social Science department divided itself into smaller PLC groups based on subject matter (i.e. history, psychology, government and economics). Each subject area PLC may also use teaching methods which other subject areas may not employ. Formative assessments used in the department range from Opening Activities and quick writes to Thumbs –up / Thumbs-down, and Socratic Questioning. Low point value quizzes are used in many disciplines throughout the department and are used for quick checks of student understanding. Analogies, games and activities which allow for student interaction and, sometimes, movement around the classroom are employed to introduce new concepts and/or review tough concepts requiring remediation. Such tactics allow students a non-threatening connection between what they are comfortable with and the new concepts being taught. These approaches also address the differing modalities of student understanding.</p> <p>Review and re-teaching techniques and assignments can then be quickly developed or employed to further the student's understanding of the material. To align with the English department, the Social Science department looked at this year's schoolwide test performance on the SBAC. Based on the test score data provided we discussed various methods that can be applied in social science classes to help improve student test scores in those two areas. Not only did we look at the performance of the general school population, but we also placed special focus on specific target groups with lower test scores, determining that English language learners and students with disabilities are the groups most in need of improvement. Late in the spring semester we will gauge the actual effectiveness of our efforts and seek further enhancements if SBAC scores show low pass rates.</p>	<p>Rules of the game; Economics Chapter worksheet; Economics Review worksheet; Psych rubrics Gov't Election Game; Data Chat.</p>
<p><b>Special Education:</b> The Special Education (SWD) department uses differentiated instruction for just about everything that is taught as this is our department's prerogative: accommodate student's specific learning needs and provide a plethora of supports to enhance instruction. Our department is moving away from self-contained resource special program (RSP) classes to moving students in RSP to either a collaborative or general education setting. Many of the self-contained SWD classes have fewer students and SWD teachers utilize an instructional aid to assist in the class allowing for much more 1:1 checking of student work. The SWD department uses both formative and summative assessments, portfolios, journals, and quick writes that allow a SWD teacher to see exactly where a student needs help. SWD students typically do better with the formative assessments since many of these students have test anxiety because they have struggled so much in the past. Our department works in conjunction with all core content PLC's (i.e. the SWD math teachers work directly with the regular math teachers, etc....) at least twice a month. In addition, the SWD department meets once per month. Since Chino High continues to move toward a more collaborative model, most of the SWD teachers will be co-teaching with their regular education counterparts, thus the use of common assessments will increase. Prior to the shift towards a collaborative model common assessments, formative or summative, were not used in conjunction with regular education teachers. The SWD teachers would create their own assessments and/or use the assessments provided by the CVUSD to determine if a student's standards/objectives and/or eligibility had been met.</p>	<p>Rubrics; Quizzes; Ticket Out the Door; Math Math Proficiency by Period; Cell Projects 1, 2, 3, and 4; Jeopardy 1; Jeopardy 2; Daily Math Check; KTEA 3 District Common Assessment, IM III Collab Test; SWD Math assessment.</p>
<p><b>Visual and Performing Arts (VAPA):</b> The VAPA department utilizes rubrics, tests, quizzes, performance evaluations, projects, and daily classroom observation to assess our students. We</p>	<p>Pantomime rubric.</p>

<p>have many programs that not only support a student's academic growth, but also artistic and socio-emotional growth. As an example, Theatre Arts is a performance based, student-centered program. Students are grouped in heterogeneous cooperative groups such as class teams and casts for productions. Theatre Arts presents an average of ten productions a year. Students use digital technology for assessment as well as written tests, group project presentations, student lead panel discussions based on rubrics created with students setting learning goal standards. Another example is that The ART Honor society and Music program collaborate with the Theatre program on productions performed for the public. Examples of student lead discussions and student learning provided in the department packet.</p> <p>Art forms vary within the department, so we have been focusing on discussing data gathered by our department during PLC meetings we can judge what methods of assessment are successful and which need revamping. Because our department encompasses such a wide range of disciplines often our successful forms of assessment differ. Formative and summative assessments are discussed within our PLC as each of us share among our group. After sharing we offer each other constructive ideas and advice regarding alternative assessment that may better meet the needs of our students.</p>	
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2017 Self Study	
CRITICAL AREA 2	
Summary	Evidence
<p><b>Career/Technical Education (CTE):</b> All teachers in our department are available to meet with students at lunch or after school. We make our classrooms available for students to use equipment and resources as needed. We provide make up work when students have excused absences or requests for long term absences. Use of the Aeries gradebook program has aided students in taking responsibility for their work and in seeking assistance for missing work. The CHOMP academy has assigned mentor teachers for students, developed tutoring forms, created a response to intervention (RTI) progression chart, and a mentoring checklist to assist all students in the program. Our PLC needs to continue to submit evidence of good teaching practices to the online storage file, take more shared responsibility for documents that are required to collect data, and revisit the purposes for which our PLC meets. This will include re-wording our PLC form in regards to the meeting focus.</p>	<p>Tutoring forms; RTI Progression; Mentor check list; Request for work form.</p>
<p><b>Counseling:</b> At the end of each school year, the counseling department holds a collaboration meeting to review all that took place during the school year: what went well and should be repeated, what did not go as well, and what revisions should be made. This collaborative meeting also includes calendaring events and activities and setting team and individual goals for the following school year. At the beginning of the school year, the PLC meets to recap the previous year, redress the department goals, and establish the group norms and expectations. PLC's throughout the year are aimed at ensuring the department is on track with the goals, events, and activities. As a group, we make sure that we are adjusting our deliverables to students in a format that is consistent with each other as well as consistent with our department goals. Additionally, we decided that it would be beneficial for us to include our mission statement and group norms at the top of each PLC agenda.</p> <p>Coinciding with the grading period of six-week intervals, each counselor receives a query listing students who are earning a 'D' and/or 'F' in their courses. This list is our way of identifying students who need academic interventions. Additionally, we meet with all students to review their transcripts and graduation requirements. Intervention Counselors work specifically with students who are identified as "at-risk". In addition to meeting with students individually, Student Study Teams (SST) are implemented when a student needs additional support and it's important to have the whole team, including the parent, to provide that additional support. Based on student needs, counselors will also refer students for academic tutoring and/or social/emotional counseling with an outside agency. Group counseling is another intervention used to address either academic or social/emotional needs, and are run by an Intervention Counselor on our site. Credit Recovery is another tool used for academic intervention, helping students to recover lost credit from previously failed classes. Juniors and Seniors have four opportunities per year to take a credit recovery course. All students and parents are encouraged to regularly access the CHS Counseling Department webpage for academic and career resources, as well as visit their counselor regularly throughout the year for assistance.</p>	<p>VARK; Essential Skills Group; CHS Interest Profile Results; Freshman Presentation 2015.</p>

<p><b>English:</b> Monitoring of grades online through the Aeries gradebook is most expedient for most parents and students; however, the paper grade check students have signed by all teachers is still a popular option among parents, students, coaches, and advisors. Notes/letters/emails/concern checks are sent home so parents/guardians are aware of declining grades and a student being in danger of failing.</p> <p>Parent meetings can be requested/scheduled to better review student academic behavior and grades. Counselors and all teachers request SST's when they see the need for a team approach. As for other interventions, the Read 180 courses have been created to assist low and underperforming students in English. Many teachers are available for students on a walk-in basis at lunch or after school. Teachers in the LJPS program (which has an English component) mandate tutoring when a student drops below the required 2.0 GPA. Tutoring options include NHS peer tutors or tutors from the Cal Poly Educational Talent Search, while English Collaboration classes use the college tutors for response to intervention. Any student taking an English course may utilize the ETS or NHS tutoring options.</p> <p>The Edusoft program and equipment are to scan unified benchmarks or district tests which we are supposed to use to drive data discussion before/after units. We are moving towards the Interim Assessment Benchmarks (IAB) with the SBAC to help drive discussion for areas of concern. In general, the English department has not been utilizing Edusoft as consistently as it should be to drive PLC discussion; likewise, there needs to be a greater area of focus using IAB data. Finally, teachers need to come to agreement in regards to teaching the RCD curriculum – the varying degrees of utilizing the curriculum directly impacts the cohesiveness of PLC time and the ability to analyze data based on the curriculum.</p>	<p>Read 180 Courses; CHOMP/LJPS Academies RTI (response to interventions); Grade Checks; Concern Checks, Letters, Emails, Calls, Teleparent; Tutoring flyers; Excel spreadsheet of RTI for English 9; Collaboration class log sheets; for LJPS students CAL POLY tutoring (ETS).</p>
<p><b>Mathematics:</b> All PLC's have designated tutoring days after school and during lunch to provide intervention to struggling students. Individualized instruction by the teachers is offered. Cal Poly Pomona offers an afterschool program. Math Club (comprised of Calculus students) offers tutoring during lunch and after school. Teachers hold intervention and enrichment sessions as part of their classroom program following assessments. The EL students are provided with an instructional aide based on allocation by the administration. The math department is moving to a collaborative model that will utilize a math teacher and a SWD teacher working with the same students during a given class period. IXL (online program) information gathered enables teachers to identify students struggling and pair them up with stronger students to meet proficiency. Teachers routinely translate information to students which the students can write in their notes. Some students are tested in a small group setting where the tests can be read out loud to them and translated if needed. Some ways to increase the effectiveness of our Professional Learning Communities is to provide more time to focus on sharing of best practices and analyzing student results, create common core lesson plans, and implement performance tasks for the students.</p>	<p>Math Club tutoring flyer; Cal Poly Pomona attendance roster; Instructional Aide schedule; Master schedule; Sign-in sheets; NHS peer tutoring program handbook and cohort list.</p>
<p><b>Modern Languages:</b> At CHS, the Modern Language Department shares lessons plans, assessments, and guides one another in pedagogical practice. The department also collaborates with the other modern language PLC teams from the district. In our PLC, teachers collaborate and share lessons plans, teaching strategies, collect student data, and gather ideas. We also help one another in thinking of interventions for students who need the extra help.</p>	<p>Test sample – Examen Tema 1; Rubric: "A mi me gusta"; Study guide for Semester 2, Spanish 2</p>
<p><b>Physical Education:</b> Our department allows students to make up lost points for assignments or dressing out for class. Additionally, we allow students extra time to finish the mile test if that student is struggling provided a solid to pass has been made. Some teachers assign a "buddy runner" to students that are struggling to pass the mile and this has proven to be effective. As well, we often ask students who have high skill levels for certain sports to work with students that are still trying to attain the skills necessary for the sports in each unit. Finally, we also attend IEP and 504 meetings with the belief that the information we provide and the feedback we receive will help the student achieve more. We use the Aeries grading program and keep our grades up-to-date each week. This allows the students and parents an opportunity to see their progress both semester and year long. When each unit member actively participates in our PLC meetings all matters of interest are improved which makes it vital that each of us get involved in each decision. This will allow more and better input which will boost student achievement and department morale will soar.</p>	<p>Make up points assignment; Copy of PLC minutes.</p>
<p><b>Science:</b> The interventions within the science department to provide support to struggling students include: in house tutoring with individual teachers, tutoring on a daily rotating basis within some subject areas, tutoring with individuals from Cal Poly, as well as, peer tutoring in</p>	<p>Tutoring schedule; Test corrections</p>

<p>the classroom and through the NHS club and Physics club. In class and after school study groups are arranged in mixed groups. Collaborative learning groups where students are given one problem to solve as a team then each member goes to a mixed group and presents their question and then coaches the other students to the solution. Graphic organizers and mnemonic devices are also used. Additionally, in some classes, pictorial review sheets accompany chapter study guides to assist students with remembering the topics to study prior to tests. This tends to reduce the number of interventions necessary due to low test scores. One chemistry teacher is using elements from a flipped classroom model to enhance curriculum. Following a unit test, test corrections are offered after school by many teachers. This allows students to write out the missed questions, then using their notes, book and resources they correct any missed question for partial credit which is applied to their original score.</p>	<p>sign in sheet; Graphic organizer; Mnemonic device.</p>
<p><b>Social Science:</b> Many academic issues have been discussed and worked on during Friday morning PLCs including scheduling, scope and sequence of instruction, common vocabulary/tests, best teaching practices (including things like I.R.E.A.D. for critical reading and techniques for student writing as emphasized in the core approach), and other teaching issues. Since parts of the department are “in flux,” due to changing over to the C3 curriculum, there are no common assessments. Three PLC members serve on the district HSLC Committee (writing core curriculum for CVUSD) and have kept the department up-to-date on developments of this committee. Some samples of the new units have also been shared and modeled for unit members.</p> <p>The Social Science Department, in cooperation with the other three high schools and the UCLA History Project, have developed curriculum units for each of the state history standards by applying the core skills, e.g. listening, speaking, and writing. These curriculum units have been made available mid-first semester 2016, for peer review and piloting. In the interim, a variety of strategies and student interventions to ensure that all cognitive levels and EL students can access the curriculum and are learning. Many activities and lessons utilized by department members include scaffolding techniques, where students must complete tasks are progressively more difficult as they move through the levels of higher ordered thinking.</p> <p>Efforts by members of our department to enhance academic achievement improving reading and writing skills are essential. Many strategies are employed by members of the department including: critical reading questions from the text; worksheets which lead students through critical thinking skills and ask students to produce written outcomes; cloze reading of text and primary source materials; citing information from the text that is used to answer questions; I.R.E.A.D. which breaks down reading skills into steps, so that students read critically and in depth; and the use of graphic organizers. Many in our department are working toward creating and implementing questions that are of higher order and of progressive difficulty (DOK levels 3 and 4). We are also working to develop interventions for students who have difficult answering, both written and verbally, critical thinking questions and essential questions.</p> <p>Individual tutoring is available by many department members before or after school, and at lunch. The Power Zone test review requires students to answer computer generated questions, from the government textbook and after each term’s response has been scored, the program explains why the response is the correct answer. The program produces a score based on the questions answered correctly and incorrectly. Re-teaching activities and chapter summaries are used to reinforce concepts that students have not demonstrated mastery. Interventions can also be offered to EL students via bilingual teachers and aides. Audio-visual materials are tied to and chronologically synchronized to mesh with the chapter/ section the class is currently engaged in studying.</p>	<p>Academic vocabulary sample; Preamble Activity; Declaration of Independence activity; IRead; thesis showdown; sentence starters; Planning your essay; Reteach worksheet; Chapter summary; Graphic organizer sample.</p>
<p><b>Special Education:</b> The SWD department uses a variety of interventions and supports to help struggling students on an everyday basis. Closed notes make it easier for students to focus on what is being said rather than concentrating on writing everything down. Color coding math problems allows student to see common elements within the problem to help them understand the process. Sentence frames help students concentrate on content rather than overall structure. Graphic organizers give students a visual representation of ideas that will be used for writing or when they are trying to compare/contrast what has been presented. Study guides and review sheets allow students to concentrate on the most important parts of the material presented rather than trying to read and summarize a chapter on their own. As the SWD department transitions to a more collaborative model these same supports will be used in the</p>	<p>Closed Notes; Color Coding pg. 1; Color Coding pg. 2; Graphic Organizer Venn Diagram; 12.3 Standard-obj; Biology 1;</p>



<p>general education classes benefiting other students that may be having a difficult time but are not SWD students.</p> <p>The SWD PLCs would be more beneficial if we could meet as a department on a more frequent basis. The SWD staff must split their time with their content area subject PLC's. This makes it difficult to accomplish what needs to be done. Additionally, it would be great to work with other subject areas on projects that would enhance student knowledge and understanding (e.g.- ELA and Social Science) across content. Students could work on standards for both subject areas and have more class time to work on the project with the teachers help. Prep periods have been aligned for the general education and SWD teachers that are co-teaching. This has helped with creating common assessments, however we currently have a small percentage of collaborative teachers. Beginning the 2017 – 2018 academic school year three fourths of the SWD teachers will be working in a collaborative environment with the regular education teachers.</p>	<p>Biology 2; Int Math 3 Collab Assessment 1; Int Math 3 Collab Assessment 2; Int Math 3 Collab Assessment 3.</p>
<p><b>Visual and Performing Arts (VAPA):</b> When a student struggles within the VAPA department our support strategies vary. We utilize one on one teacher led instruction, after school tutoring, peer tutoring, and online resources. Our students assist each other as they work collaboratively in teams and cooperative groups. We also discuss students we share as well as ideas on how to help students on a case by case basis. Our Friday PLC time would be more effective if we had a pre-made agenda of items to be covered each week. We would like to collaborate on projects we could work on together, such as musicals and community based projects.</p>	

2017 Self Study	
CRITICAL AREA 3 & 4	
Summary	Evidence
<p><b>Career/Technical Education (CTE):</b> EL students are identified through the Aeries Portal system for student data. Within the system teachers can view the student's classification. SWD students are identified on the first day of classes as they are assigned to an 8th period; this 8th period lists their assigned case carrier. Contact can then be made immediately with the case carries for IEP information and teachers receive "IEPs At A Glance" forms directly. We are required to sign a verification sheet that we received this information.</p> <p>EL and SWD students are given preferential seating and grouped with more advanced students in our heterogonous mixed classes. Class assignments are modified per the student's 504 or IEP needs. In general, teachers adjust assignments, supply note outlines, and graphic organizers. Assessments are modified and may be designed with simplified language, more visuals, less questions or include a word bank. Additional time may be given to complete assignments. SDAIE teaching strategies are used in the classroom. Career content specific vocabulary is used in all classes and taught by various strategies. For example, students are engaged with interactive websites: Edmodo, Kahoot to take multiple choice tests. Edmodo software provides immediate feedback to students by displaying correct and incorrect answers submitted during the test. Students can review their test results and use it as a study guide for the next assessment.</p> <p>Tests are administered every two weeks to monitor student understanding of class content. This type of formative assessment is used to provide evidence of student progress, learning and data driven instruction. These assessments help teachers identify patterns in student learning as teachers can use the data generated by the software to re-enforce content where students scored low.</p>	<p>Modified Quiz Sample; vocabulary visual form; Work experience career components.</p>
<p><b>Counseling:</b> The Counseling Department identifies EL students through the district student data system Aeries. Students matriculating from within the district are already coded as re-designated/fully English proficient (R-FEP), limited English proficient (LEP) or fully English proficient (FEP). Students new to the district are referred to the District Language Assessment Office for testing based upon information provided by parents on the Home Language Survey (HLS). Once testing has been completed, the District communicates the results back to the site. This information is then used by the counselor for correct placement of the EL student. EL students at the entry level have a two-period blocked schedule for the EL-specific courses. Students at the upper EL level take the general education grade-level English course concurrently with the EL course. Chino High also has two bilingual aides to</p>	<p>VARK; ELD Placement Chart; Senior parent letters; CCGI lesson; Graduation Status For Deficient Seniors;</p>

<p>assist the EL population. They are assigned to assist in specific core classes throughout the day.</p> <p>During ninth grade registration, eighth grade EL teachers make appropriate recommendations for ninth grade course placement. In addition, ninth through twelfth grade students are assessed each year using the California English Language Development Test (CELDT). Students meeting the criteria for re-designation are identified by the administrator responsible for EL. The Counseling Department's primary intervention with EL students is through collaboration with the site ELD Coordinator and the site Community Liaison. The site Community Liaison bridges the language barrier between our Spanish-speaking parents and school staff. Additionally, the Community Liaison works with students, families, and counselors to provide additional resources as needed. The ELD Coordinator assists the counselors with any questions about proper placement and provides additional support to students through tutoring. Tutoring is also available for EL students on Tuesdays and Thursdays after school through Educational Talent Search, which provides assistance from Cal Poly Pomona students.</p> <p>Current SWD students are identified in several locations in the Aeries student system. These students have an additional 8th period in their schedules labeled "Schedule Change", and the teachers listed for this period are the students' case carriers. The SWD student population is also assigned to a single school counselor, and therefore can be identified by the counselor's name. The SWD Counselor works in collaboration with the SWD case carriers, site administrators, school psychologist and parents to determine course placement. A continuum of services is available from the least restrictive to the most restrictive classroom settings.</p> <p>This year the counselor visited freshmen SWD English classes twice; once to present a guidance lesson that included such information as graduation and college entrance requirements, transcript review, tutoring opportunities, etc., and a second visit to again review transcripts and to choose courses for the sophomore year. The sophomore SWD students were provided a guidance lesson in the computer lab where they created accounts on CaliforniaColleges.edu and completed an interest inventory. In the spring, the SWD Counselor visited the sophomores in their English classes to review transcripts, choose courses for junior year, and discuss the importance of staying on track to graduate. The junior and senior SWD populations came to the Counseling Office and met the SWD Counselor for one-on-one and/or small group sessions to review transcripts and progress toward graduation, along with course selection for the juniors. In addition, the SWD Counselor meets with individual students daily to discuss options when students are not on track to graduate with their class.</p>	<p>IEP At a Glance.</p>
<p><b>English:</b> English teachers identify EL and SWD students via a list provided by counselors at the start of the year or by logging into Aeries to see the EL and/or SWD designation. In the past, there has been a code on the attendance rosters provided to the teachers by the attendance office. Here, teachers can also view CELDT scores or review EL students' fluency. Teachers can identify SWD students by looking up a student's designation on Aeries. Within the first six weeks of school, case carriers deliver hardcopies of the IEPs of each SWD student in a teacher's classroom. The counseling department sends electronic copies of any 504s that have been written for students, and teachers must sign off that the copies were received. Teachers also have access to hard copies of student files, available in the counseling office, if they need additional information on a student or their SWD designation. Intervention for SWD and EL students is similar. Students benefit from differentiated strategies such as sentence frames, graphic organizers, visuals like power points and Prezis, cooperative learning activities, and guided depth of knowledge questions. Students are assessed through checking for understanding activities like journaling, tickets out the door, and written or verbal reflections. Equity cards are used to ensure that all students have an equal chance to participate in class.</p> <p>The methods for supporting EL students academically vary by teacher and frequency depending on the curriculum being taught. ELD teachers provide their EL students with a curriculum that utilizes technology programs like Read 180. Once a student is re-designated and placed in a regular English class, the ELD teacher provides transitional support so that the move from their ELD curriculum to a regular ELA curriculum is easier for the student. At each grade level the teacher provides scaffolding. Teachers differentiate instruction by providing meaningful activities and lessons that benefit the different types of learners within</p>	<p>Cooperative Learning Info.pdf.; Intervention Strategies.pdf.; ELL Strategies.pdf.; Proof Write Up.</p>

<p>their classroom. Many of these strategies are built into the RCD units developed by ELA teachers across the district. Teachers within the English department also make frequent comprehension checks by having students summarize a story, answer depth of knowledge questions, or complete story frames. Students are assessed frequently through checking for understanding activities such as journaling, restating the directions, tickets out the door, and written or verbal reflections.</p>	
<p><b>Mathematics:</b> SWD and EL students are identified through the Aeries system to which all teachers have access. These students are no longer identified on the roster, which means the teacher must search each student to identify if they are categorized as EL. The Aeries system also identifies if the student is designated LEP, and lists their CELDT scores which indicates their level and fluency level. The Aeries system also identifies if the student has a 504 on record.</p> <p>Visuals are used to support what is being taught, such as, posters or diagrams of problems being taught. Modeling of what is being taught provides examples and Cornell notes are used by some teachers to provide students with a guide as to how notes should be taken. Graphic organizers, flip charts, color-coding, and foldable study aids are also used. Students build study aides in class, i.e., flipbooks, foldables, colored index cards. New academic vocabulary is defined and identified by the teacher, who incorporates the vocabulary in class. If the teacher asks students a question, the response should include the new academic vocabulary. During certain lessons, students can physically act out (kinesthetic learners) a situation. Posters are used by some instructors. Standards and daily objectives are posted daily to guide instruction and let the student know what they are responsible for. The Aeries system is used by the parents to check on the progress of their student. Grade reports are sent out on a regular basis to inform parents of their students' progress.</p>	<p>Aeries system; Special Education instructors; Notification by administration regarding IEP/504 meetings.</p>
<p><b>Modern Languages:</b> Our EL students are identified with the Aeries system. All teachers have access to the system. These students are no longer identified on the monthly attendance roster; therefore, the teacher must search each student to identify if they are categorized as EL. The Aeries system also identifies if the student is designated LEP, and lists their CELDT scores which allows teachers to know their academic level and fluency level. SWD students are identified by two methods; first, the Aeries system to which all teachers have access. The Aeries system also identifies if the student has a 504 on record. The second method, SWD Case Carrier instructors submit an IEP report to each teacher on the SWD students assigned to them. The report contains each students' modifications.</p> <p>With a new adoption of textbooks in French and Spanish, we use current technology that provides an array of activities created for students learning a new language. Every student in a foreign language setting receives the same discipline as an EL student would. Examples of the activities include: grammar videos that allow students to take notes, vocabulary with visual aids, and grammar lessons that are practical in a daily setting. Online videos reinforce lessons covered in class, videos model how the vocabulary and grammar are used in a conversation, and activities that include graphic organizers. For SWD students, each teacher receives an IEP At a Glance from the Case Carrier. The document details the needs for each student. Teachers are required to address the needs for each SWD student in their roster.</p>	<p>Aeries System; ELD instructors; Special Education instructors; Notification regarding IEP meetings by Case Carriers; Notification of 504s by Administration.</p>
<p><b>Physical Education:</b> Each EL student is identified through our Aeries system in the Student Data tab. Within this we can view the students' classification levels. SWD students are identified on the first day of class by an assigned 8th period on their schedule. This 8th period will list their assigned case carrier. Contact can then be made immediately with the case carriers for 504 and/or IEP information. Case carriers provide each teacher with written 504's and IEP's At a Glance. We are required to sign a verification that we received the information. In our department, we use the case-by-case method to make appropriate accommodations. EL and SWD are often buddied up with students who will model behaviors and attitudes necessary to grasp curriculum and develop language through peer interaction. As well, with a possible language barrier we will assign a student who speaks the native language of the EL student to help the student feel more comfortable and allow the student to understand what is expected of him/her.</p>	
<p><b>Science:</b> Teachers in the science department use the Aeries program near the beginning of the semester to see each student's level of English proficiency by checking their CELDT score. Aeries also provides information about EL classification and SWD classification. 504 and IEP information via IEP At a Glance documents is reviewed by the teacher. Students with SWD status are also coded in the Aeries program by showing their enrollments in an 8<sup>th</sup> period when viewing their schedule. SWD modifications vary from student to student based on</p>	<p>Aeries Lab Video; Cornell notes; Table of contents from binder; Online quiz</p>



<p>their specific needs. These are discussed during meetings with the administrator, parents, and teachers and are distributed to the teacher from the administration. Frequently, extra time is allowed for testing and occasionally other modifications become necessary such as front-row seating or extra time allowed to complete tests. Each modification is tailored to the student as discussed in the meetings.</p> <p>EL students are permitted to work in groups during lab settings and in classroom activities that allow for informal tutoring or allow them to ask the instructor for clarification during those lab experiences. Visuals are provided in the form of diagrams, models, videos, and demonstrations to help in understanding of the material presented. In some classes, lab procedures can be viewed on Youtube.com so that when the lab takes place the students have already read and seen what is to occur during the lab. Also, students draw a graphic organizer of the procedures for the lab to engage the student in the procedure required for the lab. During exams, these students may ask the teacher for clarification on any question, including having the instructor draw a diagram of the physical situation verbally described on exams.</p> <p>To assist EL and SWD students, many teachers within the department use collaborative grouping to help students that have language and/or learning disabilities comprehend information. Scaffolding helps students to gain a better understanding of the material. Cornell style note-taking is used to help students stay organized and review their learning via summary. Mnemonic devices and graphic organizers further assist students to understand the material. Material is also taught in related blocks of information or chunked. The mini quizzes are used to assess how well the chunked information is being learned. Rubrics are provided by most teachers so students can self-assess whether their assignment meets the desired grade standard. Most recently, online quizzes have been offered to students; these quizzes can be taken more than one time and are used not only for the teacher to assess how the student is doing, but also to allow the student to assess how they are doing and to encourage effort to improve.</p>	<p>scoring.</p>
<p><b>Social Science:</b> The social science teachers are made aware of their students with disabilities (SWD) through reports which they receive from the students' case carriers. IEPs and 504s are either delivered to our classrooms, placed in our mailbox in the copy room, or delivered electronically via email. These lists are frequently distributed within the first two weeks of the term, but sometimes they are delivered later if a student's scheduling changes. Teachers can always access Aeries and check student schedules to see if an 8<sup>th</sup> period is listed; if so, the teacher name will be the student's case carrier. The same methods and responsibilities are used for collaboratively taught classes, however; the collaborating teacher is also a special education teacher who can frequently assist in identifying many SWD students. The identification of English language learners (EL) can be done through Aeries; teachers need to go student by student to locate this information, but it is there. CELDT scores can be viewed, as well.</p> <p>The social science department utilizes a variety of methods to support the education of both ELL and SWD students. Vocabulary is emphasized through vocabulary lists, puzzles, and quizzes; the use of academic vocabulary terms in class discussions; and vocabulary used in primary source activities. Teachers in the department use other approaches like analogies, games and activities which allow for student interaction and, sometimes, movement around the classroom to introduce new concepts and/or review challenging concepts requiring remediation. Such tactics allow students a non-threatening connection between what they are comfortable with and the new concepts being taught. Students gain knowledge from their interactions with one another as well as improving their communication skills. These approaches also address the differing modalities of student learning.</p>	
<p><b>Special Education:</b> Teachers in the SWD department identify EL students by accessing the students' demographics page within Aeries. A box will be marked to indicate that a student is currently identified as being EL. In addition, the student's CELDT testing scores are also available in Aeries for the teachers to see how well they are grasping the English language. Teachers in the SWD department identify SWD students in their classes (that are not on their own caseload) by accessing the student's demographics page in Aeries. A box in Aeries will show the Program as either "R" for RSP students or "S" for SDC students. In addition, due to a new batch process, within the first week of school all teachers will receive a copy of the "IEP at a Glance" for all SWD students on their rosters. The IEP at a Glance lists the goals and objectives for the student and all accommodations/modifications that the student has in their</p>	<p>Aeries Screen Shot indicating LEP code; CELDT scores; Aeries with LEP code and SWD code; IEP at a Glance; Graphic Organizer;</p>

<p>IEP. If the student has a Behavior Intervention Plan (BIP) as well, this is distributed at the same time as the IEP at a Glance. Previously, the IEP at a Glance pages and BIPs if applicable would not be sent out until the third week of school.</p> <p>At the beginning of each school year Administration emails all teachers that have a student with a 504 Plan in one of their classes. Upon receipt of the email, the teacher will report to the Administrative office to sign for and receive a copy of the student's accommodations.</p> <p>The SWD teachers use a variety of strategies, utilizing multiple modalities, to teach SWD and EL students. The strategies include verbal, visual, and physical opportunities to learn the material. Students are given graphic organizers and closed notes to help narrow down information. Color coding is used so that students can identify different levels or steps that they are trying to learn. Lectures are presented with power point slides for verbal and visual learning. Projects are done so that students can physically touch the media to help them understand concepts. Students work in groups sharing information and working together to create a completed assignment. Venn Diagrams are used to compare/contrast information visually so that students can understand the correlations more easily.</p>	<p>Closed notes; Venn Diagram Biology 2.</p>
<p><b>Visual and Performing Arts (VAPA):</b> Teachers in our department identify EL students through interaction and conversation with our students. There are times students are placed into our classes that speak no English at all and we discover this by attempting to speak with them. Teachers in our department identify SWD students who have existing 504s and IEPs through the paper work provided by the students' case carriers as well as 504 distributions provided by our admin office. Of course, information on ELs and SWD students can be found in Aeries. Our department looks at the student data to identify the EL students as well as collaboration with the counseling team and administration team. As well, student profile data and notifications from the office regarding 504 and IEP meetings further support students on a case by case basis. The VAPA department utilizes visual aids, class discussions, small group work, modeling, demos, and teaching to multi-intelligences to support the EL and SWD students in our classes.</p>	

2017 Self Study	
CRITICAL AREA 5	
Summary	Evidence
<p><b>Mathematics:</b> The math department has undergone training of Direct Interactive Instruction (DII). We continue to use strategies consistent with DII in student's checking for understanding and construction of lesson plans. The Integrated Math I and II teachers on campus have established tutoring sessions for their students. Tutoring is offered in these classes after school on a published schedule available posted in their classrooms as well as the counseling office, and are distributed by multiple stakeholders for struggling students. In addition to the Integrated I and II teachers providing tutoring sessions, the Math Club on campus tutors during lunch, and Cal Poly Pomona's program on campus, called Educational Talent Search (ETS), also offers tutoring after school twice a week in all subject areas. Due to the success of the program, it has been renewed another five years. Help for SWD and EL students is offered during school hours as well as an instructional aide is often available to assist with curriculum and translate material</p> <p>Students are provided with guided notes, visuals, and key vocabulary to reinforce what is being taught. Also provided are graphic organizers, flip charts, and foldable study. Teachers in the Math Department report grades regularly on Aeries, or send home grade reports to inform parents of their student's progress. The Math 180 class is designed to "fill the gaps" for students who have historically had difficulty in mathematics and struggle with fundamental concepts. Since it is considered an elective class, Math 180 students are concurrently enrolled in Integrated Math I to meet A-G requirements.</p>	<p>Tutoring schedule; Master schedule; Score sheets (Math 180); Tutoring sign-in sheets; Tutoring flyers.</p>

## Transition from Critical Areas to Critical Learner Needs

The *Critical Areas* were used as a goal-setting guide in the Schoolwide Action Plan found in the 2011 Self Study. That is no longer the case: we are transitioning to the use of *Critical Learner Needs* in the 2017 Self Study. The two-fold reason for this is that the most recent ACS WASC requirements call for *Critical Learner Needs* not *Critical Areas*, and the WASC Steering Committee felt it was important to ensure the *Critical Learner Needs* were aligned to the District LCAP Goals and School Goals implemented through the Single Plan for Student Achievement (SPSA).

As the Local Control Funding Formula (LCFF) was only recently implemented state-wide, Chino High School is responding proactively by aligning our *Critical Learner Needs* with the district's Local Control Accountability Plan (LCAP) Goals; the driving force behind district funding and accountability. Also, new since the 2011 Self Study is the method by which student performance is and will be measured; namely, the Common Core State Standards, NGSS, and the C3 Standards. The Critical Learner Needs were developed using Chino High School's site-specific data. The 2017 *Critical Learner Needs* are far more thorough than the 2011 *Critical Areas*, and more importantly, **all five of the 2011 Critical Areas can be found in each one of the 2017 Critical Learner Needs.**

District: LCAP Goals (2016-17)	Self Study: Critical Learner Needs (2017)	SPSA: School Goals (2016-17)
<b>LCAP Goal 1:</b> All students are provided appropriately assigned and credentialed teachers; students and teachers will have access to standards aligned materials, 21st century learning, and school facilities will be in good repair.	<b>Critical Learner Need 1:</b> All Chino High School students need access to subject-specific technology and software in order to learn in a robust and rigorous learning environment that exemplifies state standards, and district expectations.	<b>School Goal 1:</b> All students will have access to technology for individual, large and small group projects, research, and tutorials in classes with fully credentialed teachers. Lessons will incorporate CCSS, the 4 C's (Critical Thinking, Creativity, Collaboration, and Communication). Teachers will receive up to date technology training.
<b>LCAP Goal 2:</b> All students progressively demonstrate growth towards mastery of the CA academic standards in preparation for College and Career.	<b>Critical Learner Need 2:</b> All students need scaffolded learning opportunities within the organizational structure of Chino High School in order to prepare them for them for college and the workforce.	<b>School Goal 2:</b> Chino High School will increase the number of students participating in AP and AVID programs by 5% and continue to grow the two Linked Learning Academies. CAASPP Math/ELA and IAB results will increase by 5% for all students, especially for English Learners and Students with Disabilities. NGSS lessons will be incorporated into science classes.
<b>LCAP Goal 3:</b> All English Learners, students with disabilities, foster youth, socioeconomically disadvantaged students, and other underrepresented students will receive additional support services necessary to progressively demonstrate growth toward mastery of CA Academic Standards in preparation for College and Career. Title III LEA Plan Performance Goal 2: All limited English proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.	<b>Critical Learner Need 3:</b> All underrepresented students and low academic achievers at Chino High School need additional support to meet academic standards.	<b>School Goal 3:</b> Chino High School will increase the number of English learners, students with disabilities, students of low socio-economic status and foster youth performing Met or Exceeded by 5% in 2016-2017 on the CAASPP. All English learners will increase one CELDT level.
<b>LCAP Goal 4:</b> Parents, families, and community will have the opportunity to receive training and resources to support their children and engage with school staff in collaborative discussions and decision making.	<b>Critical Learner Need 4:</b> All students need their parents/guardians to have opportunities to engage and collaborate with the Chino High School community in order to support the growth of their children, and increase the effectiveness of programs at the site.	<b>School Goal 4:</b> Increase parent involvement in school events/workshops (PIQE, counselor parent meetings, ETS parent meetings, etc.) by 15%.
<b>LCAP Goal 5:</b> Every Member of CVUSD will contribute to a positive learning environment, which focuses on safety, school connectedness, and student engagement.	<b>Critical Learner Need 5:</b> All students need effective behavioral and academic interventions for Chino High School to be a safe, nurturing place to learn.	<b>School Goal 5:</b> Chino High School will decrease the number of referrals for all violation codes by 5%. Chino High will train students and staff in positive behavior techniques and increase opportunities for individual and group counseling by 1%.







## Chapter III

# STUDENT/COMMUNITY PROFILE

## ANALYSIS OF PROFILE DATA AND PROGRESS



## Chapter III: Student/Community Profile (Analysis of Profile Data and Progress)

Below is a summary from the analysis of profile data from Chapter I that correlates Critical Learner Needs to schoolwide learner outcomes. Implications with respect to student data are elaborated, and questions designed to drive analyses for Chapter IV are listed.

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

**Implications of Data:** The technology needs assessment given to faculty shows that teachers would like to know more about using Office 365, inputting grades on Aeries, creating their class webpage in the CHS website, and using the One Drive. IAB and CAASPP participation rates and results show that students are actively participating in testing as most students at CHS take SBAC and IAB tests. Most students are not proficient in either English or math SBAC tests. Most student Teacher Sign Ups for mobile computer carts and labs have increased and show teachers making progress toward creating a rigorous learning environment.

**Important Questions:** Do students practice tests in the computer lab and a test-like setting in order to prepare for the CAASPP? How often do teachers feel they need training and re-training on software found on their district computers and mobile carts? Why are students not buying into the importance of taking the SBAC and IAB tests? Are all teachers familiar with the Common Core, NGSS, and C3 standards, and will they need training?

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

**Implications of Data:** Student enrollment in AP and AVID classes has increased over the past few years, as has the number of students taking AP tests. Enrollment for both Linked Learning Academies (has also increased as the program has grown since its inception. To prepare SWD students for the transition from high school to college, all of them participate in the Transition Portfolio Project.

**Important Questions:** Important Questions: Why was there a decrease in Math CAASPP scores over the two-year period? What factors lead to a decrease in ELA CAASPP scores over the two-year period? Why were faculty not able to increase the percentage of math students into the nearly meeting or meeting standards range of the CAASPP?

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

**Implications of Data:** CAASPP summative assessment results show that not very many students are meeting or exceeding expectations in the areas of English and math. CELDT data student reclassification numbers show that there is sufficient number of students scoring Early Advanced and Advanced on the CELDT test. This includes special education students. D & F grade rates tell us that although low, emphasis needs to continue to be placed on junior and senior students to take credit recover for our graduation rates to remain high. IEP Goal Monitoring is done by all case carriers on campus to ensure that the students in special education receive appropriate accommodations and are placed in appropriate educational settings.

**Important Questions:** How do we motivate underrepresented students to take CAASPP testing seriously? How can we more rigorously monitor second language learners and provide the best assistance so that they can be reclassified more frequently? How can case carriers better assist high school students to transition into college and the workforce? How can academic programs at Chino High School better motivate the lower 1/3 of achievers to accomplish beyond simply passing classes? How can Chino High School build a culture of homework completion?

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

**Implications of Data:** New to Chino High School is PIQE program and the number of participants has grown over the last year. The Educational Talent Search parent participation data shows an increase over the past two years. ELAC participation has remained low since the 2011 Self Study despite administration's attempts to boost parent involvement. We lack data regarding how parents play a role in the classroom.



**Important Questions:** How can the school, PIQE, PFLN, Educational Talent Search program administrators increase the parent/guardian participation? How can school, PIQE, PFLN, Educational Talent Search program administrators increase communication with parents/guardians? Are records of these programs' communication and meetings with parents/guardians saved? Are parents/guardians on the advisory committees for these programs?

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

**Implications of Data:** The suspension and expulsion data show a need for more programs tackling student anger management issues, and drugs & alcohol. It would benefit our students if the district connected our site to these interventions, as well as nonprofit organizations to assist. Additionally, the Multi-Tiered System of Supports (MTSS) should be implemented at the high school level by the district; since its inception five years ago, the focus has been on K-8. Crossroads Intervention program and Youth Conference data shows that there has been an increase in the number of students who have gone through the program, but there is no data available in the efficacy of reducing suspensions, expulsions, or referrals. The number of referrals given to the office are high within a small handful of teachers, and this shows the need to train teachers low in classroom management ability to take courses to improve these skills.

**Important Questions:** How will faculty accomplish improving student behavior? How will faculty provide academic interventions to improve student learning? What is faculty doing to ensure that students on campus are safe? Has faculty been trained in effective behavioral interventions?



Chapter IV

## SELF STUDY FINDINGS



## Chapter IV: Self Study Findings

Below are the Category Groups that participated in writing Chapter IV. Each of 100 faculty members and counselors were assigned an Indicator and Prompt, they gathered data to support written responses, and wrote elaborate responses based on evidence gathered. All of this evidence was collected in digital form by the WASC Steering Committee and placed in the Data Warehouse. Through a month-long feedback cycle, all faculty and counselors read the written responses of members belonging to all other Category Groups and provided comments as feedback. Parents and students were also invited to review Chapter IV and provide feedback.

### Category A: Organization

CHAIRS	DEPARTMENT
JOHNSON, KAI	Counseling
WILLIAMS, ELIZABETH	CTE, Academies

MEMBER	DEPARTMENT
1 AMBROSIA, FELICIA	PE
2 BLANK, CHARLES	SWD
3 BLECKER, BRENDA	Math
4 COLINCO, CLYDE	English, Academies,
5 CRITES, CHUCK	Social Science
6 DUNGCA, MARILLOU	Math, Collab
7 FILARSKI, JIM	Social Science
8 FLORES, ELVIRA	Modern Languages, AP
9 HEISEL, GAIL	Counseling
10 INGLIMA, HEATHER	PE
11 INGLIMA, TOM	PE, Academies
12 LEDESMA, JOE	English
13 LIBBY, GARY	Social Science, Academies
14 MARGALA, JULIE	Math, AP
15 MARTINEZ, RICHARD	Math, AP
16 MILLER, CRAIG	Science
17 MITCHELL, LIZA	Social Science, AP
18 MONTIEL, MARIA	SWD
19 MORRIS, KAREN	Science, Academies
20 O'MALLEY, KIM	SWD
21 OSBORN, JEFF	Social Science
22 PERERA, CATHY	Sub
23 PETERSEN, DAWN	SWD, Collab
24 ROSENDAHL, JOHN	CTE
25 SKEWS-STONE, DEBORAH	SWD
26 STARICKA, DAMIAN	Science
27 SURINA, MICHAEL	English, Athletics
28 TAPIA, TITO	Modern Languages
29 TATUM, ESMERALDA	Sub
30 WALWORTH, FRANK	Social Science
31 WEISE, JEFF	PE, Athletics
32 WOODS, GORDON	Social Science, Academies, AP

### Category B: Curriculum

CHAIRS	DEPARTMENT
KENT, MELANIE	CTE, Academies
JOHNSON, LINDSAY	Math, Collab, Union Rep

MEMBER	DEPARTMENT
1 BERUMEN, SHIFON	Social Science
2 BRYAN, RICK	English
3 CASTRO, MARCO	Math
4 FALLON, ETHAN	Science, AP
5 GIBBS, LUCIA	Counseling
6 HYSLOP, JACLYN	English, AVID, Academies
7 INGRAM, CAROL	SWD, Collab
8 LUND, DANA	Science, Academies, Collab
9 MURRILLO, DIANE	Math, AP, Instructional Coach
10 RAYA, JOE	Math
11 SOMERS, DOROTHY	SWD
12 SWAGER, AMANDA	Science

### Category C: Instruction

CHAIRS	DEPARTMENT
VARA, LORRAINE	Science, Academies, Instructional Coach
CAHILL, DANIEL	VAPA, AP

MEMBER	DEPARTMENT
1 ALLEN, ANNETTE	Counseling
2 BARTMAN, WENDY	English, AP
3 BATY, JIM	PE
4 CENICEROS, JESUS	SWD, Athletics
5 DEL ROSARIO, MICHAEL	SWD
6 ESPINOSA, JOSE	Modern Languages
7 KNEIP, MARIA	SWD, Collab
8 LARIOS-CONTRERAS, ZORAYDA	Modern Languages, AP
9 LEGAZCUE, MONIQUE	English, Academies, Collab
10 MIRANDA-CELESTINO, LUCIA	English
11 QUEZADA, ADRIANA	Math
12 ROSENDAHL, APRIL	CTE
13 WILLIAMS, HEATHER	VAPA

**Category D: Assessment and Accountability**

CHAIRS	DEPARTMENT
BUTLER, DEBBIE	SWD, Union Rep
KEEBAUGH, SHIRLEY	Math

MEMBER	DEPARTMENT
1 ALADROSS, IBRAHIM	Science and Math, AP
2 ARAGON, RIGO	Counseling
3 BRITTEN, KEVIN	Science, Academies, AP
4 CARDENAS-ISLEY, ADRIANA	Modern Languages, AP
5 EDWARDS, ALEX	CTE
6 GARCIA, DANIEL	Science
7 HOOPER, TONI	SWD
8 NELSON, LINDSEY	CTE Academies
9 SELTZER, MICHAEL	SWD, Collab
10 SOLIS, SARAH	Math
11 VALENZUELA, BEN	English
12 VALLEROY, CLAUDIA	SWD, Collab
13 VANEMBRICQS, ALEXANDRA	Modern Languages, AP
14 WENDLING, JACQUIE	Science
15 ZUK, KAREN	Counseling

**Category E: School Culture**

CHAIRS	DEPARTMENT
NORMAN, JASMINE	Activities, ASB, AVID
REID, RHONDA	English, AVID, Academies, AP

MEMBER	DEPARTMENT
1 ANGULO, ALEX	PE, Academies, Collab, Athletics
2 BOWDEN, DOUGLAS	Band
3 BREIGHTENSTEIN, DENISE	SWD, Collab
4 BRIONES, TERRIE	Athletics
5 DAVIS, JOHNATHAN	Academies, AVID
6 DEAL, KATHY	Finance
7 DOMINGUEZ, LOURDES	Activities
8 GIBBONS, MARYBETH	Math, Collab, Renaissance
9 GONZALES, SANDY	Counseling
10 HALL, SHERRY	CTE
11 HATCH, ANNETTE	English, Academies
12 HINKLE, MICHAEL	Athletics
13 LERMA, BREANNE	English, Academies
14 OTTMAN, PETER	English, AP
15 SINKWICH, MARY JANE	VAPA, Union Rep
16 SCHUMANN, DONALD	Social Science
17 SMOUSE, FRANK	Drama
18 ULLAND, DEBBIE	VAPA, AP

## Category A: Organization - Vision and Purpose, Governance, Leadership, Staff, and Resources

### A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

#### Indicators with Prompts

<b>Vision – Mission – Schoolwide Learner Outcomes – Profile</b>
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**A1.1. Indicator:** *The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.*

**A1.1. Prompt:** *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

**Response:** Chino High School strives to develop and adhere to our school mission and vision statements based on relevant student/community profile data, our district LCAP, identified future global competencies, current educational research and our overall belief that all students can learn and be college and career ready. We believe that student development is accomplished through a holistic approach, beginning with providing students with a safe and positive learning environment. Administrators, counselors, teachers, and staff work together to create an environment that acknowledges and respects students' cultural diversities, without allowing differences to affect the school climate in a negative way. With a safe and supportive environment, student development can flourish. In addition to being responsive to student needs, Chino High School works to set high academic standards for students, preparing them to not only meet graduation requirements and have opportunities to enter post-secondary education, but to also prepare them for the demands of the 21<sup>st</sup> Century. Administrators, counselors, teachers, and staff work together to provide students with a variety of resources to support their academic learning. In alignment with our vision to develop and utilize innovative methods of teaching, the Rigorous Curriculum Design (RCD) has been created by teams of CVUSD teaches and implements challenging curriculum to students. With CCSS at its foundation, the curriculum is designed to prepare students to be college and career ready through the focus of evidence-based responses incorporating the Four C's: collaboration, creativity, communication, and critical thinking. The curriculum is found on Chino Valley Unified District site as Haiku Learning.

Current educational research stresses the importance of creating programs that have measurable outcomes and increase the access of all students to educational opportunities. In the spirit of this, Chino High School implemented the collaborative teaching model in 2015-16. In this setting, a special education teacher and a general education teacher are paid in the classroom. The collaborative teaching model provides an opportunity for students who have special education needs to grow and be successful in mainstream classroom settings. Additionally, Intervention Counselors have been added to our Chino High School team, through our district LCAP, to provide additional support and services for our under-performing students, further demonstrating our belief that all students can learn and be college and career ready.

Chino High School acknowledges the need for technology literacy, understanding that it is among the future global competencies needed, and supports the use of technology in the classroom. Each student and staff member has a Microsoft Office 365 account, provided through the district, to support technology

literacy and collaboration. Additionally, Chino High School has three computer labs on campus as well as eight mobile laptop carts, each containing a class set of laptops, which teachers can use in their classrooms. This access allows for students to explore deeper into the curriculum through research, writing, and presentations. The use of technology at school allows for students to acknowledge a new standard for education and the shift of education and career readiness by building student experience and comfortability with using technology.

**Evidence List:**

- Chino High School Mission and Vision Statements
- California School Climate Staff Survey for CHS 2016
- CVUSD LCAP
- Picture: Computer Lab M70
- Picture: Laptop Cart
- Picture: Collab US History 2016

<b>Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes</b>
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**A1.2. Indicator:** *There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

**A1.2. Prompt:** *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

**Response:** Chino High School's current vision, mission, and expected schoolwide learner results (ESLR's) have been in existence since 2010. At that time, the school community had transitioned with a fairly new administrative leadership team. With new leadership, the administration, teachers, and staff pulled together to develop our vision, mission, and ESLR's. The leadership at Chino High has worked to promote an environment that embraces ongoing dialogue and is open to the continued refinement of our school's vision, mission, and schoolwide learner results based on the needs of students, Chino High staff, and the community. This process enables CHS to adapt to current educational practices aligned with federal, state, or local government educational legislation. The needs for our changing student demographics and community are also necessary in this development.

Once the vision, mission, and school ESLR's were established, collaborative discussions and feedback with Chino High faculty, administration, students, parents, and the community determined the methods of communication to stakeholders. Every classroom at CHS is required to have our school's Mission Statement and our Expected Schoolwide Learning Results (ESLRs) clearly posted. This allows for students to become familiar with our vision. Classroom posts also serve as a daily reminder for teachers to plan and align their lessons accordingly to these objectives. The vision, mission, and ESLR's are also posted on the CHS website, which increases accessibility to include our community. Additionally, our vision, mission, and ESLR's are the underlying component that guides our staff meetings. For example, Collaborative Staff Meetings on scheduled Fridays (late start) are conducted on a weekly or biweekly basis to update, discuss, and implement new classroom teaching strategies based on our vision. While there may be additional ways for CHS to communicate its vision, mission, and ESLR's to all stakeholders, we know that the development and refinement of them is an ongoing process always open for discussion and tweaking.

**Evidence List:**

- Online Link: CHS Mission and Vision Statements
- Online Link: CHS ESLRs



### **Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP**

**A1.3. Indicator:** *Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.*

**A1.3. Prompt:** *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

**Response:** There are several opportunities that CHS provides where the school's vision, mission, and ESLR's are available and communicated. For example, Back to School Night invites parents to meet with teachers in their classrooms so parents can not only receive information on their child's academic performance, but can also learn about the teachers, classroom environment, and the school's mission, vision, and ESLR's for their child. Expected Schoolwide Learner Results are posted in each classroom and this document highlights what students are expected to achieve during their educational journey at Chino High School.

In addition to events like Back to School Night, we strive to improve communication and access with our parents and community. As our school and community demographics will reveal, we have a high Spanish-speaking population, to which CHS strives to prevent language as a barrier to understanding and contributing. Bilingual assistance is available to communicate information to individuals who are stakeholders in our school who may not be completely fluent in English. There are administrators and several staff members able to render assistance in Spanish, including our Community Liaison. We do provide numerous opportunities for parents to become involved; the Chino High Association of Parents Students Staff (CHAPSS) is a parent-run organization that reaches out to the Chino High community. CHAPSS embodies our school mission, as they seek to team up with Chino High staff to provide for the needs of students in various ways. Some examples of how they are invested include giving up their time to provide chaperoning and services for students that will increase student exposure to educational and life-experiences, organizing events like Grad Night, assisting with the celebration of our students' academic achievements through Dessert Night, and assisting wherever they can with any other events. An additional way that they embody our school's mission is through their offerings of various grants to help our Chino High teachers supply their classrooms with necessary materials that will enrich the learning experiences of our students.

Evidence of the community's commitment to our school's vision can be observed through local grants offered to teachers. Local businesses and social organizations sometimes offer grants to teachers who are designing enhanced lesson plans that can foster intellectual growth of students at Chino High School. Many classrooms have benefitted from these incentives, and students largely have been positively affected by the funds which paid for new technology, or projects that were able to be incorporated into the classroom.

#### **Evidence List:**

- Online Link: CHS Mission and Vision Statements
- Online Link: CHS ESLRs
- School Parent Compact
- CHAPSS Flyer

### **A2. Governance Criterion**

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the

professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

#### **Governing Board and District Administration**

**A2.1. Indicator:** *The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.*

**A2.1. Prompt:** *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

**Response:** The board policies and procedures for Chino Valley Unified School District (CVUSD) can be clearly found on the district webpage. They are organized by a comprehensive index/table of contents and accessible to anyone within the school or community abroad. The district ensures that the policies are updated regularly to comply with current law(s). The Board of Education consists of five members whose terms are staggered; one half of the members shall be elected in each even numbered year. The Board members are elected into office by the community and serve a four-year term. The role of the President is rotated yearly. CVUSD's Board of Education meetings are held the first and third Thursdays of the month, with additional meetings held on an as needed basis.

CVUSD's Board of Education strives to establish an atmosphere of understanding and good relations between and amongst the Board, administration, staff, students, parents, and the community. Therefore, participation, by response or meeting attendance, is highly encouraged for the staff, students, and community members so that communication about Board activity, district goals, and decisions can remain open and transparent. Additionally, the Board supports and encourages parental interest and activity, welcoming parent organizations that provide additional support in alignment with our school's vision, mission, and ESLR's. Striving for clear communication, Board Policy 1312.1-3 provides a clear understanding of how to proceed with any complaints from the community. Addressing district employees, instructional materials, and a way to proceed through the uniform complaint process, these policies aim to maintain accountability and provide a means for parents and community members to take on an active role. Similarly, Board Policy 4144 provides the procedures for personnel to take in working through or filing a complaint. Whether a parent, community, or personnel member, it is expected that every effort will be made to find informal resolutions to complaints; however, the policies in place communicate a clear path for all parties to proceed with formal complaints should an informal resolve not be reached. The CVUSD's Board of Education and Superintendent are involved with the selection of site administration, which serves as another example of their efforts to provide an administrative team for our school that will support our school's vision, mission, and ESLR's. The partnership between the Board and the Superintendent also works together to govern the district administration. This provides administrative regulations and organizational structures that will support the district's vision and goals. District administration is given the appropriate authority to develop and use the leadership abilities of staff and to carry out the necessary responsibilities. Protocols are developed at the district level and streamlined so that each school site's administrative team form a single administrative organized system. This organizational hierarchy provides the clarity needed for appropriate decisions to be carried forth at the various levels.

Governance at the site level can be found in our Chino High School Site Council (SSC), which is composed of faculty, administration, parents and student representatives. New members are added annually. They meet monthly to assess current data, review program effectiveness and alignment with LCAP, address site needs, and ensure that the school vision and mission statements align with LCAP, CCSS, and school site goals. The goals of SSC are to ensure that the needs of all students are met, including English language learners, Special Education students, and students on intervention plans. Monitoring student progress has been uniformly aligned by the district under Board Policy 5121 and is

implemented at the site levels. Any board policy changes are related through District personnel, including any general funding related issues, as determined by the district school board, to administrators in monthly principal meetings. This information is typically shared with department chairs who then relate the information to teachers during Professional Planning (PLC) time. In terms of budget, it is divided at the site level and primarily determined by the administration. Any money remaining from the predetermined categories are then addressed by the School Site Council (SSC).

#### **Evidence List**

- Picture: Williams Complaint Procedure Notice in a Classroom
- A2.1\_BP 1000: Concepts and Roles
- A2.1\_BP 1230: School-Connectedness Organizations
- A2.1\_BP 1312.1: Complaints Against District Employees
- A2.1\_BP 1312.2: Complaints About Instructional Material
- A2.1\_BP 1312.3: Uniform Complaints Procedure
- A2.1\_BP 4144: Personnel Complaint Procedures
- A2.1\_BP 2000: Concepts and Roles of Administration
- A2.1\_BP 5121: Grades Progress

**A2.1. Additional Online Instruction Prompt:** *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

**Response:** While there is not a specific board policy that directly addresses online instruction, Board Policy 6163.4, demonstrates that the Board of Education supports the use of technology in student instruction and requires that any resources provided by the district be safe, responsible and appropriate to the instructional program and advancement of student learning. The district's Technology Department provides safety and protection for all users through the applications of filters and virus/malware software programs, adhering to the Children's Internet Protection Act (CIPA) policies. Through the Acceptable Use Policy, students and staff are instructed on their technology obligations and responsibilities, including safe and appropriate internet behavior with regards to social media, the dangers of posting personal information, reporting inappropriate or offensive content, and responding to behaviors constituting cyberbullying.

The district's goals for 2017 include "All students and staff will possess 21st century Skills required to access and use appropriate technology to increase student academic achievement." As referenced in Board Policy 6161.11, teachers are encouraged to explore and use a wide variety of instructional materials, which would include online formats as well. Chino Valley Unified School District Technology Plan focuses on the use of technology to strengthen a given student's academic performance. Among the focal points of the district's strategic plan is the districts' core values: high expectations can be met through excellent teaching and active learning; each student has unique needs that are recognized and nurtured. Chino High School utilizes online curricula to enhance a given student's performance in Reading and Math. Among the programs utilized is READ 180/Math 180. Within these programs, students' progress through independently tailored software that are based on the assessment of their current performance level to strengthen a given student's skill set in both Math and English. Teachers can see a given student's performance on a READ 180/Math 180 interface. Teachers can develop lesson plans utilizing this data to further meet the needs of their respective students.

The use of technology and accessibility of the internet extend beyond instruction to also include it as a means for communication. District goals include that "students, parents, staff and the community receive ongoing and timely communications through a variety of format". Chino High School utilizes Aeries.net to communicate grade information with students, parents, and teachers alike. Grade information is available twenty-four hours a day. Some teachers have also created websites that can be accessed through Chino High School's internet website. The CHS website also provides a medium for teachers to post lesson

plans, video demonstrations, etc. for students to access to clarify and strengthen content understanding. Chino High School also utilizes an online credit recovery program for students to utilize to make-up unit deficiencies in core classes in Math, English, and Social Science. Chino Valley Unified School District has also purchased Office 365 for the use of every student in the district. Training has also been provided to English teachers at the district level to utilize Office 365 in their classrooms to strengthen content understanding and to bring students into the 21st century. To keep students on the internet, students are given an all-district log in name and password. These passwords and logins are generated by the district. Students and parents as per board policy are the only stakeholders that have access to these passwords. For high stakes testing including SBAC, students are given a card with their state identifying information and a password to testing session that is generated by the teacher utilizing a state data base. At the end of the testing session, student cards are collected. These two policies are designed to keep our students safe and to maintain testing integrity.

#### **Evidence List**

- CVUSD Technology Plan
- Online Link: CHS Teacher Class Pages
- Picture: Technology Acceptable Use Policy
- A2.1B\_BP 6163.4: Student Use of Technology
- A2.1B\_BP 6161.11 Supplementary Instructional Materials

<b>Understanding the Role of the Governing Board</b>
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**A2.2. Indicator:** *There is clear understanding about the role and responsibilities of the governing board and the professional staff.*

**A2.2. Prompt:** *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

**Response:** Based on the evidence provided, there is a clear and established relationship between the governing board and the professional staff. The organizational structure of CVUSD, between its governing board and professional staff, is viewed best through the process of the chain of command. Through the chain of command, responsibilities are easily delineated and distributed.

The State Priorities evidence provides a criterion that the Board of Education must follow. This criterion is implemented by State decision makers. This document lists priorities for planning a school year. These responsibilities address three main topics. The topics are, Conditions of Learning, Pupil Outcomes, and Engagement of Parents. The Conditions of Learning deal with how instruction is conducted. Pupil Outcomes focus on student performance on state tests and promotion. Lastly, Engagement of Parents deals with the involvement and input of parents in their child's education. Once approved by our School Board, these responsibilities are distributed down the chain of command.

The relationship between the governing body and the professional staff can be seen through the tools of communication used, such as email communication and staff surveys. Surveys serve to gather information and feedback concerning the valuable input of professional staff. The input would be considered before a decision was made by the district administrators. The surveys provide proof that there are methods of communication between the governing body and staff. Survey topics may range, for example, the School Climate Survey allows the staff to reflect on student behavior and attitudes, school programs and policies, and the overall school climate. Another survey allows the staff to suggest duties assigned to Intervention Specialists. This survey allowed teachers to convey how Intervention Specialist may better serve students and teachers. Feedback from the various surveys suggest an open relationship between the district officials, administrators, and the professional staff, in a way where professional staff may have their opinions voiced before district decisions are made.

#### **Evidence List**

- State Priorities
- Intervention Specialist Survey
- Email from Enfield Norm to all staff district wide.

- Email from Administration for fire drill
- Staff School Climate survey

### **Governing Board and Stakeholder Involvement**

**A2.3. Indicator:** *Parents, community members, staff and students are engaged in the governance of the school.*

**A2.3. Prompt:** *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

**Response:** Chino High School recognizes the importance and need for all our stakeholders (parents, community members, staff and students) to be involved in the governance of our school. Basic means of communicating these opportunities to parents include the parent handbook, CHS webpage, flyers mailed home, and district or school phone calls through the automated system, which are in alignment with the Board Policy 5020. CHS also provides relevant information for parents through the CHS Remind app, which allows parents to receive text messages from the school.

Chino High School's plan for strong community and parent involvement can be identified through the School-Parent Compact. The School -Parent Compact for achievement is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work to make sure all our students reach or exceed grade level standards. Additionally, it provides a list of ways that parents can be involved, such as through our English Language Advisory Committee(ELAC), Parent Institute for Quality Education (PIQE), Partnership for Learning Network (PFLN), and the Thursday Parent Group just to name a handful.

As reflected on the 2015-2016 school profile report, CHS had over 2,200 students consisting of 64% Hispanic, 12% Caucasian, 3% Asian, 2% African American, and 19% mixed/other. Given our high percentage of Hispanic families our campus ELAC meeting participation continues to increase as our district and school site continue to inform, support, and empower our EL parents. Parents are made aware of the various programs, workshops, committees through various avenues including our Chino District Family Engagement Center, flyers, website links, and phone blasts. The Family Engagement Center offers Fall and Spring workshops held at the Chino Valley Adult School. Spanish Translation services and childcare are provided at all morning sessions to facilitate participation of our English Learner families. Workshops include Common Core and English Learner Parent Academy.

The Parent Institute for Quality Education (PIQE) is a 9-week program that is designed to teach parents how to navigate through the high school system. It provides parents an opportunity to discuss their questions and concerns regarding the navigation of post-secondary option, including financial aid. Parental involvement builds the relationship and communication between the school and parents. Similarly, the Partnership for Learning Network (PFLN) also focuses on building stronger communication relationships between parents and the school community, holding meetings throughout the year. Under the umbrella of the partner school, Action Teams for Partnerships (ATP) are formed and include teachers, parents, community members, and administrators who seek to set and meet goals geared towards high student academic and behavioral achievement. This ATP also periodically reviews and revises their school site's School-Level Parental Engagement Policy. Additionally, the Thursday Parent Group provides an additional forum for parents to participate in a discussion forum with the Community School Liaison, exploring topics that relate to student academic achievement.

### **Evidence List**

- Family Engagement Center flier
- School-Parent Compact
- Partnership for Learning Network (PFLN) flier
- Partnership for Learning Network Webpage
- Parent Institute for Quality Education (PIQE) flier

- School Profile 2016
- A2.3\_Board Policy 5020: Parent Rights and Responsibilities
- A2.3\_CHS Remind

<b>Board's Evaluation/Monitoring Procedures</b>
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**A2.4. Indicator:** *There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.*

**A2.4. Prompt:** *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

**Response:** Chino High School administration works directly with the district on multiple fronts to evaluate and monitor the implementation of the LCAP, review student performance, assess school programs and operations, and ensure fiscal health. After applying a multi-tiered approach of receiving feedback from parents, students, faculty, staff, and administrators, the CVUSD LCAP was approved at the June 16<sup>th</sup>, 21016 Board meeting. Prior to this approval our Superintendent, Mr. Wayne Joseph, fielded questions from the community about the draft proposal. The document is an important part of day-to-day functions and long term planning for all schools in the district. Chino High School administration works directly with district representatives to ensure LCAP goals are met through a district controlled system of approvals ranging from the site budget expenditures to the site-specific reporting in the SPSA. There are directors and coordinators responsible for ensuring compliance and directing site principals to maintain fiscal health. For instance, below are some examples of key figures responsible for ensuring the Eight Priorities on the LCAP:

- Ms. Grace Lee (Chino Valley's Director for Professional Development) works with each site as they develop their PD plan to ensure the plan is not only aligned with site needs, but also the College and Career Readiness Standards, the 4C's, and Eight State Priorities found in the LCAP. These plans are presented to the Deputy Superintendent's office for final approval in November.
- Ms. Mary Salcido collaborates with each site principal in collecting data needed and developing goals articulated in the SPSA so that the site budget is restricted to meet the goals outlined in that document. Through her office, site expenditures are cross referenced in the site's SPSA to ensure the spending can be specifically tied to a site goal, and therefore a district LCAP goal. The SPSA is approved by October of the academic year.
- Ms. Laurel Mullally (Chino Valley's Director of Health Services and Child Development) partners with a site administrator to conduct the California School Climate Survey (CSCS) and California Healthy Kids Survey, the data for which provides the evidence needed to back the effectiveness of campus programs and safety.
- Ms. Carol Sweat (Chino Valley's Parent, School, Community Specialist) aids site administration in connecting with parents through the English Language Advisory Committee (ELAC) and the Parent Institute for Quality Education (PIQE).
- Ms. Stephanie Johnson (Director of Student Support Services) and Ofelia Verdugo (Coordinator of Student Support) work with site administration in processing suspensions and expulsions, and increasing attendance at sites through the Student Attendance Review Board (SARB) process.

These are just a few examples of key people who are responsible for connecting with sites to ensure alignment with K-12 schools in Chino Valley Unified. The system is an interconnected web consisting of administrators, support staff, coordinators, and directors that work to the benefit of students in Chino Valley Unified School District.

**Evidence List**

- CHKS CHS
- CSCS CHS
- EdData: Suspensions and Expulsions by year and attendance data



- LCAP
- Parent Compact (CHS)
- Professional Development Plan (2016-17)
- SPSA 2016
- State Priorities for Funding (CDE Document)

#### **Complaint and Conflict Resolution Procedures**

**A2.5. Indicator:** *The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.*

**A2.5. Prompt:** *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

**Response:** At the beginning of the school year teachers and staff are updated by administration on any policy changes to the compliance/conflict resolution procedures that are in place. One way that parents are made aware of the Uniform Complaint Procedures, as mandated by the California Education Code Section 35186, and by Title 5, Sections 4600-4671 of the California Code of Regulations and pursuant to Chino Valley Unified School District Board policy 1312.3 & 1312.4, is through traditional conferences with teachers and administrators. Notices are also posted in every classroom, in English and Spanish. Accessible on the school website is a copy of the Parent Handbook. A printed copy of the handbook is also distributed every year to each student with an acknowledgment form that has to be signed and returned. Both the online and printed versions are also in English and Spanish. One administrator oversees the collecting of all acknowledgement forms. The actual complaint forms are available in the administration building and online. In addition, at each IEP meeting parental rights and procedures are reviewed including additional conflict resolution information through West Ed and SELPA. According to the parent handbook the school board encourages the early informal resolution at the site level whenever possible. The principal is available to address concerns by personal appointments, at "Coffee with the Principal" sessions and at the Chino High School Parents, Students and Staff (CHAPSS) monthly meetings. Should a complaint need further resolution there are procedures in place for identified compliance officers, the superintendent and assistant superintendent of human resources, to investigate. The Williams Visit Report for 2016 had no findings to report regarding the Uniform Complaint Procedures.

#### **Evidence List**

- Uniform Complaint Procedures Form
- Williams Visit Report 2016

### **A3. Leadership: Continuous Planning and Monitoring Criterion**

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

#### **Broad-Based and Collaborative**

**A3.1. Indicator:** *The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.*

**A3.1. Prompt:** *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

**Response:** Every employee on the CHS campus is committed and involved in the continuous improvement plan to move our school forward for student success. All of the committees involved in analyzing data to suggest changes or areas of improvement include an administrator, support staff, teachers and sometimes parents. These committees are helping drive the changes and maintain accountability. One such committee would be the School Site Council (SSC). As the suggestions are formulated they are first shared through staff meetings as a direction we need to move in for student

success. Second, a plan is outlined for implementation among all stakeholders. Third, there is follow up on the effectiveness of the plan through self-evaluation, department or committee reflection and then discussion for revisions.

The support staff collaboratively works to schedule sessions with students whether it is for a student study team (SST), 504, IEP, grade/class level/language/specialized program determinations, career counseling, personal counseling, health issues, discipline, attendance, or testing. The counseling department has also participated in the data chats and has discussions in their PLC meetings. Teachers routinely, through Friday morning PLCs and other collaboration times, review where we are as a school and how that is impacting our curriculum. Also, using data from the prior year, within our own department, we can assess our strengths, find our weakness and make plans to align with the overall school plan for achievement. Most core subjects can even break it down further to analyze individual teacher' results, sometimes by semester and or year to year. Experienced teachers also impart an analysis of changing trends that they have experienced. Participating in "data chats", both at staff meetings and in the PLCs, has becoming more commonplace as broader schoolwide data is being shared. Assessing data driven instruction has been an ongoing multi-year process and one result is the use of the collaborative teaching model on campus. This year, collab teaching assignments were increased to include the History and English departments. Those teachers are required to meet and collaborate on the success of the process and needs for improvement. Teachers in the collab classes have a meeting debrief that is emailed to them weekly. The academy teaching teams, LJPS and CHOMP, meet weekly by grade level during their prep period to evaluate the effectiveness of the academy model. The academy lead teachers meet monthly for reviewing academy procedures. Minutes are kept for both groups. The modern language department meets regularly with the other modern language teachers within the district.

Another issue that was addressed collaboratively among all stakeholders was to tighten up the tardy policy so that students would be in the classroom on time for learning. Open meetings were scheduled where discussion for improvement took place. All staff was given draft copies to review before a vote was taken to adopt the new procedures.

In our PLC time, we address issues such as: Strategies and techniques, Data analysis, Evaluate student progress, Curriculum revision/direction, A-G requirements and standards, and classroom discipline. We then look to align our experiences as a department with the schools' goals to help support the needs of the students. This planning and guidance is also being done at all levels from the departments to the District office.

#### **Evidence List**

- PLC Minutes binder
- SBAC Data for ELA and Math (2015-16)
- Tardy Policy
- Minutes from Academy team meetings

<b>Single School Plan for Student Achievement Correlated to Student Learning</b>
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**A3.2. Indicator:** *The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.*

**A3.2. Prompt:** *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

**Response:** All stakeholders, teachers, support, staff and administration have participated at department/instructional leadership meetings, staff meetings and PLC meetings to discuss student achievement. Topics have included data chats, analysis of instructional practices and focus on college

and career readiness. These topics have been driving the PLC meetings for the last few years. Stakeholders have also taken surveys to provide additional information of how data is driving instruction and the types of instruction currently being used or needed for improvement. The outcomes of these collaborative discussions have resulted in developing our SPSA goals. Furthermore, these goals are designed to align with the District Goals as stated in the Centralized Services for Planned Improvements in Student Performance. The District Goals include planned improvements in student performance in the areas of English Language Arts and Math for all students including an added emphasis for English Language Learners (ELL). Chino High's SPSA has prioritized increasing ELD, Students with Disabilities (SWD), and socioeconomically disadvantaged student (SED) performance in English and Math by incorporating data from CELDT and CAASP. One of the needs addressed related to socioeconomically disadvantaged students is to increase the number of these students completing the A-G requirements by having more of these students enrolled in the C.H.S. Avid program. We have also implemented a collaborative teaching model between Special Ed. and Regular Ed. in the Math, English and History departments with the goal of increasing mainstreaming and achievement of Special Ed Students. The academic performance of EL learners, while they improve their English Proficiency, is being addressed by a variety of approaches including enrollment in Read 180, improvements in course completion, graduation rates, reclassification, and tutoring programs. College and Career readiness goals continue to be integrated into the freshman transition classes and reinforced in the AVID and Career Technical Education (CTE) classes.

Some of the same stakeholders contributing to the SPSA are also part of the School Site Council (SSC) and provide guidance on allocating funds through LCAP to support areas needing improvement. Administration assists in rolling out the implementation of these new goals to the staff. As the SSC continues to meet they monitor the SPCA plan and proper use of the LCAP funds.

#### **Evidence List**

- SPSA
- LCAP Budget
- Online: EdData Website for CELDT and EL Data
- Online: College and Career Readiness Anchor Standards

#### **Staff Actions/Accountability to Support Learning**

**A3.3. Indicator:** *The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.*

**A3.3. Prompt:** *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

**Response:** Faculty and staff are involved in shared decision making for schoolwide policy and the school budget. Some examples of school policy involvement include faculty and counselors providing feedback on the site-adopted Tardy Policy, AP teachers and counselors contributing to the development and finalization of the AP Handbook, and the professional development plan was created through the faculty comments for the greatest areas of need. Through the School Site Council (SSC), a team of site representatives makes recommendations for budget expenditures based on the goals outlined in the Single Plan for Student Achievement (SPSA). Faculty and staff engage in self-reflection with a focus on accountability in supporting student learning with the guidance of administration during their evaluation cycle. This process entails setting a date for a preliminary meeting to discuss areas of strength and growth, planning a formal observation, and lastly, following up with a meeting to discuss what was observed and how to engage further as a professional in education.

The evidence of the effectiveness of policy contribution, shared decision making, and self-reflection are holistic in that generally faculty, counselors, and administration comment that working collaboratively ensures greater communication and that professionally, they get more out of their day-to-day work. An area of growth for CHS is to not only collect various forms of data that prove effectiveness, but also to analyze it to ensure the outcomes are not only effective, but can also improve. CHS has made gains in

using data by participating in this WASC process as all faculty and counselors, as well as some staff members have contributed to the creation of Chapter 4 of this year's Self Study. The process has made our employees more open to the idea of using data to make decisions that support student learning in a clear and cohesive manner.

**Evidence List:**

- Tardy Policy
- Professional Development 2016 Staff Input
- Professional Development Plan (2016-17)
- AP Handbook
- Single Plan for Student Achievement (SPSA)
- School Site Council (SSC) Minutes
- WASC Process 2016-17

<b>Internal Communication and Planning</b>
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**A3.4. Indicator:** *The school has effective existing structures for internal communication, planning, and resolving differences.*

**A3.4. Prompt:** *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration?*

**Response:** CHS has improved its internal communication to teachers and staff by utilizing the components of the Microsoft Office 365 system including Outlook, email, group email, shared drive resources and joint calendars. Committees and groups on campus have been able to focus their communication to quickly arrive to their members and post meeting dates on the joint calendars. E-mail is the most often used form of communication on our campus with all teachers and support staff having e-mail accounts. Planning for meetings, special activities and important events can be done easily via e-mail.

In addition, with the use of Remind.com, bulk texts can be sent out that alert and advise staff of ongoing situations on campus. As we have 98 people on our campus enrolled in this program, future emergency situations will be quickly updated as well as important non-emergency reminders sent more frequently by text message. This also enables administration to communicate after hours and on weekends if need be.

Other than e-mail, morning announcements keep the entire school updated on activities, sports, and upcoming events. Announcements are divided into sections as to disseminate information to the specific audiences. (E.g. Seniors, Students, Clubs and Sports) Mailboxes are still used for written correspondence and reminders of crucial deadlines such as end of the grading periods and grading procedures. Bulletin board displays are updated in the mailroom to reflect the current events happening on campus.

Information from the district is relayed to administration and shared at both the monthly Instructional Leadership Team (ILT) meetings and staff meetings. This year the department chair meetings were re-titled ILT and included additional teachers and staff on campus who are interested in improving the school. The ILT meeting is scheduled a few days before the departments PLC meeting so that information can be shared. Since the principal attends a monthly district meeting on a Monday our staff-meeting day moved to Tuesday this year so that information could be shared in a timelier matter. Also, various topics are addressed at the staff meetings as well as "Best Practices" presentations by departments. As a group, we have discussed data, accessed information on upcoming events as well as congratulated and supported individuals and groups on their accomplishments. Administration or the union reps can field general questions of concerns with planned follow up.

PLC meetings are generally held every Friday, by department or with subgroups within departments. During this time, important issues such as teacher concerns, master scheduling, curriculum, and assessment of data are discussed. Planning for upcoming lessons, best practices, successes and failures are routinely shared with a focus on improvement. Administrators may participate in discussions at any meetings with a drop-in or scheduled visit.

Concerns/disagreements among the teachers can first be addressed to department chairs, shared at ILT meetings, then with Administration, and if necessary, the Teachers Union representatives on campus and/or Union officials. Meeting with any of the administrators can be done through a scheduled appointment or at a moment's notice if they are in their office and available. Emailed concerns are responded to quickly. More than once the statement "we are family and need to take care of our own" has been shared during staff meetings, as we are encouraged to rally around each other in times of need. CHS and the CVUSD have, in the past moved very quickly to support staff as well as provide counseling during times of crisis. Our CHS counseling staff is available to teachers as well as students to support our needs. The desire to implement a teacher/staff support group on campus has been discussed and is one place where we need to move forward to improve internal communication, planning and resolving differences.

#### **Evidence List**

- Remind CHS Staff
- Important Dates 2016-17
- CHS Website Calendar

#### **A4. Staff: Qualified and Professional Development Criterion**

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

<b>Qualifications and Preparation of Staff</b>
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**A4.1. Indicator:** *The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.*

**A4.1. Prompt:** *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

**Response:** Chino High School has a teaching staff of 92 (2016-17) with various credentials and certifications in their respective fields. According to the SPSA report 98% of the teachers are fully qualified. Many staff members have program specific degrees and certifications such as Advanced Placement, Special Education, Career Technical Education and AVID training. The principal's secretary maintains an accurate listing of the staff credentials, which is updated yearly and provided to the district. The district tracks expiration dates of credentials and will send out reminders well in advance for renewal.

CVUSD has specific board policies and administrative regulations to cover the areas of certification, priorities for hiring based on availability of credentialed teachers, and recruitment and selection. These policies convey the Board of Education's commitment to employing suitable, qualified individuals to carry out the district's mission to provide high-quality education to its students. These are the same goals for hiring at Chino High School. The district administration regulations specify steps to identify need, announce vacancies, close positions, screen applicants, conduct oral interviews and make final selections. When needed the CHS Administration, support staff and the department chairs assist in the hiring process following these regulations to ensure that new hires are fully qualified. Department chairs also work in collaboration with the administration to build a master schedule that matches individual teacher strengths with course offerings.

The District no longer has support for new teachers under BTSA, due to budgetary restraints. New teachers are completing BTSA on their own now, either with neighboring districts or universities. Our onsite instructional coaches have been assisting those in BTSA to complete their requirements.

Professional development opportunities are available to staff all year round for additional training and cross training. In the 2015-16 school year, the District offered professional development for secondary

teachers in all core content areas. The topics were Common Core State Standards (CCSS) ELA-Shift 1 & 2; 8 Math Standards for Math Practices (SMPs) Focus on 1,3 & 6; CCSS literary Shifts; and CCSS Literary Shifts & Next Generation Science Standards (NGSS). District administrators are required to provide appropriate teacher professional development for implementation of the 4 C's and Depth of Knowledge (DOK) levels. Site administrators provide opportunities for teacher training; release time and Professional Learning Communities (PLC's), as well as professional development regarding timely feedback (e.g. using rubrics, digital tools, etc.) and the SMPs 1,3, & 6 Site administrators also assist teachers in identifying professional development, materials and other resources for NGSS implementation.

In addition, some teachers continue to increase their skills in their field at their own expense. These skills are shared at the PLC meetings. For the 2016-17 school year, the administrative team has money allocated to support onsite professional development. The principal has provided many opportunities for staff input for topic suggestions to be addressed through professional development and trainings. With the offering of AP Biology and AP chemistry the teachers have been sent to training as recently as October and November of this year. AVID is also involved in continuous training that supports AVID pedagogy, such as, Tutorology, WICOR, Cornell Notes and college/career readiness. Due to the retirement of our long-time AVID coordinator, a new hire (2015-16) with previous AVID experience agreed to transition into the position. He has already attended two AVID Coordinator meetings and will continue to do so. Over the summer five of our AVID staff attended a three-day training in Anaheim. The ADVID team includes three teachers, one administrator, one counselor and a coordinator. The LJPS and CHOMP academy lead teachers and team members participate in monthly district meetings, trainings and serve on linked learning committees as well as county trainings for college and career readiness.

#### **Evidence List**

- AVID/AP e-mail
- Admin e-mail
- DataQuest
- District HR e-mail
- Board Policy 4111, 4112,4211,4311
- Administration Regulation 4111
- Professional Development 2016-17 Staff Input

<b>Staff Assignment and Preparation</b>
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**A4.2. Indicator:** *The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.*

**A4.2. Prompt:** *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

**Response:** Each assignment of classes to new and seasoned teachers is done by using considerations such as: the qualifying credential of the staff, the Schedule Request Form which is collected by administration during the month of March from each staff member, the Teacher's Union contract, the number of preparatory subjects for each staff and input from the department chairs. New teacher hiring does not usually occur until after the completion of the Master Schedule during the end of the previous school year. So, the unassigned classes are often assigned to the new teachers hired during the summer, after the end of the previous school year. Due to retirements and movement of some teachers out of the district, Chino High has a number of new hires this year.

Orientation for all new staff begins two days earlier than the permanent employees so that they may be provided additional support. At our site those newly hired had a chance to meet the administration and learn about the climate of the school. At the first staff/welcome back meeting they are formally introduced to the department chair related to the subject matter assignment of the new teacher. For seasoned



teachers, orientation training for new assignments is conducted through professional development conferences, networking with other teachers, and connecting teachers with their department chairs. All teachers are assigned to a PLC group with other teachers who have the same course assignments to enable teacher-teacher support and collaboration. There are also two instructional coaches on campus that provide support to new and current teachers all throughout year.

Focused programs are an addition to the traditional class assignments for seasoned and new teachers. ELL, Math/Read 180, Special Education and CTE classes are assigned depending on teacher credentials. Advanced Placement and core Academy classes are assigned through a volunteer system by the teachers; as is Credit Recovery, with the exception being it is assigned on a rotating basis. Yoga and PE are focused programs, created due to staff ideas and student interest and/or demand. Usually the staff member working on a new course curriculum is the staff member who will teach that focused program. Planning for new courses is done one to two years in advance so that teachers have time to develop curriculum and be properly trained through professional development.

#### **Evidence List**

- Master Schedule for 2016-17
- Confidential information provided by HR and guarded by site administration: teacher seniority and credentials.

#### **Defining and Understanding Practices/Relationships**

**A4.3. Indicator:** *The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.*

**A4.3. Prompt:** *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

**Response:** Chino High School, one of the secondary schools in the Chino Valley Unified School District, implements clear Board Policies and Administrative Regulations which are updated regularly to comply with current laws. The Board Policies encompass nine series to wit: Series 0000 - The Philosophy, Goals, Objectives and Comprehensive Plans; Series 1000 - Community Relations; Series 2000 - Administration; Series 3000- Business and Non-Instructional Operations; Series 4000 – All Personnel; Series 5000 – Students; Series 6000 – Instruction; Series 7000 – Facilities; and Series 9000 – Bylaws. Details of the Board Policies are posted in the CVUSD website under the Board of Education menu.

Chino High School adopted the paperless policies; as such, the last Faculty Handbook was published and distributed to the members of the faculty in 2009 – 2010.

The school, through the district, mandated that each faculty members finish the course on “Mandatory Reporter Course 2016” through the Learning Management System. Each year all staff completes the course and attends sexual harassment training in person. Policies and procedures for all emergency actions such as earthquakes, shootings, fires and bomb threats are first discussed at staff meetings. Additional information or shared power points are emailed before drills that are conducted among students and staff. Emergency Evacuation Maps are posted in each building and classrooms as well as clipboard complete with emergency instructions and maps.

Regarding academic instruction, pacing guides are written by groups of teachers from different schools district wide. Currently, secondary schools pacing guides for English Language and Arts (ELA) and Mathematics are posted in the district website under the Department of Curriculum. Posting of the current Science and the Social Science pacing guides are under way, as of now. Modern Languages needs time to create and then post their pacing guides. Minutes and notes from department PLCs are kept in binders in the administration building. The departments are encouraged by administration to revisit their established norms and update as necessary.

#### **Evidence List**

- Website: CVUSD Board Policy

- Email notification from Risk Management regarding the yearly Mandatory Reporter Course
- Emergency Comprehensive School Safety Plan
- Pacing Guides found on the District Curriculum webpage

#### **Support of Professional Development/Learning and Measurable Effect on Student Learning**

**A4.4. Indicator:** *The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.*

**A4.4. Prompt:** *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning?*

**Response:** Chino Valley Unified School District provides training and professional development to new and current educators on a yearly basis. One of the most prevalent professional development opportunity was provided by Direct Interactive Instruction offered by the DAIT provider known as Action Learning Systems which offered extensive workshops and coaching experiences to all special education teachers as well as English and math teachers. During the professional development training, special education, math and English teachers were visited by the district DAIT team to witness the implementation of the strategies set forth by the district's program improvement status. Although faculty members report an increase in collaboration and an array of new strategies they are implementing, mapping that to student gains has been difficult as student SBAC scores show a need for overall performance of students in all age and demographic categories.

Chino High School is partnering with Dr. Winicki-Landman from Cal Poly Pomona to improve the math literacy of students. The tentative plan is that she will visit two days 1st semester and two days 2nd semester to work with our PLC teams of teachers. Three-hour blocks will be provided for teams of teachers to see a model lesson and then get question or planning time. For example, Integrated I teachers will have subs periods 1-3 to be in the training on one day and Integrated II will have periods 4-6th. The next day, Integrated Math III teachers will have periods 1- 3 and higher math teachers will have periods 4- 6. Dr. Winicki-Landman will get upcoming topic ideas from the instructional coach so the training will be timely and supportive of our teachers.

Chino High School is working with the Equity and Access department to provide ELD support to our teachers to increase literacy with our English Learners in every content area. The site will provide professional literature for teachers to read and discuss in their PLCs that pertain to literacy in all content areas. Brandman University to provide professional development to our teachers in literacy. Instructional coach provides support to our teachers in need, as well as, provide professional development opportunities during staff professional development meetings. Faculty have been instructed in close reading, teaching specific academic language, and crafting text dependent questions that meet all Depth of Knowledge levels.

Last year, Chino High School flag shipped the first collaborative class on campus in well over a decade. Through establishing the Collab Strategic Planning Committee and obtaining professional development with Dr. Richard Villa via the WestEnd SELPA, Chino High School poised itself to roll out a second year of collaborative classes which include courses in mathematics, English, science, and social science. The Strategic Planning Committee is comprised of the thirteen teachers who were trained by Dr. Villa and who currently teach collaborative courses on campus, and administration. Through monthly meetings, this team plans the upcoming academic year (i.e. interventions, placing students, site-based protocols, case studies for future years, facilities changes, faculty PD, etc....).

Through the use of Dr. Villa's A Guide to Co-Teaching, the thirteen faculty members in the Committee will be conducting a 90 minute training for the faculty and staff who will be teaching collaborative next year;

potentially half the staff and all of the SWD teacher aids. Additionally, to support collaborative and reinforce meeting the needs of all learners Chino High School will be working with Gail Angus implementing Universal Design for Learning (UDL) campus-wide.

To clarify our district areas of focus on teaching and learning, the Teaching and Learning Task Force was created. A group of teachers, union leaders, administrators and some district office personnel representing all K-12 levels act as the representatives of this task force. This task force was formed due to the many district initiatives associated with the Common Core State Standards and 21st Century Teaching and Learning. The Task Force is charged with developing areas of focus for students, teachers, site administrators, and district office staff in an effort to align to the professional development program and other resources so that necessary support is provided.

#### **Evidence List**

- Professional Development for Inclusion by Dr. Richard Villa.pdf
- Professional Development Calendar 2016-17
- SBAC Data for ELA and Math 2015-16
- Professional Development Plan (2016-17)

<b>Supervision and Evaluation</b>
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**A4.5. Indicator:** *The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.*

**A4.5. Prompt:** *How effective are the school's supervision and evaluation procedures?*

**Response:** Permanent teachers are evaluated by the administration every 2<sup>nd</sup> year and adheres to the district approved process. Temporary and probationary teachers are evaluated each year. Teachers with more than ten years in the district can be evaluated on a five-year cycle if the reviewing administrator so recommends. A pre-conference occurs between the teacher and administration and state standards, potential lesson plans, and date of observation are discussed. The observation occurs and is followed by a post-conference. The administrator and teacher address concerns.

The administration has turned over our professional development meetings to the teachers. Each department is represented and presents relevant information by introducing effective classroom methodologies. Administration and counseling make available and provide websites and articles that promote professional growth. Teachers attend workshops made available by the administration and present these findings to the administration as well as the counseling staff and at our professional development meetings.

The supervision and evaluation procedures are not only effective, but consistent as the administrative team works closely together with each other and with faculty and staff to reinforce best practices, and provide support in the form of ideas for student interventions, facilitative meetings for teachers to work collaboratively on innovations, corrective direction, and frequent classroom visits.

#### **Evidence List**

- CVUSD Teacher Evaluation documents
- Picture: Screenshot of Faculty Professional Development Meetings records

#### **A5. Resources Criterion**

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

### Allocation Decisions and Their Impact

**A5.1. Indicator:** *There is a relationship between the decisions about resource allocations, the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.*

**A5.1. Prompt:** *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

**Response:** The leadership and staff play an important role in resource allocation decisions. This happens on a variety of levels ranging from budget allocation through the school site council, professional development opportunities, and creative ideas that are brought forth by faculty PLCs. The collaboration process on campus requires all faculty and staff members to share responsibility for student learning. One area of growth is for faculty and counselors to use ongoing data analysis at the department-level has resulted to develop an acute awareness of the strengths and weaknesses faced by each student so that funding can be allocated in an even more focused manner than it already is. Our goal is to lay the foundations for a culture of data-driven decision making at all levels so that students are supported seamlessly from one grade level to the next, academically and socioemotionally. Doing so will help us to better determine the impact allocation of resources has made on student learning.

### Evidence List

- College and Career Readiness Anchor Standards
- Local Control Accountability Plan LCAP for CVUSD 2017
- School Budget
- Single Plan for Student Achievement SPSA 2016
- SSC Bylaws

### Practices

**A5.2. Indicator:** *There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.*

**A5.2. Prompt:** *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

**Response:** The Board of Education is responsible for adopting a budget for each fiscal year that is compatible with the District. The district budget should guide administration decisions and actions throughout the year and should serve as a tool for monitoring the fiscal health of the District. The District budget should show a complete plan and itemize statement of all proposed expenditures of revenues and expenditures for the current fiscal year. The budget should also include the limits and total annual appropriations subject to limitation as determined by Government Code 7900-7914. The Superintendent or designee should determine the way the budget is developed and shall schedule the budget adoption in accordance with the single budget adoption process described in Education Code 42127(i). In developing the District budget, the Superintendent or designee should analyze criteria and standards adopted by the State Board of Education, which addresses estimating of funding, average Daily Attendance, projected enrollment, ratio of ADA to enrollment, projected revenue limit, salaries and benefits, other revenues and expenditures, facilities maintenance, deficit spending, funding balance and reserves. The budget review should also identify for one-time revenues for ongoing expenditures. The District board also has the authority to set aside funds for a specific purpose. Any funds set aside as committed funds requires the passage of a simple majority vote. The District current year budget should include adequate provisions for long term financial obligations, including collective bargaining agreements or financing of facilities projects. The Superintendent or designee shall establish and maintain an accurate, efficient financial management system that enhances the District ability to meet its fiscal obligation, produce

reliable financial reports, and complies with laws, regulation, policies and procedures. The Superintendent recommends auditors to prepare the annual audit of district accounts and business procedures.

The Superintendent or designee shall ensure that the District accounting system provides ongoing internal control and meet generally accepted accounting standards. The Board of Education recognizes the importance of accurately identifying and valuing district asset to help ensure financial accountability and to minimize the risk of loss or misuse. The Superintendent or designee shall develop a system to accurately identify and value district assets to help ensure financial accountability to minimize risk of loss or misuse. The Superintendent develops internal controls, which aid in the prevention and detection of fraud, financial impropriety or irregularity within the District.

At a site level, our site ASB accountant submits a preliminary budget in May for the following year.

October of the next school year, she must give an adopted budget with estimated deposits (based on approved fundraisers) and actual live balance from the beginning of the year to her supervisor at the district. Every Tuesday, a business meeting is held in which the accountant obtains signatures for the budget and meeting minutes from the Principal, Activities Director, and ASB Treasurer. Currently, there are 43 members of the ASB panel that meet on Tuesday's business meeting.

Per Education Code Section 52852, the School Site Council meets to measure the effectiveness of improvement strategies at the school by monitoring the implementation of the Single Plan for Student Achievement (SPSA). The School Site Council is a group of certificated and classified employees, parents, and students that works with the principal to develop, review and evaluate school improvement programs and school budgets. This group meets on a quarterly basis to allocate restricted and unrestricted funds to support the implementation of the SPSA.

#### **Evidence List**

- Board Policy 3100 (a-g)
- School Site Council Meeting Minutes (Sample)
- ASB Budget (Sample)
- ASB Minutes (Sample)
- Single Plan for Student Achievement SPSA 2016

<b>Facilities</b>
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**A5.3. Indicator:** *The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.*

**A5.3. Prompt:** *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

**Response:** Constructed in 1951, the present CHS facility is the oldest remaining campus in the district. As a consequence, much of its foundational structure is significantly dated and in need of upgrades/repairs. Noted structural improvements, however, have been undertaken and include the recent instillation of parking lot solar panels for energy conservation and fiscal savings. Security gates and heavy fencing have also been installed to enhance campus security. As a related concern, however, it is noted that an appropriate security alarm system remains to be fully implemented. The original school marque has been upgraded to digital format. Computer labs have been extensively refurbished and include a mobile lab option, and the Wi-Fi system is fully implemented and in operation. General athletic facilities have been updated. Roof repair also continues as an ongoing initiative and is a concern of some significance.

Remaining areas of structural concern are noted as including the following: restricted disability access to some classroom rear doors, functional though severely dated heating/cooling systems, rusting water pipes, restrictive electrical outlet access in classrooms, no functioning air-conditioning system in the gym, CHS as the last high school in the district without a performing arts center, and damage to concrete and related structural issues. Many of these areas are intended for addressment through Measure G improvements and renovations. As a further complicating issue, however, the current school facility is scheduled, in the Facilities Master Plan, for full demolition and replacement pending passage of Measure G, which may call into question high expenditure maintenance projects such as presently outlined. In terms of general learning environment aesthetics, all classrooms have been fully inventoried and provided with appropriate desks, chairs, cabinetries and other furnishings. Classroom computers, digital

cameras and related technologies also continue to be provided to teachers on an expanded basis. Each classroom has been fitted with upgraded thermostatic controls, along with white boards and interior painting as appropriate.

#### Evidence List

- Online Link: CHS Mission and Vision Statements
- Facilities Use Records for 2014-15 and 2015-15
- Frequently Asked Questions about Measure G
- Picture: Bullying and Harassment Poster
- Picture: William Complaint Notice Poster Eng-Span

<b>Instructional Materials and Equipment</b>
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**A5.4. Indicator:** *The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.*

**A5.4. Prompt:** *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

**Response:** All textbooks used by the district are approved by the CVUSD curriculum department based on their meeting California state education standards. District budgeting for textbook adoption traditionally followed a cycle between academic core classes. The purchasing department handles the textbook orders having them shipped to the media center where they are distributed to the various schools within the district. The textbooks are then distributed to the students through the library system, using a bar code system as a tracking device. Maintenance of the textbooks is left in the hands of the library as they are returned by the students at the end of each school year. The district supplies sufficient textbooks and supporting materials for all students in core classes and in some cases, for a class set. Electives also have textbooks and ancillary materials for each student. Miscellaneous printed materials for use in the classroom may be purchased by teachers through the admin office of each school, based on the budgetary constraints of each department. The Chino Valley Unified School District IT Department is responsible for deciding on the type of computers to be used throughout the district. These decisions are made based on the availability of software and the support the district can provide.

In 2014-2015, district funding supplied each teacher with a laptop and a site license of the Microsoft Office 365 suite. Training and support was offered in the use of this software throughout the Chino Valley Unified School District. Each classroom is provided with a Document Camera, Data Projector, Lap Top computer and printer. Additional cables may be available to assist teachers in utilizing audio visual aids through their computer systems. Televisions in each classroom are provided which can show both videotape and DVD instructional materials. Maintenance of these materials are provided through the library and/or the Chino Valley Unified School district IT Department. The library and media center provide a teacher resource for audio visual materials, such as DVDs and videotapes. These can be used as supplementary educational resources during instructional periods. The media center will also print posters for the teachers to use in their classrooms with the cost covered by the school's general fund. The CVUSD provides tech support for all computer and audio visual systems through a help desk and the IT department.

Manipulatives are used in the math department and are purchased by teachers using the math budgetary account. These items are school property and must be properly maintained by each teacher. For lab materials, each teacher is assigned a small budgetary amount which is supplemented by sales of miscellaneous items during the school year and through the Chino High School general fund. Each teacher is budgeted from the site one case of paper for reproduction each semester and photocopies are made on four machines either by the teacher, a classified clerk who is assigned part time to the teachers' work room, or through Quick Print, an outside source located at the district office for the larger printing



jobs. Maintenance of the duplicating machines is funded by site budget. Replacement of printer cartridges and data-projector bulbs are funded by department budgets. Maintenance of document cameras, data projectors, printers, and computers are supported by the school district.

#### **Evidence List**

- Textbook Conditions Inventory
- General Fund for Schools Supplies
- Xerox Purchasing Requisition
- CVUSD Video DVD Guide

<b>Well-Qualified Staff</b>
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**A5.5. Indicator:** *Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.*

**A5.5. Prompt:** *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

**Response:** The entirety of the teaching staff at Chino High School are highly qualified per NCLB. Applicants for hire are vetted through district human resources for appropriate credentialing and background checks before the interview process takes place on site. Interview panels include representatives of site administration, faculty, and union representation. Recommendations for selected interviewees are then sent to the Board for final approval. Although the Beginning Teacher Support Assessment (BTSA) was discontinued in CVUSD in 2012, beginning teachers can go through a university or the Walnut Valley Consortium to clear their credential. One of our assistant principals, Rachel Pittman, sits on the BTSA Advisory Board for Walnut Valley Unified which is to the benefit of Chino High School as she cultivates strong on-site mentors to work with new teachers. Professional Learning Committees (PLCs) take place on Friday mornings and allows faculty and counselors to collaborate on instruction, assessment, and school-business issues. To facilitate this collaboration professional development is also supported during monthly Faculty and Staff meetings as faculty take turns presenting best practices to one another at these meetings.

Chino High School will be working with the District Technology office to provide technology triage days for the staff, as well as workshops designed to help faculty create and monitor their Classroom Pages via the CHS website. The staff would like to become more proficient in the use of all aspects of Office 365 to provide the maximum benefit to students. With flipped classrooms being utilized by some to have students preview/review class information pertaining to subject matter, uploading documents and PowerPoints to the classroom sites will be helpful. In keeping parents abreast of student progress in class, Aeries training will help those not using that system yet. Progressively speaking, teaching students how to make and edit videos and upload will be an extraordinary addition to student expression. And finally, teachers would like to learn how to communicate to parents via LOOP.

The Love and Logic approach is devoted to helping students develop problem-solving skills applicable to a wide range of academic and social challenges, self-regulation, cause and effect thinking, perseverance, personal responsibility, and attitudes that enable them to enjoy win-win relationships with teachers. Chino High School has partnered with Brandman University to offer the Love and Logic course to the staff. There are several course offerings ranging from large group training, Trainer-of-Trainers courses, and online courses for credit. These courses will begin during the second semester for teachers and staff members.

#### **Evidence List**

- Confidential information provided by HR and guarded by site administration: teacher seniority and credentials.
- PLC Minutes binder
- Picture: Screenshot of Faculty Professional Development Meetings records

- Professional Development Plan (2016-17)

### Long-Range Planning

**A5.6. Indicator:** *The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.*

**A5.6. Prompt:** *Evaluate the effectiveness of these processes.*

**Response:** Schoolwide goals are aligned with the district LCAP through a variety of means. Our School Site Council approves the Single School Plan for Student Achievement each year and the goals of the SPSA are directly aligned with the LCAP. The SSC includes representatives of the faculty, administration, and parents and meets regularly to approve expenditures per the criteria listed in the SPSA. Each academic department is given a separate budget to acquire classroom materials and supplies. The Department Chairs meet with their colleagues to prioritize needs and expenditures designed to increase student achievement, meet academic standards, and improve the college and career readiness of students. To support the growth of all learners, every classroom on campus is facilitated by highly qualified teachers whose combined average number of years of service is 12 years. Also, standards aligned materials are provided for all students with standards aligned text books and continuing teacher in service and release time. Regular CHAPSS and ELAC meetings are held where parents and community can address the issues that drive meeting SPSA goals. Additionally, ASB allocates site funds to approved club activities that are to the benefit of students and aligned with the mission and vision of our site. Our site has made incredible gains in collecting evidence that we are meeting the needs of all learners. To accurately measure the effectiveness of these processes, Chino High School is determined to develop a system of data-driven best practices that provides a clear method of analyzing, evaluating, and improving the specific outcomes of allocating site funds.

### Evidence List

- LCAP
- SPSA
- College and Career Readiness Anchor Standards

## **ACS WASC Category A: Summary, Strengths, and Growth Needs**

### **Organization - Vision and Purpose, Governance, Leadership, Staff, and Resources**

#### **Summary (including comments about the critical learner needs)**

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

**Comments:** Chino High School is aligned with the district's goals that all students and staff possess 21st century skills required to access and use appropriate technology in order to increase student academic achievement. CHS teachers are encouraged to explore and implement a variety of technologically relevant instructional materials to the benefit of all students. Chino Valley Unified School District Technology Plan focuses on the use of technology to strengthen the academic performance of students and support achievement on state testing. In order to better train teachers, site and district administration had facilitated technology triage days for teachers to ask questions regarding specific software used in the classroom. Through the recent implementation of Interim Assessment Blocks (IABs) district-wide, teachers at CHS can expose students to smaller sets of concepts related to those found on the SBAC tests, and provide more detailed information for instructional purposes.

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

**Comments:** As we continue to grow and adjust to our student and community needs, CHS must also continue to develop scaffolded learning opportunities for all students that will prepare them for college and the workforce. CHS's school vision and mission already lays the foundation, from which we can continue our work on meeting our student learner needs. Moving forward, our district and school administrators will need to continue to focus on hiring qualified staff based on appropriate staff background, training, and preparation, as well as ensuring staff assignments are appropriate and maximize the expertise of the staff member to strengthen quality student learning. Staff members will need continued access to ongoing opportunities for professional development, materials, and fiscal resources to facilitate all students achieving the academic, college-and-career-readiness standards, and the schoolwide learner outcomes. Increasing these opportunities will increase the strategies used with all students and ensure that the proper scaffolded learning opportunities will achieve the meeting of our student learner needs.

#### **Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength**

The CHS vision, mission, and ESLR's have had multiple opportunities to evolve and grow. There is a clear and established relationship between the governing board and the professional staff. CHS offers and communicates many opportunities for parents to stay informed and engaged with the governance of the school. The creation of a data warehouse for critical pieces of data that the staff can use to assess learners needs. Ongoing data chats since last year in the department PLCs to collaboratively look for ways to improve student achievement and modify their formative and summative assessments. Professional development topics are being formulated, as data is evaluated, and these ideas are shared with administration through group meetings and online surveys. This year's establishment of the Instructional Leadership Team (ILT) allows for stronger data-driven instructional practices and evaluation of student work have been topics of discussion. More staff is utilizing technology resources such as remind 101 and online grading. Academy teachers have taken ownership of mentoring students and using intervention strategies. Intervention counselors and instructional coaches are an integral part of our

growth as a community of practice. Microsoft Office 365 accounts are now available for all students. There is additional bilingual assistance for communication with parents and students. Administration and the SWD department have re-established the collaborative teaching model on campus. Over the past few years, and increasingly so this year, faculty and staff participated in opportunities for focused professional development and funds were allocated for this purpose. There have been consistent and effective supervision and evaluation procedures for promoting professional growth of staff

**Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:  
Areas of Growth**

CHS would benefit from developing clearer policies related to online instruction that clarify the vision for the use of it. As we continue into the 21<sup>st</sup> Century, and as technology continues to evolve, we have room to grow with its use among all staff, students, and parents. While CHS offers many ways for parents to be involved, we would benefit from continuing to find ways to grow parental involvement, especially with parents of our under-performing students, as it would provide another school connection for them. More technology training is needed, as more components of the Microsoft Office 365 are made available for use. Continued practice of analyzing data to ensure outcomes are effective but also can be improved. Partnering with Brandman University would allow the faculty and staff to increase literacy of students. More professional literature should be provided by administration and instructional coaches for teachers to read and discuss in the PLCs. Students and faculty would benefit from implementing Universal Design for Learning (UDL) and Love & Logic campus-wide, in addition to multi-tiered systems of supports (MTSS).

## Category B: Standards-based Student Learning (Curriculum)

### ***B1. Rigorous and Relevant Standards-Based Curriculum Criterion***

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

<b>Current Educational Research and Thinking</b>
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**B1.1. Indicator:** *The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.*

**B1.1. Prompt:** *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

**Response:** Chino High School provides its students with a viable, meaningful instructional program by utilizing programs that provides its teachers with time to collaborate and develop curriculum based on the common core standards. The Science Department is in the process of developing and adopting Next Generation Science Standards. Professional Development opportunities are available for staff. Curriculum specialists and site coaches in mathematics and science assist in the development and implementation of curriculum. Core subject teachers create, implement and revise assessment and instructional materials. Areas of the curriculum that appear to not provide students with mastery are continually addressed in weekly meetings via our Professional Learning Communities (PLC's). Pacing guides and the corresponding district summative assessments are revised as needed by teachers from different sites under the direction of the district's curriculum office. The district provides training on all the new standards for ELA, math, and science. The history department has also received training to create curriculum guides.

District provides the support of Curriculum Specialists and core coaches (Intervention Specialists). Instructional coaches work alongside the PLC's to gather data on the effectiveness of instruction. In the math department, built in interventions have been created to support struggling students. District common assessments are used across the curriculum to allow teachers access to current data, which is utilized in the classroom, and to compare their success and progress of their students. The AVID Program provides students with regularly revised curriculum based on Common Core Standards, and assistance in successfully completing the courses required for post-high school education. AP and Honors curriculum are offered by the school which provides students with the academic rigor necessary to succeed at the college level. The AP courses are designed to prepare students for the AP exams which are administered yearly. Teachers involved in the AP program receive ongoing professional development created by the College Board to support instruction in the AP classes. There are free webinars that can be viewed anytime during the year.

Our Special Education teachers participate in the schools Common Core trainings. Special education teachers consider the academic needs of their students in developing curriculum. Collaborative teaching models are utilized throughout the school. ROP courses are offered after school (on site and off site) to any students interested. All CHS teachers have been trained in the latest SADAIE strategies. Teachers continually assist students in the development of their academic vocabulary. EL students are mainstreamed. Basic reading and math classes are offered for students, as needed. Academic language is posted in the classrooms. Counselors meet regularly with students to provide them with support. A few of the subjects they cover with the students include their four-year academic plan, college, PSAT/SAT testing, career and financial planning for college.

#### **Evidence List**

- AVID Anaheim Summer Institute 2016
- AP Summer Institute, Chemistry 2016
- AVID Certification 2015-2016

- Bell Schedules
- Picture: Screenshot of Faculty Professional Development Meetings records
- Cornell Note Taking 101 PowerPoint used in PLCs
- Differentiation PowerPoint used in PLCs
- Advanced Placement - Five Year School Score Summary
- Picture: Mathematics Vocabulary Foldable
- Mathematics Warm Up Log
- Picture: Mathematics Question Sequence

<b>Academic and College- and Career-Readiness Standards for Each Area</b>
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**B1.2. Indicator:** *The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.*

**B1.2. Prompt:** *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for “wet labs” are met for all lab science courses.)*

**Response:** Classes offered to our students meet UC and CSU a-g entrance requirements and are as follows: four years of English, three years of math, two years of social science, two years of foreign language, two years of lab science, one year of visual/performing arts, one year of an elective course, of which seven of the required academic classes must be in the 11th and 12th grades, taken from the approved UC list. NGSS standards have been implemented this year in our science classes and Common Core Standards were implemented within the past few years.

SAT testing is offered to our students. In fact, one SAT is offered free of charge during the school year for our juniors. These programs have been put in place to help our students meet requirements for college admission. This directly influences the degree to which our students are prepared for college entrance.

The Advanced Via Individual Determination (AVID) program is offered to our students here at Chino High. This program is designed to increase schoolwide learning performance with the goal that it will help get students prepare for and get through college, providing first generation college students with unique opportunities to reach their goals having been given high expectations and to make the goal of attending college more attainable. One of the many benefits of AVID is students are given an opportunity to visit several local universities. Students sign a contract committing themselves to higher standards, such as enrollment in college and preparatory classes, completion of those courses, and maintaining the goal that they will design their coursework to ensure enrollment in a four-year college or university upon graduation.

Advanced Placement (AP) courses designed by the College Board are offered. There are currently fifteen different AP courses offered in the following subjects: Art, English, Social Science/History, Mathematics, Science, and Modern Language. This gives students an opportunity to take college-level classes early and students can take the AP exam for college credit and to exempt students from having to take prerequisite courses in college. AP courses offered are monitored/approved by the College Board to make certain that the courses offer coursework that meet College Board standards, including review of each courses syllabi which has to be reviewed each year.

College UC and CSU requirements include completion of laboratory science classes. Laboratory work is also required of college students working through their coursework. For this reason, it is of the utmost importance that laboratory work can be offered to students at the high school level. Chino High School has the facilities to offer such experience for students, particularly in terms of “wet labs” which include chemical and biological laboratory experiences. We have two laboratory rooms devoted to all science classes. One room is set up for biological experiments, and the other is reserved for physical science



experiments. These laboratory rooms include a full complement of microscopes, working sinks, laboratory stations (tables and stools), functional gas jets, safety shower, and eyewash stations. Necessary equipment such as glassware, Bunsen burners, and safety goggles are also fully available. These facilities and equipment are routinely used in laboratory science classes.

The Educational Talent Search program from Cal Poly Pomona has a presence on our campus. The program offers academic advising, tutoring, field trips to colleges, and workshops to help parents get their children into and through college (including financial aid options). ETS also has a summer program on the Cal Poly Pomona campus designed to help students prepare for high school success and to see what college they might be interested in by offering a three-day residential life experience. This program helps prepare students for college entrance and for success in college.

Among the many services our counseling department provides for students, college preparation is offered in many forms. The counseling department offers a FAFSA workshop, college workshops, and more. For example, before parents come to the classrooms on Back to School Night, they are given an hour-long presentation on college information. Counselors at Chino High School make significant strides in preparing students for college.

#### **Evidence List**

- College Fair Flier 2016
- Freshman Registration Form
- Online Links: A-G Requirements
- AP Course Audit - School Status
- AVID Application
- AVID Brochure
- AVID Student and Parent Agreement
- AVID Teacher Greeting
- ETS Brochure
- Sr./Jr. Parent Info Night 2017-18 PowerPoint
- Pictures: WetLabs1, 2, 3

<b>Congruence</b>
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**B1.3. Indicator:** *There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

**B1.3. Prompt:** *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

**Response:** Chino High School teachers in the classroom have a variety of resources at their disposal to assist them in learning about and teaching to the content standards. District and department approved pacing guides are used to guide instruction in the classroom. In the science department, each teacher has attended various training sessions to learn about and adopt the new NGSS standards, and are now teaching based on the newly adopted standards in the classroom. The Math and English departments are also implementing the Common Core standards that are being used and shared among all teachers in the same content area. For the Advanced Placement classes (AP) each instructor is required, and has received course content and syllabus approval from the College Board. Their standards for these classes are also aligned where applicable with the current NGSS for science and Common Core Standards used by others schoolwide.

The current Common Core and NGSS standards are now communicated from teacher to student through posted daily objectives in the classroom. The staff at Chino has received extensive training at many department meetings in the use and implementation of standards in the classroom. These standards

conversely are used to drive instruction in the classroom, both through standard direct instruction and student discovery, as objectives for group work, and/or laboratory activities. In most classrooms and where applicable, students at Chino High take standardized assessments throughout the year, both classroom specific, and department/district wide common assessments. In the science department, each specific area (Biology, Chemistry, Earth Science, and Physics) has engaged in multiple choice common assessments, and with the move to NGSS now uses common NGSS based assessments in the final assessment process. Common assessments are also widely used in other departments, including the Integrated Math 1 – 3 and pre-calculus classes during the final assessment period. English classes, grades 9-11, have pre- and post- benchmark exams within each semester. For ongoing assessments, teachers in each classroom both share and utilize their own creative assessment procedures, including quizzes, bell ringer activities, portfolios, and notebooks. Common procedure for the use of assessments for classroom instruction includes, re-teaching, data chats in PLC's, and continuous review of concepts during the year. Performance tasks and writing prompts are also used as tools to guide instruction prior to a formal assessment. Some teachers use student notebooks in which to keep performance tasks and writing prompts.

Chino High School has met or exceeded California State Averages in many areas of data for instruction and graduation rates. ED Data Services states Chino High has exceeded the state average in graduation rates (over 93%) and the dropout rate (under 6%) in the past several years of data analysis. Included in this data is a marked increase in the number of students who have completed their A – G requirements for college admission (an increase from 32.5% to 37.5%) from 2011/12 to 2013/14 (the last year of current data). This means that students are taking, and more importantly passing their classes, and receiving standard based instruction for college admittance. With SAT programs occurring on campus for all students who wish to take the test, we have seen an increase in SAT testing numbers of 8 % in the last year, and will continue to see growth as more students meet the A – G Requirements for college acceptance in the coming years. In the AP area, we have seen a marked increase in the number of students taking and passing the AP exams overall, with a 25 person jump year after year, in the last three reported years. This increase has come partly due to the work of the AP club, helping fund AP tests for more students each year on campus, the increased amount of AP course offerings, and the support of our AP teachers who encourage students to take the exam. Finally, the number of students who has received a 3, 4, or 5 on the AP exam has increased by 5.9% in the last year and 8.9% in the last two years. Our average college/trade school attendance after high school is at 96% and has remained consistent the past couple of years.

#### **Evidence List**

- AP Course Audit - School Status
- CVUSD Tentative Chemistry Scope and Sequence
- Online Link: Standards: Common Core (EL and Math)
- Online Link: Standards: Next Generation Science Standards (NGSS)
- Online Link: Standards: C3 (College, Career, and Civic Life) for Social Science
- Lab Example for Determining an Unknown Mass
- Objectives and Standards Staff Training PowerPoint used for PD
- Sample Performance Task Chemistry
- Picture: Screenshot of AP Syllabi
- SPSA
- Sample Performance Task Mathematics
- AP Score 5-year summary
- School Profile 2015-2016
- School Profile 2013-2014

### **Integration Among Disciplines**

**B1.4. Indicator:** *There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

**B1.4. Prompt:** *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

**Response:** There is integration and alignment of academic and career technical disciplines at Chino High school. Some examples of different outsourced curriculum being used are the IXL Program, Crossroads Counseling, Fly Zone, a variety of different topics and subject matter offered through the Freshman Transition classes and Health classes, and a new pilot program for SWD students in the area of transitional needs.

The Crossroads Counseling program and Fly Zone programs address positive behavioral change with the hopes of preventing future misbehaviors/violations in the following areas: anger management, truancy, drugs and alcohol, and cognitive life skills. Although this is not mandatory, by completing this program students will learn new ways of thinking and behaving that will increase their success and decrease the likelihood of future misbehaviors/violations. There is a graduation event held to celebrate a successful completion of the program. This program is available for all student populations.

Chino High also has two academies, CHOMP (Academy of Culinary and Hospitality and Tourism) and LJPS (Law, Justice, and Public Service Pathway) are part of our linked learning program. The culinary and hospitality sectors provide students with the academic and technical preparation to pursue high-demand and high-skill careers in these related and growing industries. The foundation standards, along with the common core state standards, include core, comprehensive technical knowledge and skills that prepare students for learning in the food service and hospitality pathway. In addition, these standards are designed to prepare students for technical training, postsecondary education, and entry to a career. LJPS classes provide critical learning and hands-on skills through Career Pathways. Students who focus on a Pathway acquire the skills necessary for entry into well-paid careers with high potential for rapid financial growth, increased levels of responsibility, and a high degree of personal satisfaction. These programs require and are supported by help from outside sources, such as volunteers from law, culinary, hospitality, etc. Students that have exhibited at-risk behaviors while at Chino High School are selected to participate in a Youth Conference intervention program provided by the California Department of Corrections and Rehabilitation.

The IXL Program is used and made available for all Chino High core courses. The Chino Valley Unified School District has made available in core subjects; English, Math, Science, and Social science, extra support for students to practice at home and/or during school hours the standards and content taught in the classroom. This is a leveled online tutorial by ability which records time online, skills practiced, and success of the individual student. Teachers set up the needs for their students and utilize the information for assessments, extra credit, homework, review, absent make up, etc., for whatever may be needed. Some examples of projects that integrate multiple disciplines and incorporate outsourced materials are imbedded in the Freshman Transition and Health classes. One project is the Substance Abuse Project on E-Cigarettes. This project being offered in the Health classes on campus integrates reading comprehension/language arts standards, health standards, and puts into play different SADAIE strategies which are applicable to all students. Another project is the Credit Budget Project. The students in Chino High Freshmen transition classes complete a project which incorporates language arts standards, math standards, and multiple applicable real life scenarios on budgeting and how credit operates.

The Special Education Department is piloting a new state adopted program which addresses the needs of

the students' individual transitional plan. This will eventually be available for all students. This is offered through WESELPA. In summary, beginning with the 2016 – 2017 school year, Chino High School is partnering with the CDE and the WESELPA, our local governing body for our Special Education department, to introduce new transition materials. The CDE and the WESELPA will be on campus once a month to give a lesson to all Special Educations students and train the teachers. The teachers will follow up with materials that have been supplied to them for the students. All materials will be housed in individual Transition Portfolios. The Transition materials are a tool for the students to start thinking about what they will do to complete high school and move forward with their lives after they graduate. The materials will include self-awareness studies, career interest inquiries, financial training, and employment preparation. The Special Education teachers are also working closely with our Freshman Transition class to enhance the overall student successfulness.

#### **Evidence List**

- Crossroads Form Session 1 and 2
- Crossroads Referral List
- Fly Zone Form
- IXL Login Page
- Substance Abuse Project
- E-Cig Claim Evidence Reasoning Project
- SWD Transition Plan Project Parent Letter
- CHOMP brochure
- LJPS brochure
- CDCR Youth Conference Permission Slip
- ZIP file for Materials For Transition Portfolios

<b>Articulation and Follow-up Studies</b>
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**B1.5. Indicator:** *The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

**B1.5. Prompt:** *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

**Response:** Chino articulates with the feeder schools at many district-led meetings supporting common core. Math and English teachers participated in workshops that readied our staff for the implementation of common core. Math teachers work alongside feeder school colleagues on creating pacing guides and textbook adoptions. In past years, the math departments at each feeder school and Chino High would meet yearly to discuss articulation into Chino's math courses. These meetings have not taken place in a few years, but are scheduled to resume this year. This year the instructional math coach reached out to the feeder schools and their administrators and has begun the process of starting these meetings again. The English department has worked under the direction of the district curriculum office in writing units and support material for implementing common core. These units articulate up through our feeder schools by the direction of the district curriculum office. Our science teachers have been going through a similar process and will begin working alongside feeder colleagues on the NGSS, as well as through our science steering committee. The Science steering committee is divided by science discipline, and by grade level. Our science department is currently creating a scope and sequence for the year, divided into units, and connecting the Performance Expectations (what students are expected to do) and Disciplinary Core Ideas (what teachers should be sure to cover), Cross Cutting Concepts and Science and Engineering Practices into those units. These are being formatted into unit 1-page summaries for teachers to use to build their own lessons on. The district is expecting a unified Performance Assessment/Task for all Biology students to do, so the committee is in the process of formulating it.

Our counselors organize several events that help articulate with our feeder schools. They begin with an 8th grade parent's night where all courses and academies (CHOMP, LJPS) are shared and discussed.

Information shared included the focus and growth of each academy. The 8th grade students are then given an opportunity to take a fieldtrip to visit Chino and see our academies in action. Our counselors follow up by going back to our feeder schools and meet with 8th graders discussing their observations, any questions, graduation requirements. Students are then asked to complete the registration forms and review with their parents. Counselors meet with them again to solidify courses for the following year. Counselors and academy teachers return to feeder schools on their career day to support students in their presentations of their future careers.

Chino High has been offering an ERWC course for students in the English department for several years. Articulation with our local colleges has brought about this course to help our students ready for university English courses. Last year, our math coach had the opportunity to serve on a state level committee to create a 4th year math course much like the ERWC course in ELA. MRWC, Mathematics Reasoning with Connections, is a course planned for seniors that have finished Integrated III or Algebra 2 that plan on continuing to college. The course is being piloted this year in a trigonometry class. This articulation with our local universities about how the pilot went will give them feedback on their continued effort. Chino High has the partnership with ETS, Educational Talent Search program, one of six pre-college programs offered out of Cal Poly Pomona. ETS is designed to generate the skills and motivation necessary for success in education beyond high school. Throughout the 2015-16 academic year, 430 students were eligible for the ETS program. ETS works in our Freshmen Transition classes with supplemental curriculum. ETS also offers the Homework Club program where college tutors are available to tutor students in all subjects Tuesdays and Thursdays after school from 2:30-4:30.

As part of our Chaffey College articulation program, every year Chaffey College representatives come to our campus to give all of the interested senior Special education students an orientation to their school. Those that wish to proceed are then registered and tested at CHS by Chaffey staff. We provide Chaffey the most recent copy of their IEP and Psych reports. Chino High School does not currently collect data on follow up studies of graduates, although former students frequently stop by to visit staff throughout each school year to report on life after high school. Graduate surveys and interviews can be implemented for the 2017-2018 school year.

#### **Evidence List**

- 8<sup>th</sup> grade invitational
- Linked Learning Academy 8th Grade Preview Day
- Linked Learning Academy Middle School Brochure
- Picture: Bomb Squad Speaks to Students
- Picture: 911 Dispatch Speaks to Students
- Picture: CSI Finger Printing for Students
- Senior Info Sheet 2016-2017
- CHOMP Brochure A & B
- CPPETS Homework Club Flier
- ETS Tentative Dates
- 2016 DPS Awareness Fair Flier
- Chaffey Release Form

## **B2. Access to Curriculum Criterion**

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

### **Variety of Programs — Full Range of Choices**

**B2.1. Indicator:** *All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

**B2.1. Prompt:** *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

**Response:** Chino High School provides effective opportunities for all students to engage in career exploration as well as postsecondary and pre-technical training. The Counseling Department provides a guidance lesson per grade level every year in which all of our students are exposed to California colleges and participate in surveys in which students have the opportunity to choose careers and majors of interest and find out their path to be successful in that area. This includes what level of education they will need, how much they will earn annually, what kind of a salary they would need to maintain their lifestyle based on their responses, etc. Students are instructed in other lessons to go over their four-year plan with their counselor, explore colleges on csumentor.edu and ucoppathways.edu and can participate in numerous college representative presentations throughout the year in the College and Career Center. Senior students meet with each of their individual counselors to discuss plans for college entrance requirements, and/or community colleges and vocational training.

Freshman students take a semester class titled Freshman Transition, in which they work on a culminating 10-year plan project to their post-secondary goals. During the course, they learn about a variety of post-secondary options, the reality of an adult lifestyle, and pathways to their desired and personality matched careers. The semester capstone project, the 10-year plan, is created so that students can plan what classes, extra-curricular, activities, volunteer work, sports, academic organizations, etc. they will be involved in from their freshman year to their post-secondary plans. Students are exposed to a variety of careers through workshops provided by the Cal Poly Educational Talent Search program, such as "A-G requirements" where students review their own transcripts and sample transcripts to determine UC/ CSU eligibility. Another workshop titled "The GPA game" gives students the opportunity to see what college admissions are looking for in potential students. Lastly, students in the Freshman Transition course are exposed to post-secondary options and careers through guest speakers, such as the Military (on campus recruits).

Chino High School's College and Career Center provides opportunities for students to enroll in Baldy View ROP (Regional Occupational Program.) Students can take courses on our campus as well as throughout San Bernardino County and can choose courses that they have an interest in pursuing later as a career, as well as a course that they might receive a certificate in. Some of the career training courses include public and safety careers, airport careers, masonry/ building trades, health sciences, sports medicine, and hospitality.

The CHS College and Career Center houses our college representative meetings, and scholarship information for students continuing postsecondary education. The NHS program, that involves more than 70 CHS juniors and seniors, holds college readiness webinar viewings five times in the school year, such as "FASFA" and "College App Process."

On campus, CHS, has Army recruiters, who work out of our career center to provide students with a

variety of exposure and assistance in planning for post-secondary options. They offer support and practice for the SAT and ACT, presentations for classrooms, lunch time expositions, and the ASVAB test. Upward Bound and ETS (Educational Talent Search) are programs offered at our site from Cal Poly which are designed to generate the skills and motivation necessary for success in education beyond high school. Both programs are provided to our students to help them become more successful in both applying and completing postsecondary education.

The CHS AVID program is offered to students at each grade level. The classes include instruction to help students with success in their high school studies as well as prepare them for meeting University admission requirements. AVID students are exposed to guest speakers, college visits, assistance with college admissions preparations, and guidance to post-secondary educational goals.

Academies are an integral part of Chino High School's goal to provide students with the opportunity to acquire the skills necessary for entry into well-paid careers as well competitive schools (both at the college level and trade school.) We offer two academies- our first being the Law, Justice and Public Service academy which is geared toward students interested in the fields of law enforcement, fire, law, social service, military, etc. The second academy is Culinary, Hospitality Occupations and Management Professions (CHOMP). Students from both academies remain in the program for four years, participate in career based projects, guest speakers, field trips, meet with advisors from the careers in their academy and prepare for interviews in the field that they are studying.

Chino High School provides transportation each year to the College and Career Fair at the Pomona Fairplex where students meet and discuss their options with a large variety of representatives from colleges and local businesses. CVUSD holds also holds a career fair each year in October that is free for students and parents.

#### **Evidence List**

- California College Guidance Lesson (10th grade presentation)
- Four- year planning (9th grade presentation)
- Junior and Senior Parent Night
- Senior Guidance Lesson
- Career Center Web page screen shot
- ASVAB ETS Career Fair Senior Lesson
- Law, Justice & Public Service Pamphlet
- CHOMP pamphlet
- ROP (Regional Occupational Program)
- Upward Bound
- ETS flyer
- AVID Program Brochure
- College/Career District Fair CVUSD
- So Cal College/ Career Fair at the Fairplex
- NHS webinar viewings/ workshops
- Student Sample of Ten Year plan
- Freshman Transition Course Syllabus
- Army recruiters on CHS campus/ letter for SAT/ ACT support
- ETS workshop list for Freshman Transition classes



### **Accessibility of All Students to Curriculum**

**B2.2. Indicator:** *A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.*

**B2.2. Prompt:** *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

**Response:** The students that attend Chino High School are exposed to multiple resources and courses that will enable them to achieve relevant experience as they prepare for college, careers, and life. Chino High offers a wide range of prospects for students to engage in “real world” challenges and applications. Chino High School offers a variety of rigorous courses that are college preparatory and fulfill the A-G requirements for attending a University. These courses include Electives, CP, Honors, and AP classes. With the classroom shift to common core standards in all classes, including electives, students are exposed to real world applications and practices in problem solving, creativity, communication, collaboration, and critical thinking.

For Juniors and Seniors, Chino High offers a General Elective course in Work Experience. This work-based learning program allows students to gain relevant experience that they can take with them after they graduate. Some of these skills they will encounter are time management, following directions, communication, teambuilding, and problem solving. They are required to meet certain criteria and maintain these parameters to participate in the work experience program.

Students can take the elective course AVID (Advancement Via Individual Determination), which is a college and career readiness program intended to help students develop skills in the areas of writing, critical thinking, organization, inquiry, collaboration, and problem solving. These skills prepare students who are often underrepresented for advancement in higher education. There is a higher rate of college bound students who have participated in the AVID program.

Chino High's AP Environmental Science Program is a multi-discipline course that covers Biology, Chemistry, Physics, Earth Science, Astronomy, Political Science, History and Economics. It has proven to be very popular in part because we encourage free thinking and creativity. Many of the science assignments are dedicated to bridge the gap between the classroom and work experience. Our evidence includes a thermo-chemistry assignment designed to calculate and monitor the temperature changes and energy requirements to heat water for the typical morning shower. Another example would be a food label investigation to give students the opportunity to study and learn about making healthy choices at the grocery store. This science to home connection helps our students not only ready for the work force, but prepared and informed people.

Freshman take a course titled freshman Transition. The freshman transition teachers collaborate to create rigorous lessons that incorporate real life applications and cross curricular common core standards. For example, one unit in the Freshman transition course is dedicated to researching and creating a budget for living. In this unit students research and compare all costs involved with purchasing and maintaining a home and car. They calculate and compare interest rates and costs. They include all other expenses in a typical adult's budget. Rather than being provided with numbers for an adult budget, students must use research, analytical, and math skills to create their budgets in the unit. The math department is also dedicated to making a classroom-to-world jump by incorporating real world problem solving assignments. For example, teachers include handouts that accompany textbook math problems that let students be faced with tasks for “out of the box thinking” in solving not just paper problems but in the physical realm.

The English department has redesigned their curriculum to meet common core standards. In doing so, teachers collaboratively have addressed several needs such as rigor and real life applications. For example, when planning units, the following are identified; what skills will be learned (analyzing, evaluating, developing), the level of blooms taxonomy addressed, and depth of knowledge. The English

department has shifted to using a variety of expository and digital sources of texts in their curriculum to connect to the real world that students occupy today. Students are taught how to determine the credibility and validity of digital sources.

In addition to the classroom, students are also open to participate in several clubs and programs dedicated to solving real world problems and exposure to real life applications.

The Solar Challenge club, successfully competed in its third year and already has amassed a few awards. For the past three, years approximately a dozen students have spent countless hours after school building and preparing to race their handcrafted boat at Lake Skinner. The students not only have to learn building techniques, but they also have to calculate wind speed and weight number of creative and technical areas. The winners are then recognized with several different awards from the Metropolitan Water District of Southern California.

Chino High works in conjunction with the Baldy View ROP (Regional Occupation Program) whose mission is to provide students with high quality, rigorous, and relevant Career Technical Education that prepares students for future careers. Courses offered through ROP are Forensic Science, Sports Medicine, Criminal Justice, and Emergency Medical Responder. Participation increases the chance that students will be accepted to, and attend, a four-year university.

The Counseling Department offers freshmen and sophomores the opportunity to participate in-group sessions that focus on “Essential Skills” necessary to be successful in school and life outside of school. Some of the topics include organization, time management, study skills, setting short-term and long-term goals, and how to maintain academic achievement.

Linked Learning Academies integrate rigorous academics with career-based learning and real world workplace experiences to engage students and make learning relevant to their interests. It is the goal of these academies like the (LJPS) and Culinary and Hospitality Occupations Management Professions (CHOMP) to turn high school education into a personally relevant and highly engaging experience. There are 4 guiding principles that these academies work under:

1. Rigorous academics that prepare students for post-secondary education.
2. Technical training through a sequence of classes focused on their career interest.
3. Work based learning sequences that expose them to the career options in that field.
4. Comprehensive support services that address the needs of individual students.

The Law, Justice, Public Service provides a foundation for secondary students in government, public administration, public safety, and legal services. Students engage in a common core, state standards based instructional program that integrates academic and technical preparation. The focus is on career awareness, career exploration, and skill preparation in this industry. In addition, the standards are designed to prepare students for technical training, post-secondary education, and entry to a career.

Currently, there are over a hundred students on campus that participate in the Linked Learning Academies. The program began with freshman only students, but the program, in its third year, has grown now to include juniors for the 2016-17 school year. Included in our evidence is the pacing guide from the newest addition, Forensic Science, and a sample project from the LJPS academy of their annual Emergency Scenario Project that brings a comprehensive gathering of local first responders to help students plan and act out an emergency response situation. Students spend several days over the course of several months planning, diagramming, researching and gathering resources for the event. This said in no way limits the chances these students have to see their future careers in action. The program also offers fieldtrips to court rooms and police and fire stations, plus affords the students time to meet people working in these fields.

#### **Evidence List**

- Link Learning brochures
- LJPS Academy career presentation photo

- LJPS Emergency Scenario Project
- Thermo-Chemistry Water Project
- Forensic Science Pacing Guide
- Food label Investigation Assignment
- Real World Math Challenge Assignment
- Solar Cup Club Challenge, pictures and brochure
- ELA 9<sup>th</sup> grade Unit outline
- AVID program flyer
- AVID tutorial form
- Work Permit Experience Application
- ROP flyer master schedule
- ROP pamphlet
- Essential Skills flyer
- CHS AP classes handbook
- Freshman Transition Budget Unit
- Freshman Transition Syllabus

<b>Student-Parent-Staff Collaboration</b>
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**B2.3. Indicator:** *Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)*

**B2.3. Prompt:** *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

**Response:** Chino High provides numerous opportunities for collaboration with students, parents, teachers, counselors and other staff in several different ways, to develop, monitor, and revise student's personal learning plans and post high school learning goals.

One example is through IEPs conducted by the SWD department. These Individual Education Plans are written following strict guidelines established by the IEP team comprised of the case carrier, parent, student, teachers, LEA representative, program specialist, and school psychologist. A student candidate is given an extensive battery of tests to evaluate their academic abilities and educational needs. An initial IEP meeting is held, which includes parents, the student, a SWD teacher, a general education teacher, a counselor, and a member of the school administrative team. At the meeting, the results of the student's tests are discussed to determine the student's eligibility for the SWD program, to set goals for academic growth – to be monitored by the SWD teacher and the general education teachers, and to determine the types of accommodations that will best support the student in achieving the educational goal that have been set. Depending on the need, those accommodations can be as simple as a seating change, or extra time to complete work, or can include having class notes pre-written, notes provided in large type, test questions read aloud, or answers taken verbally, or a variety of other possibilities. Once agreed upon, those accommodations are communicated to all of the student's teachers for implementation. Currently, there are 333 students at Chino High with IEPs and 6 more are pending inclusion in the program. Each student's IEP is subject to an annual review, with parents, student, and representatives from the same groups as the initial meeting, to determine if and how the student is reaching the target goals, and what changes may need to be implemented. Additionally, for the triennial review, the student completes a new battery of tests, and another meeting is held, again with the same cohort of invested parties, to confirm or modify the status of the student's eligibility for continued SWD services, and to determine any changes to the accommodations the student receives.

In a similar vein, students with SWD needs are given 504 plan evaluations and meetings are held as needed to monitor the student's progress and revise the academic goals as needed. These meetings, which include parents, students, and staff, can be called by a teacher, a counselor, an administrator, or other community member with specific knowledge of the student if there is seen to be a need. For students who qualify, a 504 plan is developed and approved by the parents, to provide accommodations

needed to support the student's academic success. The number of 504 meetings last year was fifty-four. For students who do not qualify for IEP or 504 plans, yet are struggling academically, an SST meeting can be called, including parents, students, teachers, staff, etc., to determine if appropriate accommodations can support the student's academic needs. If agreed upon, then notice of those accommodations is distributed to all of the relevant parties so student progress can be monitored and supported. Sixty-five students were evaluated during the 2015-2016 school year for SST plans. Other opportunities for parent, student, and staff collaboration are provided by meetings of the Instructional Learning Team (1<sup>st</sup> Wed. of each month), which discusses professional development for faculty and effective use of PLC time. Also by the School Site Council (4 meetings per year), which meets to discuss the school budget and the ELAC (English Language Acquisition Committee; 5 meetings per year).

An example of collaboration amongst staff, is the 10-year career collaboration project assigned in the Freshman Transition class. Students consult with teachers, parents, and staff to design a 10-year plan for achieving their career goals. They prepare a poster detailing the steps they will need to accomplish along the way. They also learn about creating and maintaining a budget for their desired future lifestyle. The linked learning academies on campus, which include CHOMP (Culinary and Hospitality Occupations Professional Management) and LJPS (Law, Justice, and Public Service), also provide opportunities for collaboration between students, teachers, parents, staff, and community experts, to learn about, choose, and prepare for careers in fields associated with each linked learning academy. Parents attend an 8<sup>th</sup> grade Academy Preview Day, at which the benefits of the academies are introduced and explained, and must give permission for their children to attend. CHOMPS students learn culinary and hospitality management skills, and there are sixty students enrolled this year. LJPS students learn skills that will prepare them for careers in law enforcement, the legal profession, or other areas of public service. There are sixty-three students currently enrolled in this program.

Chino Valley Unified participates with the Baldy View R.O.P. program, and a few of those courses are administered on site at Chino High. For high school students who wish to take an R.O.P. course, a Parent Night is held, and their consent is required.

The AVID program is introduced during Parent Night/Scholarship Night, and provides ample feedback to parents about their children's academic success through weekly grade checks. The AVID program has a community of teachers, counselors, administration, and parents who support the college goals of the students who participate in the AVID program. By attending AP Night, parents and students learn the requirements and advantages of taking AP courses during their high school careers. Approximately 250 parents and students attended prior to the start of the 2016-2017 school year. Remind 101 is a communication application that allows administration to provide updates to parents and students. Currently, 1931 persons are signed up to receive updates in this manner by administration. The Aeries system is used by teachers, administration, counselors, parents, and students to monitor the individual progress by the students. This assists all involved with the student in planning for success with academic and future goals.

A Freshman Orientation was held at the beginning of the school year, which was attended by approximately 2/3 of the incoming Freshman students and their parents. Information about the types of classes available and how to enroll in them was provided. Juniors and Seniors are given an opportunity to work with Link Crew, which provides upper class mentors to help guide incoming Freshman class students. Each pair of link crew students is responsible for 12 incoming students. A Parent Meeting is attended, at which the program is explained, and permission to participate is obtained from parents. The Chino High Counseling Department hosts a Senior Night and a Junior/Sophomore Night, at which students and their parents are provided with information about the successful completion of their high school careers, and about how to pursue continuing their educations beyond high school. Information about Universities, Jr. Colleges, and alternative career preparation programs is offered. Chino hosts

several college visitation days during the year, so students and parents can learn about specific institutions they may wish to attend after high school.

#### **Evidence List**

- SEIS for tracking IEPs
- SSTs list for prior year
- ILT and School Site Council Meeting Dates
- Freshman Transitions career planning project
- Linked Learning Academy Day Brochure
- 8<sup>th</sup> Grade Academy Day Agenda
- CHOMP Brochure
- LJPS Contract
- LJPS Roster
- R.O.P. informational brochure
- R.O.P. example course brochure
- College visitation days calendar
- Aeries Screen Shot

#### **Post High School Transitions**

**B2.4. Indicator:** *The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.*

**B2.4. Prompt:** *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

**Response:** Chino High School has multiple programs that facilitate transitioning students into college, career, and other post-secondary high school options. These programs include: AVID; an active Career Center that hosts college and career events; academies, including: Culinary, Hospitality, Occupations Management Program and Law, Justice, Public Service; Educational Talent Search, a college outreach program provided by California Polytechnic University, Pomona; an active Work Experience program that transitions students into the workforce, and a US Army Career Counselor who works with teachers and students on Campus.

AVID, Advancement Via Individual Determination, is a program designed to monitor students and provide them with study/organizational skills that help them obtain their goal of attending a four-year university. This program includes tutorials in which college tutors hired by the school assist students with their course work. This enables students to be successful in meeting their graduation requirements. The AVID program is evaluated every year by involved staff members. This evaluation drives the School Site Team plan for the following year which focuses on areas of improvement for the program. Both documents are collected and reviewed by the AVID program.

The CHS Career Center is very active on campus. The coordinator has organized career days, college fair trips, and multiple guest speakers from colleges and universities to speak to the students. This provides awareness and resources for the students to explore post-secondary options.

The Linked Learning Academies, CHOMP (Culinary, Hospitality Occupations Management Program) and LJPS (Law, Justice, and Public Service), provide real world connections to the post-secondary career field of interest. These courses are evident in the four-year course plans for each academy. Each academy has two cross-curricular projects throughout the year that relates to their career of interest and integrates knowledge from all their core courses. These projects facilitate real world experience to the career field of interest while making the material in their core courses relevant to their career of interest. Each of these programs are evaluated at the end of the year by participating staff members utilizing the Linked Learning Academies Self-Assessment. The academy teams then find areas of focus to drive

instruction the following year. The academies are newer programs (in the third year) and will be looking to include internships and job shadowing in the next two years.

Educational Talent Search is a program that is housed on campus and provided by California Polytechnic University, Pomona. This program allows students to explore their college options, provides tutoring services and aides with the college application and financial aid process.

Work Experience is a program on campus that provides students with support and resources while they enter the work force. The work experience teacher instructs in developing interview skills, creating job applications, and building resumes. The students are also evaluated on their work performance to ensure that the work experience course is truly benefiting them and creating responsible employees.

CHS currently has a US Army Career Counselor who works out of the Career Center. He provides many opportunities for students transitioning into postsecondary education. These include presentations for post-secondary planning, presentations on career and educational opportunities in the Armed forces, and SAT/ ACT prep.

#### **Evidence List**

- AVID
  - AVID Brochure
  - AVID Certification 2015-2016
  - AVID TRF
- Career Center Events and Speakers
  - 2013 NACAC College Fair Attendance List
  - 2015-16 Guest Speakers
  - Career Day 2013
  - Career Day Presenters 2014
  - Career Day Teacher Sign Up
  - So Cal College Fair Student List 10.7.15
- CHOMP
  - 07-19-2016 Self-Assessment Summary
  - CHOMP Brochure
  - CHOMP Brochure back
  - CHOMP four year course sequence
  - CHOMP PPT
- ETS
  - WASC CHS Educational Talent Search Program
- LJPS
  - 4-11-2014 summary
  - 6-15-2015 summary
  - 7-19-2016 short Self- Assessment summary
  - LJPS Course Description
  - LJPS Brochure
  - LJPS Info PPT
  - LJPS Outcome 5-14
- Work Experience
  - Cover Letters and Interview Tips
  - Employee Eval Sem One 2015-2016
  - Job Applications and References 3 17 2016
  - Resume Builder 04 07 2016
  - Resume Tutorial 3 24 2016
- Army Recruit letter to staff

## **ACS WASC Category B: Summary, Strengths, and Growth Needs**

### **Standards-based Student Learning: Curriculum**

#### **Summary (including comments about the critical learner needs)**

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

**Comments:**

As found in B1.3 there is congruence between concepts and skills taught, the academic standards, the college and career readiness standards, and the schoolwide learner outcomes. Science and Math teachers have been trained in CCSS and NGSS and implemented the hand- on applications in their classrooms. District pacing guides are teacher created and provided to guide instruction in the classroom.

B 2.2 provides evidence stating that Core classes have developed rigorous curriculum based on the new common core and NGSS standards. Honors and AP curricula are offered by CHS in order to provide students with the academic rigor necessary to succeed at the college level.

Linked Learning Academies integrate rigorous academics with career-based learning and real world workplace experiences to engage students and make learning relevant to their interests. It is the goal of these academies like the (LJPS) and Culinary and Hospitality Occupations Management Professions (CHOMP) to turn high school education into a personally relevant and highly engaging experience.

In addition, B 2.2 provides evidence supporting a rigorous, relevant, and coherent curriculum that includes real world applications, is accessible through all students through all course/ programs offered. Programs such as AVID, the CHOMP and LJPS academies, ROP, and work experience use standard based curriculum that includes activities, projects, field trips and skill practice of real world applications. These programs and training opportunities for teachers provide all students with scaffold learning opportunities which will prepare them for college and the workforce.

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

**Comments:**

There are many opportunities to assist the low academic achievers and underrepresented students at CHS. The IXL Program is used and made available for all Chino High core courses. The Chino Valley Unified School District has made available in core subjects; English, Math, Science, and Social science, extra support for students to practice at home and/or during school hours the standards and content taught in the classroom. This is a leveled online tutorial by ability which records time online, skills practiced, and success of the individual student. Teachers set up the needs for their students and are able to utilize the information for assessments, extra credit, homework, review, absent make up, etc., for whatever may be needed.

Educational Talent Search is a program that is housed on campus and provided by California Polytechnic University, Pomona. This program provides tutoring services twice a week, and in addition college assistance. Study skills classes are offered as elective courses for students which enables them to have an additional class period to get assistance from a teacher on assignments. Tutoring services are also available through our NHS students.

Lastly, Individual Education Plans are written following strict guidelines established by the IEP team comprised of the case carrier, parent, student, teachers, LEA representative, program specialist, and school psychologist. A student candidate is given an extensive battery of tests to evaluate their academic abilities and educational needs. Students can also be placed on a 504 plan as needed to monitor a student's progress and revise the academic goal/s as needed. For students who qualify, a 504 plan is



developed and approved by the parents, to provide accommodations needed to support the student's academic success.

**Category B: Standards-based Student Learning: Curriculum: Areas of Strength**

We have several programs offering support and guidance for the student's immediate success and post-secondary goals. These programs offer real life experiences, academic rigor, college readiness, career and technical applications, and practical applications of the 4 C's of common core (communication, collaboration, critical thinking, and creativity). For our staff, we have the support of district, administration, coaches and colleagues to share best practices for guiding students with their post-secondary goals. Teachers have on going trainings related to the new common core standards and career readiness goals to support the students.

**Category B: Standards-based Student Learning: Curriculum: Areas of Growth**

We have several programs that support career readiness and post-secondary planning, but we need additional evidence to show how effective these programs are. This evidence could show what programs are successful and what programs need improvement. Not all teachers collaborate and create cross curricular lessons and projects. Training could be implemented so this is a norm across all disciplines on campus.

## Category C: Standards-based Student Learning (Instruction)

### C1. Challenging and Relevant Learning Experiences Criterion

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

#### Results of Student Observations and Examining Work

**C1.1. Indicator:** *The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.*

**C1.1. Prompt:** *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

**Response:** At Chino High School all students are involved in challenging and relevant learning. Students are being prepared for college and future careers. This is being done by utilizing the four C's: communication, creativity, collaboration and critical thinking. Students are expected to adhere to our schoolwide learning results. Chino High School graduates should be proficient communicators, life-long learners, creative thinkers and problem solvers, healthy individuals and also responsible members of society.

Our Master Schedule shows that all Chino High School students are part of high level instruction. Chino High School has incorporated collaborative classes into our scheduling. These classes allow students with diverse backgrounds and abilities to come together in the classroom and learn together. Students with different strengths are united through these courses which are taught by one regular and one special education teacher. Students of varied backgrounds and abilities are also included in Chino High School's Visual and Performing Arts classes. We can see by observing student work that the inclusion of all students benefits the entire student body.

The Economic Summit is an extraordinary program that Chino High School seniors take part in. This unique opportunity allows students to participate in challenging and relevant curriculum while assuming the roles of country leaders and examining our planet in depth. In using the four-year college planning list, students are sure to be kept on track, not only for graduation, but to ensure that students get into college.

#### Evidence List

- Picture: Econ Summit
- Senior Info Sheet 2016-2017
- Master Schedule 2015-16
- Syllabus Freshman Transition
- Syllabus Collab English 9

#### Student Understanding of Learning Expectations

**C1.2. Indicator:** *The students understand the standards/expected performance levels for each area of study.*

**C1.2. Prompt:** *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

**Response:** Our administration team shared with staff a PowerPoint presentation on the importance of displaying standards and objectives in every lesson taught. It's recommended that this information is shared to students verbally. In this way students and teachers stay focused on the lesson objective(s). Also, it was recommended that the teacher use specific verbs to measure those expectations for written

objectives. These are called measurement words which include—but are not limited to—define, explain, review, analyze, outline, relate, state, and justify. One example of a measurable objective is, “Students will state the three causes of the Civil War Movement.” Rather than, “Students study the causes of the Civil War Movement”. The first statement narrows down the important information students are expected to learn by the end of the lesson.

By visiting at least one teacher from every department, our team found that most teachers display standards and objectives in a visible area in their classrooms. Also, some teachers display daily and/or weekly agendas aligned with the standards and objectives. However, every teacher has different ways to present this information to students. The photos taken from different classrooms show that what an English teacher displays as a lesson objective, a math teacher may find easier to use. With Common Core English students are able to demonstrate proficiency through various tasks which are used as practice to lead up to a culminating learning experience. Essay/project/ presentation can prove proficiency through project based learning. In a math and a physics classroom, teachers present the standards and objectives at the beginning of the lesson, but students are not expected to record this information on their notebooks. A science teacher, on the other hand, expects students to write on a template sheet (standard, objective, and must answer some questions to show comprehension and learning). This is a great way for science students to keep focused on the lesson and provide feedback to their teacher. In a world language class, objectives are displayed in every lesson found in the textbook. Students must write the objectives on their notes. Students can be surveyed to see how much they understand expectations. Teachers may also be surveyed to ensure they are communicating standards, and objectives.

#### **Evidence List**

- Objectives and Standards Staff Training PowerPoint
- Biology Sample Standards Based Lesson
- English Class Standards and Objectives
- Picture: Freshman Transition Standards and Objectives Daily
- Picture: Health Standards and Objectives Daily
- Picture: Language Standards and Objectives Daily
- Picture: SWSDSDC Standards and Objectives Daily
- Picture: Math Standards and Objectives Daily
- Picture: Science Standards and Objectives Daily
- Interviews with Teachers
- Survey Results - Standards and Objectives Daily
- An English unit
- Pictures, and rubrics
- Student, and Teacher surveys

<b>Differentiation of Instruction</b>
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**C1.3. Indicator:** *The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.*

**C1.3. Prompt:** *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

**Response:** The instructional staff at Chino High School is comprised of educators with various backgrounds, length of service, educational attainment, languages spoken other than English and content of studies to teach. Nevertheless, one cohesive factor that binds most, if not all of us is the dedication and willingness to help students succeed on a day to day basis. Differentiating instructions is just one of the “staples” of lesson planning.

The instructional strategies used by teachers to differentiate instruction include the use of graphic organizers, visual aids, gallery walk, closed reading, working in small groups, one on one tutoring,

scaffolding of materials, use of study guides and review sheets, color coding texts, playing visual games to reinforce mastery of the lesson, student collaboration, highlighting texts, tracing sentence frames, modelling, prompting, use of manipulatives, hands-on lessons, use of communication icons, picture schedules, token economy/board, alternative assessments like ticket out the door, think pair share, use of an agenda, and the use of SDAIE strategies. Our campus has specially designed “Read 180” classes for students with lower reading skills, and tutors available through Cal Poly Pomona.

Technology used to differentiate instruction includes the use of Aeries to analyze test scores, remind 101, the use of websites such as Quizlet, Kahoot, dojo, GoNoodle, break Brain, class pages provided by the district through school wires, Plicker cards, software like PowerPoint and word doc for presentations, excel for tables and graphs, laptops with preloaded information and programs for student activities, document camera to project the materials, some students use iPads for communication purposes due to speech disorders, students’ cell phones for research and cloud sharing for projects, printed copies of materials with large prints and color coded text, and submission of assignments online via email. Multimedia used in the classroom includes the following: YouTube videos, history channel and its movies for Greek mythology, iMovie’s and Vimeo for presentations, the use of DVD player and projectors, mini white boards, pen and paper, online interactive programs, manipulatives, Safari Montage, Poll Everywhere, and Remind 101. Theater performance videos taken in class. Teachers know these strategies are effective in student learning by holistic measurements of student engagement and an increase in test scores, test results done using multimedia or any form of technology (Illuminate, Plicker cards, etc.) are faster without the use of the traditional way of checking using pen and paper, teaching and re-teaching happens simultaneously since the results of online assessment are faster, IEP goals are charted, which is easier to see if the student met or didn’t meet the goals, higher rate of assignment completion and submission, and attention span is more acute.

#### **Evidence List**

- Picture: 3D cells and endangered species research poster
- Picture: Bisecting triangles
- Picture: Cell respiration manipulative bulletin boards
- Picture: Exploring side triangle congruence
- Picture: Exploring surface areas of spheres
- Picture: Exploring triangle properties in hexagons
- Plicker cards example
- Picture: Representing atomic particles using marshmallows
- Picture: Student created directional selection charts
- Picture: Students around review charts
- Picture: Students working on triangle properties 1 and 2
- Writing an argumentative paragraph PowerPoint
- Student use of Office 365
- Spanish, and Theater class videos
- Read 180 classes
- On campus tutoring with Cal Poly Pomona

## **C2. Student Engagement Criterion**

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

<b>Current Knowledge</b>
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**C2.1. Indicator:** *Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.*

**C2.1. Prompt:** *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

**Response:**

*Communication:* Technology is widespread at CHS. Training is provided for teachers and staff during assigned professional development days throughout the year. Counselors utilize technology to schedule students, balance classes, document pertinent information regarding their students and in-service students and parents on AERIES. Teachers across all disciplines communicate with parents and students regarding grades and attendance using School Fusion, Aeries Gradebook, and Grade Alert. Loop, a new communication service is being implemented throughout the district. Teachers post assignments, reminders, and handouts on School Fusion to further assist students, especially those who have been absent

*Curriculum:* The English department has recently created new curriculum units of study, which are aligned with Common Core standards. An overview and each unit's culminating activities are accessible to all English teachers in the platform HAIKU Learning. The Social Studies Department is aligning their curriculum, which will be posted on HAIKU Learning as well. Fine arts uses Photoshop, and Manga draw programs. Chino High School has implemented Read 180, an intervention program that provides instructional services and resources to struggling students. The software is designed to individualize instruction based on student's needs. Teachers utilize the district website which provides online resources such as Safari, World Book Online, Illuminate and textbook publishers to preview potential videos, upload benchmark test results, and gain information to support instruction.

*Classroom:* The technology that is used in the classroom can be limited. Students must rely on their home computers, classroom computers, computer labs, or their cell phones. Students present electronic presentations through PowerPoint, and the software of Prezi. Many teachers across all disciplines deliver instruction with a document camera, PowerPoint, and overhead projectors. Quizzes can also be given through interactive programs on students' phones. "Kahoot.com", and "SHMOOP" websites are a few being used. Teachers are also able to show YouTube, and TedTalk videos to support or introduce concepts, or units. Students in all academic areas can submit their essays through Turniton.com, which provides immediate feedback concerning plagiarism. Fine Arts teachers can use Photoshop, and Manga software to deliver examples of project expectations. The math department incorporates IXL Online Math, which provides practice exercises, and charts student performance. The math department also encourages students to watch lessons on Khan Academy at home to further support their understanding of concepts. Students enrolled in CHS's newspaper course learn how to create an "app" using the software SNO. The school's yearbook is formatted with the software HJE Design as well.

**Evidence List**

- Haiku Learning
- IXL Class Usage 2015
- Survey
- Read 180 website
- Symbaloo website
- YouTube video
- GCF Learn Free website
- SHMOOP website
- KAHOOT website
- Aeries Gradebook

<b>Teachers as Coaches</b>
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**C2.2. Indicator:** Teachers facilitate learning as coaches to engage all students.

**C2.2. Prompt:** Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.

**Response:** Teachers at Chino High School use different coaching strategies to facilitate the learning of the students. One of the coaching strategies is to use *equitable questioning* strategically in the classroom. This can be seen through using whiteboards in class where the students are solving math problems, and justifying each step used to solve said problems. During this period of the lesson teachers facilitate the learning of the students by giving them immediate, and ongoing feedback “in the moment”. Another example that shows equitable questioning strategies is the math “post it” example where students answer an exit “ticket out the door” question on a sticky note. They place it on the green, yellow, or red poster. The green indicates that the student understands. Yellow means that the student is missing some information but understands the concept. The red poster means that at the student is lost, and needs help.

During a lesson the students are given some guided practice before they work independently. Some of the guided practice used in the class is on Cornell notes. Students write the questions on the left, and respond to them on the right-hand side. Another type of guided practice is the use of hand-outs that are utilized as notes to guide the students through the process of understanding. This can be seen through the hand-out title. A linear function can be written in slope-intercept form. In addition, during a lesson the students are asked to complete individual assignments to check for understanding. One of the examples used in the class are the use of sorting information by categories. This can be seen through the individual assignments to check for understanding. One of the examples used in the class is the use of sorting information by categories. This can be seen through the “individual work picture”. Students are asked to match equations to description. Another example for individual work is where the students sort cards into functions, or not functions, and glue them onto their notebook. Yet another example of individual work is the weekly standards review. It is used in the class for homework or as a class activity. An example of guided work and individual work can be found on the data piece that is titled individual work “Situation #5 Plumbing Repair Costs” where the teacher uses the problem as guided instruction and “Celsius-to-Fahrenheit Problem” is the individual work that goes with the situation #5. Another example is in Integrated Math 3: Worksheet piecewise functions are used as guided notes and to check for understanding by using application through the handout. During this activity, the students are asked to work in groups or pairs to complete the assigned task.

#### **Evidence List**

- Cornell notes
- Equitable questioning
- Guided notes
- Individual work
- HAIKU
- KAHOOT.com

<b>Examination of Student Work</b>
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**C2.3. Indicator:** *Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.*

**C2.3. Prompt:** *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

**Response:** CHS teachers utilize a variety of important scaffolding/SDAIE strategies to assist students to gain the skills to be empowered learners: tap into prior knowledge, contextualize the lesson, attain study habits, modify the text, and prepare performance tasks. English teachers use the Rigorous Curriculum Design and District Teacher-designed Unit Planning Organizers. These are embedded with teaching strategies for differentiated instruction, for intervention and enrichment, along with interdisciplinary connections. The English units also have supplemental materials and resources for each task, which prepares students for Culminating Learning Experiences that showcase students’ applied knowledge. Various subject areas instruct students to use graphic and writing organizer formats such as

K-W-L charts, I-search papers, and Jane Schaffer paragraph writing. Some teachers use PowerPoint presentations deliver visually organized notes for introduction and review as in Biology pre-made notes with accompanying Power Points, math, and US History Chapter Notes. All subject areas instruct using modeling, demonstration, guided practice, and independent practice and checks for understanding before students need to perform on a summative assessment.

Individual and group projects and reports demonstrate the effectiveness of organizing and applying knowledge for assignments across the curriculum at CHS. Teachers from all subject areas take a facilitator position while students utilize technology to create inquiry-based assignments where students use texts, databases, websites, primary sources, informational material, etc. to learn, self-inform, and discover pertinent information. This can be seen in Career Projects, the Juvenile Justice Module, PowerPoint projects, Math Projects, Historical Investigation, and the Economic Summit. With the NGSS shift in teaching, biology students were given a PowerPoint and asked to create their own notes, then asked to role play the stages of Cell Respiration; additionally, students were asked to create infomercials about macromolecules and finally demonstrate their creation of backyard planters with vegetables that could be used personally or sold to neighbors. MATH 180 is an intervention program, which revolves around the Common Core standards. It was designed for struggling students with the focus of building students' confidence and competence in mathematics. This program provides students with comprehensive support and exercises online so that teachers can monitor and ensure students' growth and success. The two attached print outs reflect clusters of students whose Mathematics skills are at below basic level. It displays the date, duration of practice online, specific skills (addition/multiplication), % Rank, and other information. This serves as evidence of the effectiveness of the Math 180 Program. These students' mathematical skills are indeed below basic level; however, they are being exposed to extra online tutorials, which assist them and their instructors in meeting their mathematical concepts mastery. In addition to the teacher's lectures and group and one-on-one tutoring, the teacher receives timely feedback of students' acumen in specific areas. As these two pieces of information show, students are in the process of achieving the necessary skills to comprehend math and apply this acquired knowledge and skills at higher cognitive levels. READ 180 is also used for students having difficulty meeting standard levels. Teachers utilize whole group and small group instruction as well as adaptive software for the students. The technology-based software assesses student reading level so that differentiation can be adapted to student needs. At the appropriate time for each student, they begin to read independently. It is the data-driven instruction that allows the teacher to individualize and differentiate to student needs.

#### **Evidence List**

- SDAIE Strategies
- Scaffolding
- English 9 Unit Planning Organizer
- Cornell Notes
- KWL (graphic organizers)
- Jane Schaffer Writing Strategy PowerPoint
- Career Cruising Instructions/Career Comparison/Career Interview Analysis
- U.S. History Chapter Notes and PowerPoint
- Biology Ch 5 pre-made notes/PowerPoints
- NGSS Biology Cell Respiration PPT and notes directions
- Economic Summit instructions/instruction/research/practice
- Math 180 period 4 data
- Math 180 period 6 data
- I-Search Paper
- Themed PowerPoint
- Career PowerPoint Report
- 9<sup>th</sup> Grade Juvenile Justice Module
- Integrated II Reflections Project
- Three-Dimensional Calculus Project
- Unit Circle Project



- Historical Investigation Project
- Economic Summit Research Project
- NGSS Cell Respiration PowerPoint and student notes, Extra Credit PowerPoint, Student created movie

**C2.4. Indicator:** *Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.*

**C2.4. Prompt:** *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

**Response:** In Freshman English, students will read *Lord of the Flies* (or another suggested novel) and analyze character development through analysis, close reading and discussion. Students will also be introduced to argument (claim, evidence, and organization), write their own claims, and formulate arguments for a debate on *Lord of the Flies* characters. In addition, students will perform Socratic Seminars (discussion, presenting, questioning, and arguing the evidence) and write a research paper based on the researched character traits of Kohlberg's characteristics from the text. Students will also post their discussion points on Turnitin.com and reply to others with supportive or argumentative responses of evidence. The 9<sup>th</sup> grade Unit Planning Organizer also includes higher level thinking strategies, instructions, and supplemental activities embedded. In other English classes, students participate in Socratic Seminars. Based on readings, students create higher order thinking questions and student-led discussions and incorporate those questions following a template. Another interesting English activity is Modern-Day Hero. Students read the *Odyssey* and do research on a modern-day hero. After comparing/contrasting these two figures, students create a visual representation of the comparison, which is displayed at the "Modern Day Museum" in the multi-purpose room for students during the day and parents in the evening.

In Biology's Next Generation Science Standards format, students answer performance expectations and essential questions by weaving the information from the lesson. In addition, "using models" to demonstrate understanding is being implemented by groups, as in showing how Redi, Spallanzani and Pasteur disproved Spontaneous Generation. Chemistry students take part in an Environmental Project where they research environmental disasters from recent history and analyze the event based on the chemicals involved and what human activity or mechanism created the disaster. An example is the Aerojet Facility in Chino Hills, California. This facility was used to test weapons and ammunitions such as high explosive incendiary rounds, armor piercing bullets, depleted uranium, tear gas, and rocket motors containing perchlorate. The reason this facility is considered an environmental disaster is because of the dumping of fuel oxidizer into a creek that contaminated a big part of the city's drinking water. After the research and PowerPoint presentation, students then engage in political and social discussions afterward.

The History Department uses historical investigation and students read primary source documents to answer essential questions. While covering the Civil War, students participate in 5 mini-debates on 5 topics. The class is divided in two groups. Each group has a Debater who speaks, a Supporter who researches arguments to support and a Destructor who researches arguments to refute. Then the whole class participates in an open dialog, deciding which group had stronger arguments. In World History, Enlightenment Thinkers is an assignment where students compare Hobbes, who thought people were crazy and needed a king, with Locke, who believed that people were born free and equal and should have a government of the people. Students read excerpts and answer questions. Then they choose one of the philosophers to agree with and one to disagree with. Finally, they write an argumentative paragraph.

In the Math department, all courses use modeling performance tasks to connect math to the real world. For instance, Calculus students complete various projects and collaborate on group work focusing on problem solving and critical thinking. Students then present their findings. Calculus BC students create amusement park rides and show 3 calculus topics connected to their ride, and find the area of a leaf using integration techniques. In Pre-Calculus, the students study how a polynomial function models a

roller coaster and study polar coordinates while creating an art project using an online graphing tool, Desmos.com.

In the Art department, AP art classes explore the breadth and focus of their work. Breadth includes a wide variety of styles like print making, linoleum print, and stippling in drawing. When concentrating on focus, students explore the way a body moves to emanate a certain feeling or how to position items on a work of art to draw the viewer's eye to a specific part. Trying to establish the feeling of the sober reality of death, as a student's sister was dying of cancer, she drew a piece that demonstrated putting on a brave face despite the sad circumstances.

Computer tech classes give students the opportunity to practice creating 3-D objects. For example, students are asked to design a pair of 3-D glasses given a model and digital calipers for measurement. Due to the symmetry of glasses, only half of the sketch with dimensions is given. Students must determine the dimensions of the other half and the mirror of the dimensions given. Students then determine what the final result will look like.

In Health, student partners work on an E-Cigarette project. Students demonstrate the ability to identify claims and find supporting evidence for those claims regarding e-cigarettes by collaborating with partners to evaluate three resources: one article, one video, and one pamphlet. Common core "DOK" (Depth of Knowledge) Level Four activities are assessed as students analyze and synthesize information from multiple sources.

In the Culinary Arts Food and Nutrition class, students participate in a debate. They watch a video on Food Borne Illnesses that cause fatalities. Then groups analyze who they think is at fault and take a side with evidence to support that side.

#### **Evidence List**

- 9<sup>th</sup> Grade English presentation of Character Analysis
- Biology performance expectations and essential questions
- Model of scientific evidence for Spontaneous generation and interacting systems keeping homeostasis in the body (on the performance expectation)
- English students presenting character analyses
- Art project depicting the sober reality of death
- Modern day hero comparison to Odysseus
- Picture of student's 3-D model of glasses
- Biology Milkweed article close read questions and student-created drawing that elicits answers
- Costa's levels of questioning in English and Socratic Seminar directions
- Student's Enlightened Thinkers argumentative paragraph and directions
- Math pre-calculus polar art project, AP calculus leaf project, pre-calculus polynomial function project, amusement park project
- Civil war debate directions
- Chemistry Aerojet PowerPoint
- Substance abuse E-Cigarette project directions, student claim-evidence, student DOK answers
- Food Borne Illness questions, teacher directions, student notes, video notes

**C2.5. Indicator:** *Students use technology to support their learning.*

**C2.5. Prompt:** *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

**Response:** While technology at CHS may be somewhat limited, teachers and students incorporate technology in achieving academic standards and schoolwide learner outcomes, one of which is the achievement of technological proficiency. Teachers are continually adapting what they know and experimenting with new approaches to continue to enrich student learning through technology. Students utilize personal technology through their cellphones and computers at home or at school in the form of

laptop carts, computer labs and the library. Teachers allow students to use cellphones in class to support learning since they are essentially handheld computers and are treated as such. They are used as research tools, mathematical instruments and communication agents.

Students are exposed to online programs that supplement their learning experience. Examples include the use of Plickers, an online assessment tool that allows students instant feedback through instant assessment results. It is a powerfully simple tool that lets teachers collect real-time formative assessment data. Students get instant feedback and teaching becomes organic for teachers as it allows for tailoring instruction in real-time. Many, but not all, students are exposed to commonly used technology in the form of Power Point presentations. Based on findings, using Power Point has become the norm for some teacher instruction. Others have gone even further by incorporating student presentation of projects into Power Points, creating educational and assessment games, interactive lesson presentations and multi-media instruction. Flipped classroom instruction allows students to use technology to achieve academic standards where they can view the lecture/notes at home so they may learn and review at their own pace. Students are also exposed to Remind, an Application Based Communication Software. This allows for instant communication between parents, students and teachers through cell phones. CHS uses Remind to communicate important information such as assignment due dates, rally schedules, school closure, important dates, and parent communication. Quizlet is an online study tool. Students and teachers can access Quizlet in many forms on computers, tablets and cellphones. CHS teachers who utilize Quizlet for their students are exposed to six study modes, Flash Cards, Gravity, Learn, Speller, Long-Term Learning, Speller and Scatter. These tools allow for interactive student engagement and immediate feedback. In addition, Kahoot is also an online real-time assessment application that students can use to determine their level of understanding of the topic at hand.

Other technologies that are utilized include T184 calculators in higher math classes, on-line graphing tools and you-tube videos, as well as IXL, an online tool that allows students to practice math and language arts skills. In all higher math classes, students are required to have graphing calculators. In science classes where there are not materials for hands-on exploration, students participate in virtual labs. In English classes, The Unit Planning Organizer includes infographics and Prezi Presentations as well as Turnitin.com for assignments. Students at CHS are also exposed to technology classes such as Computer Tech I. Computer Tech I allow students to participate in a curriculum geared towards the integration of hardware and software tools to create practical products in different career clusters. An example of this is the exposure of students to the step by step process of using Computer Aided Design and producing physical models through a 3D Printer.

#### **Evidence List**

- Plicker Card Example
- CHOMP Student Generated PowerPoint Presentation
- Remind Teacher Use Example
- Quizlet Screenshot utilized by a teacher.
- 3D Printer Screenshot utilized in Computer Tech I Class

**C2.6. Indicator:** Students use a variety of materials and resources beyond the textbook.

**C2.6. Prompt:** *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

**Response:** Teachers at Chino High School encourage students to use a variety of materials and resources beyond the textbook to engage students in learning, researching, using technology, activities and resources which link the student to real world experiences. Students are issued a user name and password to access Office 365 on the school website to access information and complete projects. Computers are available in class, the Library and Career Center. Forensics at Chino High utilizes many labs and activities in which students interact with crime scenes and try to solve dilemmas by using

fingerprint, hair, blood, and fiber analyses. The class also uses other ways of interacting with evidence to learn how to solve crimes such as firearm, tool and fire explosions. From these activities, many of the students gain an understanding about a field they might enter.

In Foreign language for 10<sup>th</sup> graders, students do a project researching a Spanish speaking country. The students investigate a variety of topics and create a Power Point presentation for the class that is enhanced with pictures from the region. To link the project to the real world, students must include a section with evidence on the reason someone would travel to the country of choice. Additionally, foreign language classes provide students with vocabulary and oral practice in applicable situations that are useful in the real world. Skits in Spanish also allow students to exercise real-life situations. In Government/Economics, practice with economic exchange occurs in a yearly International Summit project. Students are representatives from each country represented, dress in appropriate costumes, provide food and artifacts from the region, and give "U.N." presentations concerning their governments. Physics classes try to connect many of the activities and labs learned in class to practical uses in daily life. A lab activity called "Hang Time" uses motion calculations that have been taught in class. Each student finds out how much air-time they use during a jump. This is compared to the one-second time Michael Jordan apparently spent in the air before coming back down. In other activities, students construct projects that expose their engineering skills.

Some biology classes have students read real-world articles related to the topic being covered, and answer text-based questions, as well as offer opinions on Claim-Evidence-Reasoning-type worksheets. Here students work with partners to determine the claim of the article, list evidence that supports the claim, explain how the evidence supports the claim, followed by an opinion about or conclusion of the article. Students building and maintaining their own backyard planter filled with vegetables and herbs for personal consumption and/or sale represent ecological applications. In chemistry, students fabricate solar ovens and research real-world environmental disasters analyzing both the human impact and continuing chemical contamination. In AP Statistics, students utilize data from NASA to compare temperatures in different areas of the world. In other math classes, students determine the height of the flagpole using the concept of similar triangles. The Law, Justice and Public Service Academy students do a great project that connects them to the real world. In an Emergency Scenario Project during second semester, groups of students that have a common career interest create an emergency scenario. They research which four First Responders arrive at a scene along with the skills that will be needed to help in that emergency. The students then meet with a group of the same professionals that give advice and ideas on the best way to deal with the emergency and finally, students present their findings in Power Point and role-play to the class, administration, teachers and professionals in the field. Many of the English classes have students read appropriate articles and then create debates and discussions from the factual evidence researched. Elective classes like Health reinforce English Arts skills by providing outside articles to analyze and incorporate into Socratic debates on E-Cigarettes, for instance, or some aspect of nutrition.

#### **Evidence List**

- Forensics
- Foreign language project
- Physics
- Law and Justice Emergency scenario
- Claim-Evidence-Reasoning worksheet
- Yesenia's movie

<b>Real World Experiences</b>
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**C2.7. Indicator:** *All students have access to and are engaged in career preparation activities.*

**C2.7. Prompt:** *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

**Response:** There are currently 35 students enrolled in Chino High School's Work Experience program, at

a variety of business locations. Work Permit applications are available to all students in the College/Career Center. As part of the Work Experience class, students engage in mock interviews, incorporate employer evaluations to improve job performance, create resumes, and obtain references for post-secondary employment. Two Career Academies, Law Justice and Public Service (LJPS) and Culinary, Hospitality Occupation Management Profession (CHOMP) provide career exploration and preparation for all students who have chosen to enroll (63 in LJPS and 60 in CHOMP). Real world experiences include industry speakers and field trips to career sites including police and fire stations and food industry tours. Sophomores in LJPS take part in a mock trial, playing the roles of defendant, prosecutor and defense attorney. An actual Criminal Court judge presides over the proceedings. In the CHOMP academy, seventeen students have passed their Food Handlers Certification and nineteen students have earned the California Restaurant Association Force in Training Certification. In Career Technical Education, in Arts, Media and Entertainment, students are being prepared for entry level jobs and higher education through technical speakers and field trips.

Career Fair Day at Chino High School provides access to 100% of our student body to over 26 different industry sectors. Presenters offer information on careers in Arts, Media, and Entertainment, Transportation, Education, Child Care and Family Services, Hospitality, Tourism, and Recreation, Building Construction Trades, Fashion and Interior Design, among others. Students engage with business professionals and ask questions, network, and learn about various career opportunities. Chino High School is part of Baldy View ROP which offers relevant career instruction, internships, pre-apprenticeships, and industry-recognized certificate programs. These courses afford transition-to-employment and post-secondary education. There are 7 different Baldy View ROP classes available to Chino High students on campus, including Computer Applications, Criminal Justice, Culinary/Food & Hospitality Services, Emergency Medical Responder, Forensic Science, Sports Medicine, and Exploring Athletic Training. 100% of Chino High Students can also access the 16 different career pathways and over 75 career classes, offered at the Baldy View site, all of which provide real world experiences with post-secondary implications. There are fall and spring course offerings, all of which offer high school credits.

All freshman use CareerCrusing.com in their freshman transition class to create a 10-year plan. In addition, the LJPS Academy students use the CareerCrusing.com website to create a personal career project where careers are explored, analyzed, and reflected upon. Education and training are considered in the career exploration component as well as salary and benefits. Students must complete interviews with career professionals and include job description details. California College Guidance Initiative is a Chino Valley Unified School District official planning source for college and career exploration. One hundred percent (100%) of sophomores have the opportunity to participate in the Career Planning component where they complete an Interest Profiler. The Interest Profiler allows the students to explore potential careers relevant to their personal interests. The Matching Careers option highlights for students a list of careers to browse through which include education and training requirements and salary schedules, just to name a few. Students are invited to add their career interests and matches to their personal portfolio so further career exploration could be added to in the future.

The SWD Department utilizes several different resources to help students with planning for after high school. Each year the CVUSD in conjunction with the WESELPA sponsor a Career Fair tailored to SWD student's needs. The Career Fair provides students with an opportunity to speak directly with colleges, technical institutes, the military, and employers. Students receive information from any of the sources that they choose in addition to receiving training on interview skills and how to dress for an interview. The Workability Program provides for sixty hours of paid, on the job training where they learn valuable employment skills. The students are placed in companies such as CVS Pharmacy, Rite-Aid and Pep Boys. The Workability coordinator visits them each week to check on their progress and to see if there are any issues that need to be addressed. Many students are hired directly from this program. Case carriers work with each student to create a Transition Portfolio that is part of their IEP process. This process helps students identify their learning techniques, job strengths, and possible job interests. At the end of four years they should have a good idea of how to proceed after high school.

**Evidence List**

- Current Work Experience Enrollment and Work Permit Application and Interview with Mike Hinkle
- Interview with Academy Leaders: LJPS Mrs. Vara and CHOMP Mrs. Williams
- Career Fair Day –Industry Sector /Presenters and Teacher sign-up sheet
- ROP: Core Values and ROP Fall Schedule and Who We Are Brochure
- Career Cruising/ Career Project Instructions
- Career Cruising Comparison
- Career Reflection
- Career Exploration in the Field of LJPS assignment/timeline

## **ACS WASC Category C: Summary, Strengths, and Growth Needs** *Standards-based Student Learning: Instruction*

### **Summary (including comments about the critical learner needs)**

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

**Comments:** Teachers and students incorporate technology to achieve academic standards and schoolwide learner outcomes, one of which is the achievement of technological proficiency. Where possible, departments are brainstorming ways to get subject-specific technology infused into the curriculum, and the use of websites like Quizlet, Kahoot, Dojo, GoNoodle, Break Brain and Schmoop are being used by more teachers during instruction. Online assessment tools like these allow students instant feedback through instant assessment results, and teaching becomes organic for teachers as it allows for tailoring instruction in real-time. The Social Science department is working to incorporate historical investigation through primary source documents, and have students take part in Socratic Seminars and debates. The Science Department is navigating through the Next Generation Science Standards, discussing ways to incorporate science and engineering practices into the lessons. Higher Order Thinking questions using Bloom's Taxonomy and Web's Depth of Knowledge questions are being incorporated in order to develop the strategic thinking required in today's society. Finally, the 4C's, communication, collaboration, creativity and critical thinking strategies are being woven into various classes at various levels.

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

**Comments:** Students are paired and work in groups and placed with those who can provide help and peer tutoring. A variety of scaffolding and SDAIE strategies are used to help students gain the skills needed to learn successfully. These include tapping into prior knowledge, contextualizing the lesson, teaching study skills, modifying the text, creating performance tasks and keeping a positive environment. Teachers of various subjects instruct students to use particular graphic organizers and writing formats and use PowerPoint presentations to deliver visually organized notes for introduction and review. Many show YouTube and TedTalk videos to support a concept and teachers have been provided with presentations by the instructional coaches on how to implement visuals as text sets and teach with Universal Design Learning strategies.

Chino High School has incorporated collab classes. These allow students with diverse backgrounds and abilities to learn together, taught by one general-ed and one special-ed teacher. These populations utilize the IEP to keep students moving toward college and career goals and are also included in Chino High School's Visual and Performing Arts classes. Also incorporated are the 9 types of curriculum adaptations: a) the number of items the learner is expected to complete, b) the time allotted for learning, c) increasing the amount of personal support needed, d) adapting the way instruction is delivered, e) adapting the skill level to how the learner may approach work, f) how the learner can respond to instruction, g) the extent to which a learner is actively involved in the task, h) the outcome expectations using the same materials and i) providing different instruction and materials to meet the learner's individual goals.

Interventions are addressed through the use of common formative assessments. Immediate feedback and after school tutoring helps students who need assistance. Cal Poly Pomona tutors, Homework Club after school, and math and chemistry tutoring are available. Also, National Honor Society students are assigned tutees as part of their hours of service. The 2 Academies, Law, Justice and Public Service (LJPS) and Culinary and Hospitality Occupational Management Professions (CHOMP) have each created a Response to Intervention. Grades are monitored, meetings are held and parents are communicated with, along with counselors and administration, with the goal of helping students maintain a 2.0 GPA with no D's or F's.



### **Category C: Standards-based Student Learning: Instruction: Areas of Strength**

Students need to understand the value of learning for the long-term. To assist in this goal, students in Freshmen Transition develop a 10-year plan, which includes their high school 4-year plan and they also learn the skills to be successful in their transition from junior high school through high school and into college. Standards for college and career are addressed in our 2 academies, and this gives students a sample of the requirements needed to successfully obtain and keep a job while successfully navigating to higher levels in a career. In the various subjects, students are asked to do research on careers, describing the schooling, training requirements and association memberships that are related to the career.

PLCs, on-site in-service, district trainings and off-site conferences have provided ways for teachers to share best practices and develop necessary skills to provide higher-level learning opportunities for students, thereby focusing on the standards and practices that are expected of the students. Relating to standards, most teachers display standards and objectives in a visible area in their classrooms, and some teachers display daily and/or weekly agendas aligned with the standards and objectives. However, every teacher has different ways to present this information to students.

Teachers are utilizing more and varied strategies to differentiate instruction. They include the use of graphic organizers, visual aids, gallery walks, close reading, working in small groups, one on one tutoring, scaffolding of materials, the use of study guides and review sheets, color coding texts, playing visual games to reinforce the mastery of the lesson, student collaboration, highlighting texts, tracing sentence frames, modeling, prompting, the use of manipulatives, hands-on lessons, the use of communication icons, picture schedules, token economy/boards, alternative assessments like ticket out the door, think pair shares, the use of an agenda, and the use of SDAIE strategies. Technology usage has become more widespread at CHS and training is provided for teachers and staff during assigned professional development days throughout the year. Online interactive formative assessment tools and the creation of educational and assessment games, interactive lesson presentations and multi-media instruction has allowed students to more deeply engage with learning. Teachers across all disciplines communicate with parents and students regarding grades and attendance using School Fusion, Grade Alert and Aeries. In this way, parents can be involved at home to assist their students with maintaining grades and open communication can assist with setting up more formal assistance if needed.

CHS has implemented Read 180 and Math 180, intervention programs that provide instructional services and resources to struggling students. Next generation Science Standards incorporates Performance Expectations that require students to demonstrate and explain their understanding of concepts more fully than choosing multiple choice answers. In addition, models created by the students' real-world investigations related to content incorporate more of the science and engineering practices into the lessons. Finally, Essential Questions are required to be answered as proof that students have internalized the various concepts. Social Science historical investigations, the interpretation of primary source documents debates and Socratic seminars bring standards alive for students, much more so that lectures and note-taking and old-school multiple choice tests.

Computer tech classes give students the opportunity to practice creating 3-D objects and integrate hardware and software tools to create practical products in different career clusters. The CTE standards implemented in this practice allow students to see and understand the requirements for careers in this technological time. Teachers are also slowly but continually participating in the use of technology and adapting what they know and experimenting with new approaches to continue to enrich student learning through technology. As mentioned earlier in this document, online study tools allow for interactive student engagement and immediate feedback. Students can use to this feedback to determine their level of understanding of the topic at hand.

Instructional coaching of the staff is also in its third year of implementation. Teachers are being given one-on-one assistance with whatever they need to more fully expand their knowledge of the subject, their knowledge of technology, the use of tested strategies to help their students learn better, and whatever they need to become the best they can be. Full staff presentations have also given on such topics as the

creation and use of review sheets and study guides, how to incorporate common core standards into all disciplines, the Red and Green flags of knowing when the standards are being implemented and what should not be seen in class, The Arizona ELA Standards for Science and Social Studies with examples for aligning reading assignments to specific topics in those disciplines, how to use AVID tutorials, how to obtain EL Student CELDT proficiency levels from AERIES and accommodate lessons to those levels, how to use Depth of Knowledge and Bloom Taxonomy-style questioning, scaffolding and SDAIE techniques, curriculum adaptations for students with special needs and various vocabulary strategies.

### **Category C: Standards-based Student Learning: Instruction: Areas of Growth**

Many of our teachers still need technology training whether it is in the use of PowerPoints or online formative assessment games. In addition, the technology that is used in the classroom is limited campus wide, and more emphasis should be placed on expanding faculty member's repertoire of technology use

More collaboration time for the staff would be valuable. 45 minutes per week to discuss the differentiation needed to meet the diverse needs and learning styles of students is not enough. Staff agreement on lengthening the day to accommodate a minimum day once a week would be ideal. While it has been openly discussed, no final decisions have been agreed upon. To this end, less compartmentalization of the staff is required if we are to continue to move forward and become a state-of-the-art school. This would permit more buy-in for necessary change because it can be discussed more openly when larger groups of a cross-curricular nature mingle and share ideas. It is this sharing of ideas, and especially strategies, that will broaden our staff's response to our changing student body.

Focus needs to be placed on increasing the number of students eligible for CSU/UC acceptance. Teachers must make a concerted effort to raise the bar for the lower and middle 1/3 so that this group of student will meet the prerequisites of more challenging courses. If more rigor were applied to curriculum given to lower and middle 1/3 students, then they would be accustomed to the work load, the focus, the perseverance and the work ethic that is needed at the AP level and in college. More advertisement, more student excitement and the endless possibilities that these classes permit would arouse the interest of underclassmen to participate.

More parent involvement is needed in helping students decide careers. When parents are aware of what their students wish to do in life, meetings at school filled with information will help them help their children. This information would encompass the need for uninterrupted quiet homework time, the value of having computer and internet access at home, the necessity of early-on and prolonged study for exams, just to list a few. If parents were made aware of the requirements of the 21<sup>st</sup> century, they could work hand in hand with the school to push the students to achieve so much more. While these areas of growth are not many, their implementation would accomplish such a wide variety of student successes, they should be focused on most intently in the coming years.

## Category D: Standards-based Student Learning (Assessment and Accountability)

### D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

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

<b>Professionally Acceptable Assessment Process</b>
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**D1.1. Indicator:** *The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.*

**D1.1. Prompt:** *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

**Response:** At a schoolwide level a variety of assessments are used to determine whether students are meeting the expectations of academic standards state-wide. To improve learner outcomes for the SBAC, administration organized data chats that center around improving the scores of EL and SWD students. These chats take place several times a year with both the Instructional Leadership Team (ILT) and faculty. The AP Coordinator discussed with AP teachers having low test scores in their subject area how to improve our student population's AP test pass rates. As SBAC testing is new, it is difficult yet to determine the effectiveness of these chats. As evidenced by the five-year progress report, the AP test scores have not only increased in time, but so have the number of test takers. As of last year, the district mandated that the SAT and PSAT be given to all juniors and seniors. Data from the assessments has not been analyzed from the staff yet, but administration plans on using it during faculty meetings and Friday PLCs as a driver for instruction.

To improve teaching from SBAC data chats, the site plans to adopt Universal Design for Learning Survey (UDL) to increase the efficacy of both local and state assessments, mastery of standards, and schoolwide learner outcomes. Individual teachers use data gathered from their student's course exams to make decisions about pacing. Content-area PLC teachers collaborate to create final exams and other common assessments, and they evaluate previous years' data to determine what alterations or embellishments need to be made to curriculum to improve student outcomes.

The evidence of multiple forms of representation or presentation includes a power-point presentation where key terms are in bold, providing color coded differentiation between the key term and definition. In addition, another area of evidence includes directional charts that also visually provides another mode of representation. Also, presenting information through advanced organizers is included illustrating how information can be presented to enhance student understanding. Finally, included is a photo of whole room lecturing. These multiple forms of representation afford students the ability to access information through a variety of modes and methods that address multiple learning styles.

The evidence of multiple forms of engagement include pictures of collaborative learning, students paired with partners, students working on a "marsh-mellow" project. Also, included is a photo of students working collaboratively in Integrated III during lunch time tutoring to prepare for the summative assessment. These variety of grouping provide the opportunity to collaboratively engage around subject matter creating a more dynamic educational experience. This section also includes a flyer for math tutoring where students engage in the review process individually and in small groups.

The school's assessment processes are effective. Assessments are given largely in multiple formats to ensure the needs of different learners are met and given an opportunity to express understanding. The evidence of multiple means of expression include an example of a formative assessment from Integrated

III along with a data board. In addition, included is a poster walk whereby students created posters as an alternate form of expressing understanding. Also, included is a “concept map” on the Enlightenment where students organize information around an abstract concept. This section also includes a data wall that tracks student mastery on specific Integrated III math standards. Finally, this section includes a photograph of “ticket out the door” pertaining to a specific Integrated III standard that was assessed several times for students to attain proficiency regarding the specific standard. Finally, this section includes the CAASPP 2015/2016 Data results that will provide the necessary information on student progress on standardized tests that will be used for data analysis and will inform instruction through multiple means or representation, engagement, and expression. The last piece in this section is the “Areas of focus for the Mathematics Department Vertical Articulation.” This is a collaborative effort in to focus on key mathematical standards to ensure all students have the requisite skills to be successful.

#### **Evidence List:**

- Advanced Organizer
- Areas of Focus
- CAASP 2015/2016 Data
- Directional Charts
- Macromolecule Lesson
- More Marshmallow Cell Membranes
- Multiple Means of Engagement 1
- Multiple Means of Engagement 2
- Principles of Judaism
- Progression of Mastery of Standards
- Students around Charts
- Ticket Out the Door
- UDL Survey
- Whole Cell Respiration

<b>Monitoring and Reporting Student Progress</b>
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**D1.2. Indicator:** *The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

**D1.2. Prompt:** *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

**Response:** The way in which Chino High School informs and creates understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college-and career-readiness standards and schoolwide learner outcomes is through a multitude of ways.

The way in which we let our stakeholders know how students are doing is by giving our parents access to Aeries. Parents access their grades online and immediately see their child's progress in each class. Parents need to request the 'access code' from their student's counselor. By giving parents access to Aeries, parents can monitor if their child is meeting their academic standards and schoolwide learner outcomes. If their child is not, parents can contact the teachers directly. In addition, SWD meetings update students and parents on the student's goals and objectives showing that progress has been made or the goal met. Back to School Night and Open House give parents a chance to see student work and converse with their student's teachers. Additionally, results of the SAT and PSAT tests show how well our students are performing. The school board also recognizes different student achievements at the bi-monthly, public meetings.

Beginning with a student's freshman year, they attend Orientation to help them transition to Chino High School. The Senior/Junior/Sophomore/Freshman Important Information sheet is available in the

counseling office or online and lists important information for each class. The form lists graduation requirements, Academic Recognition; CSF, National Honor Society, Graduate with Honors, Distinguished Scholar, Academic Letter, College Entrance Requirements, and Financial Aid and Scholarship Information.

Chino High School has the "Law Justice and Public Service" and C.H.O.M.P academies which consists of an advisory board. Those advisory boards consist of members from the business industry sector, counseling department, school administrator, teachers, and one parent. These two academies encompass what students need to be learning and are aligned with current college academic standards. Furthermore, both academies are academically rigorous by placing students in honors level classes where students must maintain satisfactory grades to remain in the academy. These two academies fully prepare students for their careers by giving them the tools and knowledge to be successful.

The College and Career Center form is a one-stop shop form that Mrs. Prescott in the Career Center has created. The form lists important college and career information with websites. The form lists important dates and crucial information all on one form without students having to scramble to different forms to look for the same information.

The Chino High School University of California High School A-G Certified Course List is proof that the courses that Chino High School has submitted to UC doorways are not only A-G approved, but are fully preparing our students for their college and career endeavors. The courses listed on UC doorways also lists NCAA Initial-Eligibility Approved courses. For these courses to be approved each individual course must show that they have touched on rigorous academic and college and career standards.

The four-year planning worksheet is a form that counselors use and is available in both the counseling office and online. The purpose of the 4-year planning worksheet is for a student and his or her counselor to be able to map out which classes the student will be taking each year to help the student get into the college and major they are striving for. Many students are enrolled in the AVID program as an additional way to help ensure their success. Students are also encouraged to attend the College Night program to speak directly with many colleges.

#### **Evidence List**

- 4-year Planning Worksheet
- A-G course list form
- College and Career Center form
- Senior/Junior/ Sophomore/ Freshman Important Information Sheet Page 1 and 2
- Law Justice and Public Service Pathway Page 1 and 2
- Parent Options to Access Student Grades form
- SAT Scores Page 1 and 2

#### **Monitoring of Student Growth**

**D1.3. Indicator:** *The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.*

**D1.3. Prompt:** *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

**Response:** Student grades are reported every six weeks. Many teachers use the Aeries online gradebook, which is available to students and parents in real-time providing instant access to student grades through the Aeries parent portal. Individual teachers are responsible for creating course syllabi which indicate the requirement for being successful in each class they teach. Some teachers also use the application Remind as a communication tool. On the school website, parents have access to the Instant

Grade Check Form which they can print out and request teachers to fill out as an alternative means of checking up on student grades between grading periods.

Administrative Regulation (AR) 5121 states that 60-75% of grades should be based on assessment, and 25-40% of grades should be based on assignments and class discussions. This AR also states that teachers should notify parents any time a student's grade falls below a 65%. Board Policy 5121 states the basis for assigning letter grades A, B, C, D, and F. For example, a student with a letter grade of A should be assumed to have an "in-depth understanding of complex concepts and skills embedded in the standards and benchmarks" as set forth in board policy. In a survey of Department Chairs here at CHS, not all teachers were aware of and/or implemented this regulation and board policy. Some departments are utilizing this policy and have established department-wide grading policies based on it, and some allow for individual teachers to develop their own policies within the framework of the AR and board policy. One department was not aware of the AR/Board policy, but has developed a unified policy for their department to use.

Survey results revealed student grades are determined by the compilation of multiple measures including performance tasks, summative and formative assessments such as labs, tickets out the door, exams, common tests, homework and in-class assignments/discussions, progress toward IEP goals, comprehension checks and portfolios. Respondents also indicated opportunities for remediation and re-teaching based on results of both formative and summative assessments. Departments have opportunities to discuss student performance and growth, how well students are meeting standards, and the effectiveness of instructional practices during Friday PLC meetings. Many teachers are also utilizing the CVUSD subscription to Haiku, a Learning Management System, that allows for assessing and analyzing student work. The program also allows collaboration with other school districts, including Special Education.

The counseling team is also a part of monitoring student growth, performance levels, as well as college and career readiness. Two members of the CHS counseling team are designated as Intervention Counselors. At the beginning of each year, students whose GPA's are below 2.0 are assigned to one of these counselors who will monitor their progress by meeting with students, creating groups such as study skills for students to attend, signing students up for credit recovery if needed, assessing learning styles and helping students to advocate for themselves with their teachers regarding learning style needs. These counselors will also work to communicate with teachers in holding SST meetings as needed based on teacher input. Counselors teach workshops on college/career readiness both in classrooms during the school day and during special nights hosted here on campus. Another role of the counselors is to look at student GPA's along with teacher recommendations to determine who may be eligible for Honors or AP placement.

To address college and career readiness, the Career Center provides information on the following for students: Colleges/Universities/Community colleges/private colleges, Military information, ROTC, Career Tech schools, Financial aid, ROP, ACT, SAT, PSAT, Work Experience/Child Labor Laws, Career planning, DMV, Bus schedules, College & Career Fairs and Scholarships. The Career Center also schedules the following: College presentations, ASVAB testing, Scholarship presentations, Career fairs, College fairs, field trips to Colleges/College Fairs/Industry Fairs, and Community college application and testing sessions on campus. Additionally, the Career Center provides Work Permit applications, access to computers and printer, HOPE family resources (a grant program within the district), a bilingual Community Liaison, school supplies, personal hygiene supplies, as well as snacks and clothes for those in need.

#### **Evidence List**

- Interview with Intervention Counselor
- Board Policy 5121
- Administrative Regulation 5121
- Department Chair Grading/Student Growth Survey
- Instant Grade Check Form
- Aeries SIS Snapshot
- Interview with Career Center

**D1.3. Additional Online Instruction Prompts:** *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

*Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.*

*Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.*

**Response:** Collaborative efforts are put in place by teachers of the same course to create unit tests that include essential information and skills. Teachers give unit tests prior to leaving an instructional unit and they follow up those unit tests with appropriate review or re-teaching for weak areas. This is very effective because teachers can view student work and see how students perform on an individual basis. If mastery is not demonstrated, teachers implement re-teaching measures and additional checks for understanding to ensure students are ready to move onward.

At the completion of a course, students take a final exam or create a corresponding project/presentation to assess mastery before final grades are assigned. Vertical planning is done within many departments to ensure that the curriculum is aligned and students are ready to take the next level of a course, such as from Integrated Math I to Integrated Math II. The counseling department evaluates students as they move from course to course and grade to grade to ensure students are on track to complete graduation requirements and “A-G” university requirements. This is effective to a moderate extent because some of the students who demonstrate course mastery during the year will move on to the next courses in a series, but by the time they start the next courses, their levels of mastery appear to have dropped.

Course mastery is determined by an accumulation of summative and formative assessments used to evaluate if students have mastered enough educational content to move forward. These grades reflect revisions of student work and student improvement through inclusion of assignments graded with a circular approach to learning and emphasis on student improvement. This is a fair and effective process; students are evaluated through tests, quizzes, in class assignments, essays, homework, projects and other content specific tasks. Many of these graded items are scored with a rubric to ensure consistency and clarity of grades. During a unit, the instructors include checks for understanding; if students do not demonstrate understanding, the teachers include additional re-teaching and exercises for students to improve necessary skills and understanding.

In accordance with district grading guidelines, students are assigned final grades which are then used by counselors to determine if students have mastered the course. Students who have not mastered courses are offered summer school as a second chance to master courses. SST’s are also held for low performing students. During these meetings graduation requirements and interventions are discussed to help return students to an “on track” status. Students with 504’s or in IEPs meet once a year to determine if their current goals are being met. These goals are tied to the academic standards.

Procedures for grading student work are effective to a moderate extent. Teachers frequently grade work individually to ensure students have a good understanding of the relevant educational material. Students who do not demonstrate good understanding of ideas, concepts, skills or other educational items of importance provide feedback to teachers through their student work. Appropriate re-teaching follows formative and summative assessments. Online work submissions are kept academic integrity through the use of Turnitin.com plagiarism check software, unique logins and homework problem randomization tools. Teachers ensure academic integrity and determine students are doing their own work in multiple ways. For online work, teachers use turnitin.com as a service to check for possible plagiarism. Teachers also use homework services, such as Mastering Biology from Pearson Education, with unique login information for each student and randomly assigned questions drawn from a question bank to ensure students are doing their own work. Students also use software like ixl.com which has a unique login for

each student, is adaptive and gives students randomized questions.

State-mandated assessments are used to monitor student achievement and improve instructional programs to prepare students for future endeavors. Our school uses IABs to help guide teachers and prepare students for computer based exams. Student achievement on IABs help teachers identify weak areas to revisit. The experience also helps teachers identify test formatting parameters that are difficult for students to work through so that the students can receive additional instruction and practice in those areas.

**Evidence List:**

- Academic integrity survey
- Grading survey
- Course mastery survey

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

### ***Criterion***

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

<b>Appropriate Assessment Strategies</b>
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**D2.1. Indicator:** *Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.*

**D2.1. Prompt:** *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

**Response:** Chino High School is working towards developing a model of data-driven practice that allows us to measure the effectiveness of teaching strategies and assessments.

Chino High School teachers use appropriate formative and summative assessments to measure student progress and guide classroom instruction. Based on the survey sent to all Chino High School teachers, 100% of respondents use both formative and summative assessments in their classrooms. The usage of both formative and summative assessments is an indication of the implementation of best pedagogical practices and reflects positively upon the teachers at Chino High School.

Some examples of formative assessments used by educators at Chino High include, but are not limited to, verbal 1 on 1 check of student work, visual 1 on 1 check of student work (not collected), exit tickets (collected and corrected), paper quizzes, paper tests, online assessments and student reflection of own progress “fist to five”. Examples of summative assessments include, but are not limited to, quizzes, tests and projects. Each of these formats of assessments is appropriate and reflects the diversity of assessments used in the classrooms on Chino High School’s campus.

When analyzing the frequency of formative assessments, it is clear there is some room for improvement in this area. Results from the survey reveal roughly 38% of teachers administer a formative assessment at least once per period per day, while another 23% administer a formative assessment once per week. This shows that 61% of the respondents are administering a formative assessment at an appropriate frequency, at least one per week if not five times a week. However, nearly 39% of respondents are administering formative assessments only at the end of a unit or chapter. This frequency of waiting to administer a formative assessment until the end of a unit or chapter is not appropriate and would need to be improved upon. Following the lead of most respondents, all teachers should be administering a formative assessment at least 1 time 1 to 5 times a week.

When analyzing the frequency of summative assessments, the frequency appears to be appropriate.



Based upon the responses from the survey, roughly 46% of teachers administer a summative assessment at the end of a unit or chapter, while another 8% administer a summative assessment at the end of a semester. This shows that 54% of the respondents are administering a summative assessment at an appropriate frequency, at the end of a unit, chapter or semester. In addition, nearly 46% of respondents are administering summative assessments 5 times or less per week. This frequency of administering a summative assessment 5 times or less per week is perhaps more frequent than might be deemed appropriate. Following the lead of most respondents all teachers should be administering a summative assessment at least at the end of a unit or chapter.

When analyzing the effectiveness of formal and summative assessments, most teachers agree that a score of 80% or higher would indicate that a student met his or her learning goals. Based upon the responses from the survey, 75% of teachers modify their instruction if 80% of students do not receive a B or higher on a given assessment. The other 25% of teachers sometimes modify their instruction when students do not meet his or her learning goals. Chino High teachers have room to improve on modifying since 100% of our teachers should be modifying to meet the needs of our students.

Chino High teachers are using formative and summative assessments. A goal is to see that all teachers modify instruction based on the results of formative assessments. Summative assessments are consistently given in an appropriate manner.

#### **Evidence List**

- Survey Monkey Question 1
- Survey Monkey Question 2
- Survey Monkey Question 3
- Statistics Rubric
- Mental Health Formative Assessment
- Health Summative Assessment
- Proficiency Chart (Integrated Math 1)
- Unit 7 Intervention Assessment

<b>Demonstration of Student Achievement</b>
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**D2.2. Indicator:** *Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.*

**D2.2. Prompt:** *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

**Response:** PLCs meet most Friday mornings, but as a school we are working towards obtaining guidance in having more effective PLC meetings. Chino High School administration and faculty have identified the lack of data-driven best practices during PLC time, which has prompted professional development in this area that will be provided by Brandman University.

On the Chino High School campus, each department uses both formative and summative assessments to guide, adjust and modify their instructional approach. The type of assessment used varies from department to department, within the grade level of each department and from teacher to teacher. The most uniform in applying their approach to assessment and modification of their curriculum are the English department and the Math departments. Some Math PLC's use student self-assessment tools to allow students to take ownership of their learning. A combination of sticky notes and colored stickers are used by the students to anonymously indicate how they feel about their understanding of the material.

The Science department was using some common assessments but is currently in flux awaiting the new NGSS standards, Social Science is also awaiting new standards. Both the Social Science and Science Departments are on the road to improving and applying more uniform assessments and modifications. The following are some examples of different types of assessments used by the different departments.

The Math Department uses pre- and post-test analysis that guides pacing and modification. Weekly, students separate into two groups, for either remediation or enrichment based on the analysis of a formative assessment. Those that require remediation will go to one teacher together and work while those that are ready for enrichment go as a group to a second teacher one time each week. Other assessment tools are ticket out the door which gives immediate feedback to teachers, color coding by students to indicate what they feel their level of mastery is, and various types of collaborative approaches to students teaching students. AP math teachers get an analysis back from the AP board of previous year's test results with suggestions for areas that require additional practice for content mastery. The math department also allows students to re-take a quiz, provided the student comes in for tutoring.

The English Department uses a pre-test at the start of the semester to mark the starting point of each students understanding and is to be used for a comparison later in the curriculum. Color coded annotations of rhetorical elements indicating, tone, diction, logic, etc. in a passage followed by a written commentary by the student justifying their annotations, allows teachers to easily scan a written piece to assess comprehension. In addition, pre- and post tests were generated by teachers who planned the Rigorous Curriculum Design Common Core lessons using a data base. The unit tasks are also used as formative assessments before the unit summative culminating learning experience. Pre- and post-tests are difficult to scan into the Illuminate grading system which deters the use of these assessments by teachers.

The Science Department uses color coding as a formative assessment but with a different set of standards than the English Department. Students read word questions then highlight the given information in green, the wanted in pink or red and circle the units. This allows students to dissect the written information and focus only on the needed information for solving problems. Discussion and collaboration with and between students gives each student input that helps them move forward with their learning. The ticket out the door is also used to assess understanding and adjust pacing and modification of material. White boards are used to gain immediate feedback by teachers and students for laboratory analysis and general understanding. The science department allows students to re-take a quiz, only if the student comes in for tutoring.

The Modern Language Department uses pre- and post-tests to assess overall understanding. The Modern language department regularly meets together as a PLC and by level to review tests, modifications and options to teaching for greater understanding. Oral analysis allows teachers to assess and adjust curriculum quickly based on student's replies. The counseling department uses pre- and post-tests to ensure that each grade level understands the A-G requirements, graduation requirements, and college readiness needs. Several kinds of graphic organizers are used in each discipline to help students understanding of material and to chunk and connect information. Each department is moving toward unifying the types of assessments used and their application to modify and adjust curriculum to better serve the needs of our students.

#### **Evidence List**

- Interviews with Department Chairs
- Assessment Samples from ELA, Math, Science, and PE

<b>Student Feedback</b>
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**D2.3. Indicator:** *Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.*

**D2.3. Prompt:** *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

**Response:** A student survey was conducted to gain feedback on how students understand the expected level of performance based on the schoolwide learner outcomes in preparation for college, career, and

life. Of the students that responded to the survey 83% stated that their teacher had verbally conveyed what was expected of them, 59% stated that the standards and objectives were on the board for them to read, 10% stated that the textbook objectives gave them the necessary information, and 29% stated that their friends had given them the information. Most students felt that they have been adequately prepared for college through lectures, classroom assignments, projects, and working directly with their counselors regarding the A-G college requirements. Most students are aware of the Career Center on campus and that information is available to them at any time. Additionally, SWD students work with their case carriers to ensure that they are meeting their goals and objectives, receiving the accommodations that are described in their IEP's, and working on their Transition Portfolios to help guide them towards a successful life after high school. This may include job training, working with the local community colleges, or tech schools. Some students suggested that field trips to colleges should include students that are not in the AVID program, or that teachers should include more real world situations when it comes to getting jobs and living beyond high school.

The survey also asked how the students gaged the effectiveness of the student-teacher interaction and monitoring of student progress. Most students indicated that their teachers did a good job of giving feedback about their progress in their classes. They indicated that the teachers regularly update them on their grades by handing back assignments, discussing their grades directly with them, or discussing assignments or projects as a class when most students did not understand something. Some students indicated that not all teachers provided enough feedback for them regarding their grades. They stated that some teachers don't always explain what is wrong, only that the answer is wrong. Additionally, not all teachers informed students if they had missing assignments. The SWD case carriers monitor students grades on a regular basis to help keep the students informed. When students are missing assignments the Case Carriers will try to help the students to catch back up.

#### **Evidence List**

1. WASC Survey QR Code Request
2. Survey Questions
3. Survey Responses

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

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

<b>Schoolwide Assessment and Monitoring Process</b>
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**D3.1. Indicator:** *The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.*

**D3.1. Prompt:** *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

**Response:** Per board policy "the Superintendent or designee shall provide the Board with recommended standards using a process that involves teachers, school site and District administrators, students, parents/guardians, representatives from business/ industry and postsecondary institutions, and/or community members". Furthermore, "these standards shall reflect the knowledge and skills needed for students to be adequately prepared for postsecondary education, employment, and responsible citizenship" and "staff shall continually assess students' progress toward meeting the standards, report each student's progress to the student and his/her parents/guardians, and offer remedial assistance in accordance with Board policy and administrative regulation." Also, "the Superintendent or designee shall: Assist parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessment, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children."

Teachers utilize different methods of formative and summative assessment such as class observations,

projects, presentations, weekly or monthly tests, and district benchmark tests to evaluate students' academic performance. Students take the California Assessment of Student Performance and Progress (CAASPP) examination in the areas of English language arts/literacy (ELA) and mathematics as 11th graders, and it is used to monitor student learning to ensure students' post-secondary education and career readiness.

Parents and students can access the Smarter Balance Assessment/CAASP results for the school, school district, and state at <http://caaspp.cde.ca.gov/>. Parents and students have access to assessment results through the Aeries Student Data Profile. In addition, the results of the assessment are also published in the local newspaper each year. Teachers, counselors, and administration track student progress by using data tools available to the school and online resources such as gradebooks and educational websites such as Illuminate Education, Ed Data, and Data Quest. Measurement of academic performance and progress of each school in the district is found on Data Quest. SBAC Summative Assessment Results/CAASP are shared by administrators with staff to be analyzed during "data chats" within departments or PLCs.

Progress reports, grades, and students' overall academic performance are reported via the AERIES Student Information System to students, parents, and staff. Grades and reports are officially reported every six weeks within a semester. Grades are available to parents and students at any time via the AERIES portal which is accessible through the school's website. Parents and students have online access to progress reports and grades. Teachers also communicate students' academic performance and grades with students, parents, counselors, and administration via phone calls, grade check forms, or emails. Teachers can also inform students of their grades through informal conversations. Grade check forms are available through teachers and counselors. Websites such as Edmodo.com are being used by some teachers to communicate academic progress to students. While informing students and parents of grades, teachers can advise students and parents of strategies to be used to achieve academic success such as complete homework, attend tutoring, improve study skills, or improve organization, etc. Then informed students and parents can ideally work as a team with the teacher to improve student achievement proactively.

Teachers in the mathematics and English departments follow district-created pacing guides which are aligned to the common core standards. The pacing guides delineate topics to be taught, the order of their presentation, and the number of instructional days that should be allocated for each topic. During Professional Learning Community (PLC) meetings, teachers collaborate to create common core aligned instruction. Together, teachers plan common lessons with activities, quizzes, and tests that teach and assess the required concepts and skills. Teachers also share best practices, and analyze students' scores to determine which students need enrichment versus intervention.

The academies created a Response to Intervention Protocol. They use 4-week missing assignment checks and tutoring forms for assigning students to seek additional help.

To provide real-world feedback to students who take work experience classes, the work experience teacher collaborates with the business representative at the site. The students are informed about the expectations of companies before and after being hired. The teacher performs mock interviews to prepare the students to enter the job market. Business representatives also collaborate with our work experience teacher to provide training to students to improve their 'soft skills' in order to successfully obtain jobs.

#### **Evidence List**

1. Formative/Summative Assessments: Quizzes, tests, online assessments, rubrics, class projects, educational websites, district benchmarks
2. PLC meeting minutes
3. Grade check form
4. Student progress report on [www. Edmodo.com](http://www.Edmodo.com)
5. Aeries Student Information System: Student progress report
6. CAASP Overall Data <http://caaspp.cde.ca.gov/>
7. CAASPP online reports for teachers, parents and students: AERIES portal.  
<https://aeriesweb.chino.k12.ca.us/Aeries.NET/Login.aspx>

8. Ed Data: <http://www.ed-data.org/school/San-Bernardino/Chino-Valley-Unified/Chino-High>
9. Data Quest: <http://data1.cde.ca.gov/dataquest/>
10. Illuminate Education: <https://chinovallley.illuminateed.com>
11. Board Policy BP 6011(a), AR 6020(b).3.a

### **Curriculum-Embedded Assessments**

**D3.2. Indicator:** *The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.*

**D3.2. Prompt:** *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

**Response:** Although Chino High School faculty, counselors, and administration occasionally monitor standardized assessment scores, they more frequently monitor standards-based curriculum. Teachers at CHS have had several trainings over the years on aligning curriculum with state standards in specific subject areas, and posting both standards and objectives visibly in their classroom. Faculty in all subjects are frequently sent to district-level training regarding standards-based curriculum that maps to a pacing guide and common assessments.

One of our growth areas is to move from proving to improving. To do this, the WASC Steering Committee is working with site administration, counselors, and faculty members to implement a permanent Data Warehouse (similar to the one that was used in the creation of Chapter 4 of this year's Self Study), and update our Critical Areas to address this need. Improving practice through use of data is an emerging area of strength. However, Chino High School has made great gains this academic year in proving practice through collecting data needed to facilitate decision-making. One way improving is being addressed is by hosting data chats as the focus of faculty and staff meetings, as well as occasional Friday morning PLCs. During these meetings faculty and counselors use data collected about student performance on the SBAC scores to make recommendations for improving faculty best practices in the classroom. In addition to benchmarks from the SBAC: AP, ACT, EAP, and the ASVAB, CELDT test scores as well as EL reclassification and both formative and summative assessments are forms of data that require in-depth analysis on a regular basis either as schoolwide effort, and through content-driven professional learning communities that meet Fridays and on common prep periods. Our faculty is determined to do what is best for students. Data-driven decisions made by using standardized assessment results is the next important step in our evolution as a community of practice.

### **Evidence List**

1. AP Exams Five-Year School Score Summary (2016)
2. CELDT Exam Data: <http://celdt.cde.ca.gov/reports.asp>
3. PSAT Exam Data
4. SAT Exam Data
5. EL Roster
6. EL Reclassification Results from EdData.org (in WASC Data Warehouse)
7. Objectives and Standards Staff Training PowerPoint

### **Schoolwide Modifications Based on Assessment Results**

**D3.3. Indicator:** *The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.*

**D3.3. Prompt:** *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

**Response:** The Single Plan for Student Achievement states that professional development (PD) will be provided to teachers at Chino High School following analysis of assessment results. PD has been made available by Chino Valley Unified School District (CVUSD) via its online PD calendar and signup page, PD was provided to all departments in scaffolding and SDAIE strategies, strategies for 21st century skills, higher order thinking question development, and creating visual bulletin boards during staff meetings led by the ELA instructional coach to increase in English Learner (EL) achievement. Also, PD specific to the needs of various departments was provided as specified below.

During the past two years, due to the results of the Smarter Balance Assessment Consortium (SBAC) / California Assessment of Student Performance and Progress (CAASPP), the Mathematics Department has participated in PD in Common Core Standards for Mathematical Practices. These sessions have been led by professors from the California Polytechnic University, Pomona (CPP), Department of Mathematics and Statistics, and by CVUSD's instructional coaches from the four high schools in the district. The Mathematics Department identified areas which needed improvement after it analyzed claim data from the SBAC/CAASPP testing during Professional Learning Community (PLC) meetings. This resulted in specific requests for PD opportunities with these areas in mind. After analyzing formative test results as well as those from the SBAC/CAASPP test, teachers shared best practices with other teachers in the PLC, department, or staff meeting settings. The department also received PD in administering the Interim Assessment Blocks (IABs) of the SBAC/CAASPP test in 2014-2015.

Due to the SBAC/CAASPP test results, computer lab time allocations have been changed during the past four years to support teachers in the Mathematics and ELA departments. The ELA department piloted the administration of IABs to their classes for two years prior to the SBAC/ CAASPP test administration in 2015-2016 and 2016-2017. The Mathematics Department began administering IABs in the Integrated Math courses during the 2016-2017 school year. The testing schedules for the ELA and math departments can be seen on the IAB Calendar 16\_17.

In the mathematics department, ten Microsoft surface pro tablets with blue tooth connection to projectors and styluses were purchased at the end of last year and allocated to teachers to incorporate high tech presentations using math applications, online graphic calculators, videos, and PowerPoint or OneNote presentations into their lessons to make them more interactive and engaging. An additional 100 graphing calculators have been purchased for use by students enrolled in math and science courses during the past year and 100 more will be ordered in January 2017. Class sets of whiteboards have been purchased for all teachers to perform checks for understanding during lessons and easels have been purchased for use in classrooms for activities such as the AVID tutorial process used by students. Mobile computer labs have been purchased to allow students to use laptops during lessons or for administering IABs. Teachers from all departments can apply for Chino High Parents Association (CHAPSS) grants or make a request for school funds that can be used to purchase resources to enhance areas that have been designated for improvement by the PLC or department.

In 2014-2015, Math180 was added to the schedule to support students struggling in Algebra 1/Integrated 1. Math180 reteaches number sense and reasoning which was taught K-8 and fosters a growth mindset to build confidence and perseverance. In 2015-2016, the school began using a collaborative classroom model which integrates special education (SWD) students into Integrated 1-3 classes and ensures that they are being taught by content experts. The goal is to have all teachers trained in the collaborative model by the 2017-2018 school year. A Mathematics and ELA intervention specialist has been provided by the district and site for teachers needing assistance. The specialists meet with teachers to discuss teaching goals, strategy suggestions, and best practices in support of student achievement. These changes have been part of an ongoing results-driven process in the mathematics department that identifies problematic topics that need to be retaught and spiraled into assignments and assessments. "Follow-up" lessons and assignments addressing the most commonly missed questions on assessments are developed to support students' achievement. Changes such as analysis of results of assessments and sharing of best practices have enabled teachers to better anticipate areas that need to be addressed to better support student achievement.

In 2015-2016, the English Language Arts (ELA) department received PD in rigorous curriculum design

(RCD) to develop the new Common Core ELA curriculum. The reading and writing tasks in the newly developed curriculum are the same types as those on the SBAC/CAASP tests. The new curriculum includes a variety of resources including academic, content, and EL vocabulary, formatted assessments, performance tasks, culminating experiences, rubrics, instructional and differentiated strategies, textbook references, and multimedia and print sources. The development of the new ELA curriculum has been part of an ongoing results-driven process as its intent is to meet the needs of students as they prepare to attend college or enter the workforce in the 21st century. The ELA department is in their third year of implementing their Smarter Balance units and last year's test results showed an improvement. However, more could be accomplished with EL and SWD students.

The Special Education Department is in the beginning stages of PLC collaboration on creating common assessments. Due to varying level of students in special education, this is a slow process because accommodations and modifications for all students must be incorporated. The school has been transitioning to new text books and state standards in all subjects over the past couple of years making this an even bigger endeavor. The department is in its second year of transitioning to a collaborative environment for most SWD students which involves a general education teacher and a special education teacher co-teaching in the same class. The plan is to include all the school's resource students in the collaborative classroom model next year. The teachers who are currently co-teaching are working on the department's common assessment collaboration. They then work with other teachers within their PLCs. Additionally, the classroom aides work in general education classes that are not yet using the collaborative classroom model but have many SWD students enrolled. Assessment results have resulted in a change in how SWD students are placed. The higher performing students were the first to be placed in collaboration classes as the school moves towards more inclusion. The previously mentioned changes to a collaborative classroom model are part of an ongoing results-driven process. The department performs assessments on all SWD students due for their triennial Individualized Education Programs (IEP) and the assessment results determine when a change to a student's program is needed. Most of the students have done well in the collaboration model and the SWD students enjoy being with regular education peers for more of their day. However, some students have only shown improvements in their behavior because they are not comfortable acting out in a larger class setting. These students are capable of doing the work, but lack motivation.

The Science Department has attended conferences, district-wide curricular planning, and engaged in video conferences. Local Control and Accountability Plan (LCAP) funds have provided more lab equipment for hands-on learning in Biology, Forensic Biology, Chemistry, Physics, Earth Science, Environmental Science, AP Biology, and AP Chemistry. The teachers have adjusted their lessons to address areas of weakness indicated by the SBAC/CAASP results. The science department is offering tutoring three days a week in chemistry and tutoring in other courses per the teacher's individual schedules. The department states that some of the changes made have been effective but some results may require a longer implementation time to assess.

Assessment results for the Social Science Department has led to production of a new United States and World History curriculum by representatives from the Social Science Departments of each of the four CVUSD high schools over the past year. The new curriculum puts greater emphasis on original source documents. The new curriculum was introduced to the department members teaching US and World History this school year. With the new curriculum, the department plans to begin to engage in an ongoing-results driven process and do not know if these changes to a new curriculum in those two courses have been effective yet.

The Physical Education Department uses data from freshman physical fitness tests (PFT) to plan fitness days each Monday. Times from mile runs are assessed on a semester basis and the data is used to adjust time standards for students. The addition of a boot camp day every Monday to improve upper and lower body strength and cardiovascular fitness has been made to prepare students to pass their PFTs. The department will know if these changes have been effective after assessment of PFT results at the end of second semester.

The Modern Languages department has been making changes to their program to support student achievement for the past two years. Using the results of assessments, the teachers have worked together to develop study guides for each level and to identify lessons with which students struggle. The teachers

have developed and share “second chance” assessments, different forms of lessons, and activities for re-teaching for struggling students. They use technology and additional resources besides the textbook for practice. The department has changed their communications assessments to focus on oral presentation skills and are developing rubrics to evaluate the presentations. The department feels positive about the changes they have made to focus on preparing students to communicate and complete tasks in a second language at a higher level of education or as they enter the workforce and to use technology and online resources.

Assessment results for the Visual and Performing Arts (VAPA) Department has led to the incorporation of technology into the curriculum. This has reinforced student efficacy and interest. Computers and software has been allocated to the department which has resulted in computer generated projects being added to the curriculum. Changes to the department have been a part of an ongoing results-driven process which is still in its infancy. The changes have been effective because the students are interested in using computers and programs, and they see the importance in learning these skills.

The Career and Technical Education (CTE) department is a group of teachers who teach subjects so varied that they have no common assessments. However, the department includes the Culinary-Hospitality-Management Professions Academy (CHOMP), which is in its third year. CHOMP’s teachers have attended CVUSD and county provided PD to include interdisciplinary projects with common assessments. It meets a minimum of twice a year to evaluate and address assessment results. Grant money has been designated for the academy to purchase additional supplies and equipment to give hands-on learning opportunities to students in all subjects in the academy. A teacher mentor program has been implemented at each level of the academy. The teacher mentors meet three times a semester with students. The academy added SMART goals and four- week missing assignment checks and it scheduled more student study team (SST) meetings for interventions. The academy created a Response to Intervention Protocol, updated and revised the academy contract and added tutoring forms for assigning students to seek additional help. The aforementioned changes are part of an ongoing result-driven process. The academy is evaluated using the link learning rubric at the end of the year by the lead teachers and results are shared with all teachers in the academy. The changes have been effective. Some students have been reclassified and moved out of the academy to the programs that meet their needs as well as more students being kept on track to meet graduation requirements.

Another change in the school program to support student achievement is the availability of lunchtime and after school tutoring to students who need help through the CPP Educational Talent Search Program tutors, National Honor Society peer tutors, and tutoring by departments.

#### **Evidence List**

- The Single Plan for Student Achievement
- Chino High 2015-2016: SBAC Summative Assessment Results
- Department Head and Mathematics and English Language Arts Instructional Coach Survey Results
- District Assessment Calendar 2016-2017
- District PD Calendar 2016 - 2017
- District PD Calendar 2015 – 2016
- Response to Intervention Protocol for CHOMPS Academy

**D3.4. Indicator:** *The school periodically assesses its curriculum and instruction review and evaluation processes.*

**D3.4. Prompt:** *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

**Response:** The school board, school administration, counselors, teachers, parents, and school staff work as a team to review and assess the effectiveness of each program area to ensure student needs are met through a challenging, coherent, and relevant curriculum. The school board’s policies enumerate requirements for administration and teachers to ensure students’ needs are met and parents monitor the students’ needs and achievements and provide feedback to teachers, counselors, and administration.



In the spring of each school year, the students at Chino High sign up for classes for the following year. At that point, the counseling office and school administrators review and assess the effectiveness of each program and classes for the next school year depending on the students' needs. A master schedule is determined by student enrollment and need. At the beginning of the new school year, changes may be made depending on the actual number of students in attendance. The district provides funding for the number of classes that will be offered and these funds are allocated to meet the needs of Chino High School students. Ultimately, the district monitors the master schedule, created by administrators and counseling office for the year and changes are made at the semester as needed.

To monitor graduation requirements and course completion, the school counselors meet with the students on a regular basis to evaluate their progress towards graduation. They also monitor credits and classes still needed by each student on an ongoing basis.

Each teacher at Chino High School endeavors to ensure that students' needs are met through a challenging and coherent curriculum. Teachers collaborate in PLCs to develop lessons and common assessments and to share best practices. They also attend professional development sessions to acquire knowledge about new curriculum, instructional strategies, and technology used to deliver curriculum instruction or to administer assessments. Principals monitor teachers' activities by attending PLC meetings, requesting submittal of PLC meeting minutes, observing teachers' instruction both formally and informally, and by meeting with department heads and the Instructional Leadership Committee regularly. Parents can request to visit classrooms to make observations of the instruction their child is receiving. Stakeholders can monitor student achievement through use of Aeries. Teachers utilize the Aeries Student Information System to input grades. Aeries allows all teachers to view student information, overall grades for classes, standardized test scores, and students' transcripts, attendance, and classes. Administration cannot monitor current homework, test, or real-time grades. Counselors can monitor real-time grades by using the Aeries Grade Book Summary function. Parents and students can monitor current homework, test, and overall real-time grades only if their teacher uses Aeries as a gradebook. They can view transcripts and graduation status. A little less than half of the teachers use Aeries as a gradebook currently. In addition to Aeries, the special education teachers use the Special Education Information System (SEIS) to complete reports for IEP meetings and distribute information to all stakeholders involved. In addition, information pertaining to students' English language development (ELD) and SWD status is then distributed via paper and email to stakeholders.

In accordance with board policy, teachers assign grades based upon objective criteria as follows. The principal reviews teachers' course syllabi, which communicate their grading criteria to the parents/guardians and students, at the beginning of each school year. The evaluation of each student's progress and achievement in each course is the responsibility of the teacher for that course. The grade determined by the teacher is based on California frameworks, content standards, curriculum embedded and/or district assessments, and other relevant curriculum and instruction measurements of achievement. In accordance with board policy, this grade is based on the following criteria:

Assessments .....	60-75% of the final grade
Assignments and class discussions .....	25-40% of the final grade

Homework is selected by teachers. It may be taken from a collaboratively designed unit, it may be homework that has been agreed upon by teachers within the same PLC, or homework may be chosen to meet the needs of a class based on their assessment results. Parents/guardians and students can monitor the percentage of homework completed on Aeries. Teachers communicate student achievement with parents via emails, phone calls, comments on progress reports, and parent conferences. Teachers promote the completion of homework and often allow students to submit work after the due date with a deduction in grade or for full credit if an excusable circumstance exists. Some teachers require that all homework in a unit be completed before a retest of a failed test can be taken.

The principal is responsible to ensure that grades for achievement are reported each grading period as follows with plus and minus signs used at the discretion of the teacher. When the teachers submit grades via the Aeries system, the Records Office reviews the grades for completeness, prints a hardcopy of the

grades for each teacher, and requires each teacher to sign and date the hardcopy to verify its correctness. Corrections in grades can be made at that time.

Course Content	Work Habits/Effort/Behavior
A 90-100%	O Outstanding
B 80-89%	S Satisfactory
C 70-79%	N Needs Improvement
D 60-69%	U Unsatisfactory
F 0-59%	

#### Evidence List

- Interview Maria Rodriguez, Master Schedule Secretary
- PLC Meeting Minutes binder
- Board Policy: Administrative Regulation AR5121(a) Administrative Regulation AR5121(c)

**D3.5. Indicator:** *The school employs security systems that maintain the integrity of the assessment process.*

**D3.5. Prompt:** *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

**Response:** Proctors are selected based on the type of test, the testing agency and the availability of staff from the desired pool. The College Board tests (SAT, PSAT, AP) have defined protocols for selection and training of proctors. For the on-campus SAT and PSAT School Day tests, the proctors are selected from the grade level teachers that responded to an invitation from the Administrator Coordinator. Each year the Administrator Coordinator takes the online training provided by the College Board then develops a PowerPoint presentation using materials from the College Board Training Guide to train the proctors. College Board SAT tests that are open to the general population are also administrated on the Chino High School campus. A Chino High School teacher has acted as the Supervisor of these tests for 20 years. He selects the proctors from a pool of on-site teachers and off site non-teachers that have acted as proctors for the past 20 years. He takes the online training provided by the College Board each year and informs participating proctors about the changes.

The selection of proctors for the Advanced Placement exams is determined by the available budget. Teachers are used if there is a budget to hire substitute teachers for them. The school's Guidance Counselors are utilized to fill in where needed or for tests when there is no budget to pay for substitute teachers. Using the AP Handbook, the AP Administrator Coordinator either personally trains the proctors or assigns another staff member with AP Testing experience to train them. Security for the test documents is generally determined by the protocols set forth by the testing agency. With some slight variation these are the steps that are followed for all College Board Tests: 1. Testing materials are delivered to the school site from the College Board. 2. Testing materials are counted and verified by the Administrator Coordinator and secretary against the shipping invoice. 3. Testing materials are initially secured in a locked file cabinet in the Administrator Coordinator's Office. 4. The testing materials are moved by the Administrator Coordinator to a secured testing room that is windowless and always locked. The key to the room is kept in the possession of the Administrator Coordinator. 5. Prior to the scheduled testing date, the Administrator Coordinator counts the appropriate number of testing materials for each testing site based on the number of students that will be testing. 6. The testing materials are taken to each testing site the morning of the test. 7. After testing is completed, the testing materials are processed per the policies and procedures set aside by the College Board. 8. On the same day that the tests are completed, they are inventoried, boxed and shipped by UPS back to the College Board.

To maintain the integrity of the assessments, affidavits are signed by all personnel involved with the administration of the test. No one is permitted to proctor a test that is being taken by their own child or a family member. Checking of student ID and verification against school records ensures that the correct student is taking the test. Electronic devices, except those calculators used for testing purposes, are not allowed.

An assistant principal, the EL Coordinator, two Bilingual aides and two instructional aides are trained to proctor the District CELDT testing. Initially they are trained at the District level and are then given a refresher training before each subsequent test. To maintain the integrity of the assessments, affidavits are signed by all personnel involved with the administration of the test. CELDT test materials are secured in a locked file cabinet where there is no access except by the administrator and EL Coordinator and no traffic enters the room. Upon completion of the test and 100 percent accountability of materials, they are delivered to the district's Office of Assessment. Test materials are personally delivered and accounted for by a representative of the Office of Assessment.

The proctors for the CAASPP state test are chosen from the entire staff. All proctors are trained in administration of the CAASPP tests. In addition, our English and Math teachers administer the Smarter Balance Interim Assessment Block (IAB) formative assessment to their students (grades 9-11) in the computer lab twice during the year prior to the administration of the CAASPP test. The tests are taken online in a computer lab or in the classroom with the available mobile labs. To maintain the integrity of the assessments affidavits are signed by all personnel (classified and certified) involved with the administration of the test. The Administrator Coordinator's staff creates a card called a locator card for each student taking the test on which the student's permanent identification and state student identification (SSID) numbers are typed. When the proctor receives the cards the morning of the test in the Administrator Coordinator's office, the proctor must count the cards and sign for the cards. Once the students are seated at their computers, the cards are distributed to the students. After the students have logged onto the secured test site, the cards are collected and counted. The proctor then provides the students with the test session number and the name of the assessment or performance task to be selected. The proctor records the test session number and turns it in with the students' cards to the Administrator Coordinator's office. The cards are counted by the staff upon their return. Now that the state exams (IABs, CAASPP and CAA) are online, all data is collected by the state's computer server called TOMS. This allows the student data to be collected at a faster rate by the state, as well as the results are available at a more reasonable timeline by the districts so that assessment results are available for the teachers to review and plan lessons accordingly.

### **Evidence List**

#### **Interviews**

- SAT School Day – Martin Telles
- PSAT School Day – Martin Telles
- College Board SAT – Chuck Crites
- AP Testing – Rachel Pittman
- CELDT – Martin Telles

#### **Training**

- PSAT – Administrator Training Link
- SAT – Administrator Training Link
- Advanced Placement – General Directions, Teachers Day of Test, Directions for Pre-Bubbling, Proctor Schedule

#### **Schedules**

- CELDT Testing Schedule
- District Assessment Calendar 2016-2017

## **ACS WASC Category D: Summary, Strengths, and Growth Needs**

### **Standards-based Student Learning: Assessment and Accountability**

#### **Summary (including comments about the critical learner needs)**

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

**Comments:** Chino High School is in the beginning stages of analyzing standardized assessment results through data chats that take place within staff meetings, leadership meetings, and PLCs. As a result of these chats CHS will implement UDL to improve the student's mastery of the standards, and schoolwide learner outcomes. Data driven instruction is slowly becoming the norm for CHS. Through professional development (PD) the site has begun the process of analyzing standardized assessments. Vertical planning within content areas takes place to ensure that pacing guides are updated regularly allowing for re-teaching of materials to ensure that students are ready for the next level of a subject. Teachers administer formative and summative tests regularly to determine a student's level of mastery of the subject. Counselors monitor students grades regularly. If a student's grade does not demonstrate mastery (i.e. D grade) the counselor will recommend the student repeat the course before advancing to the next level. This has led to teaching changes in most every department. Technology has been incorporated into most of the classrooms allowing for more visual representations of material and the capacity for students to interact directly with the teacher through games that quiz students such as Quizlet. Computer based lessons are more easily achieved through the purchase of several mobile computer carts. Teachers have received numerous PD trainings to learn a multitude of strategies to better assist students in learning through multiple modalities. Many CHS teachers do formative assessments daily or weekly to determine if re-teaching is necessary. Students are asked to rate their confidence level of the material that has been taught. This allows for re-teaching to take place before new concepts are introduced. This may take place as a large group or individually depending on how many students need additional help.

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

**Comments:** Comments: As technology has improved, CHS has been able to inform stakeholders of student progress in a much timelier fashion. Grades are updated in real time and parents have on-line access to the most current posted information provided the teacher uses the Aeries grading system. Grades for all courses are finalized every six weeks, however parents may contact teachers directly if a teacher does not utilize the Aeries grading system. Many teachers send home individual progress reports more frequently than the standard six week grading reports to ensure that parents have open communication regarding their child's progress. Parents and students with 504 plans meet yearly to ensure that the student's needs are being met. Parents and students in SWD meet at least once each year, in addition to regular progress reports of goals and objectives. The counseling department monitors and communicates with students and parents regularly to keep them updated on their progress towards their graduation and/or college requirements. School board meetings allow all stakeholders to take part in adopting standards for the entire district. Staff monitor student progress through a multitude of formative, summative, and state mandated assessments. Results of these assessments are made available to students, parents, and other stake holders on websites such as Ed Date, Data Quest, and Aeries.

#### **Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength**

Communication with stakeholders is important to their involvement in assessing and monitoring student progress toward achieving the academic standards, the college and career-readiness standards, and the schoolwide learner outcomes. Chino High School keeps stakeholders informed in multiple ways. Site

administration, Counseling Department, Academies, Avid Program, and College and Career Center do an outstanding job of disseminating information through Back to School Night, Open House, Freshman Orientation, the Senior/Junior/Sophomore/Freshman Important Information sheets, parent/teacher/student/administration meetings, AERIES student information system, the College and Career Center form listing important college and career information, Counseling's four-year planning worksheet, AVID's College Night, and the Academies' collaboration with members of the business sector.

Site administration, counselors, teachers, and site staff work as a team to review and assess the effectiveness of each program area to ensure student needs such as graduation requirements, credits, course completion, are met. The district and school administrations, faculty and staffs work to ensure that the curriculum, which includes University of California A-G certified courses, is fully preparing students for their college and career endeavors.

Site administration and the district have been very supportive in providing professional development to develop new curriculums, learn new technologies, and facilitate use of best practices by Chino High School teachers to increase student achievement. Due to discussions of SBAC results, specific professional developments opportunities were requested and attended by teachers.

The Chino High School's school program has changed over the last two years and is continuing to change to support student achievement based on assessment results. The collaborative classroom model is being adopted by the school. Computer lab times have been reallocated to support IAB testing and tools such as mobile computer labs, tablets, and additional graphing calculators have been purchased. New curriculums have been written and implemented in Social Science and English Language Arts departments.

Chino High School teachers use appropriate formative and summative assessments to measure student progress and guide classroom instruction. A formative assessment is administered at least once a week by a majority of teachers. A summative assessment is administered by a little more than half of teachers at the end of a unit, chapter, or semester. Teachers have opportunities to discuss students' performance and growth and progress toward meeting the academic standards and the effectiveness of instructional practices during Friday PLC meetings. Teachers offer opportunities for student remediation and re-teaching based on results of both formative and summative assessments.

PLCs have developed common assessments and analysis of those assessments or are in the beginning stages of collaboration to do so. All PLCs participated in data chats this year regarding the SBAC results from last year's assessment. The school employs security systems that maintain integrity of the assessment process for all College Board (SAT, PSAT, AP), CELDT, and SBAC/CAASPP tests. AP test scores have increased and the number of AP, SAT, and PSAT test takers have increased.

#### **Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth**

To improve teaching practices and student achievement, Chino High School plans to adopt Universal Design for Learning (UDL), a set of principles for curriculum development that give all individuals equal opportunities to learn. The school plans to implement UDL during the next school year. Chino High School administration and faculty have identified a need to strengthen its data-driven-decision making which has prompted professional development in this area that will be provided by Brandman University.

The WASC Steering Committee is working with site administration, counselors, and faculty members to implement a permanent Data Warehouse to collect data needed to facilitate decision-making. Using standardized assessment results to make data-driven decisions has been identified as a goal in Chino High School's evolution as a community of practice. All PLCs participated in data chats this year regarding the SBAC results from last year's assessment. PLCs have developed common assessments and analysis of those assessments or are in the beginning stages of collaboration to do so. The traditional department head leadership team has been transformed to include teachers who are instructional leaders via the Instructional Leadership Team (ILT).

## Category E: School Culture and Support for Student Personal and Academic Growth

### **E1. Parent and Community Engagement Criterion**

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

<b>Regular Parent Involvement</b>
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**E1.1. Indicator:** *The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.*

**E1.1. Prompt:** *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

#### **Response:**

The Chino High website provides an abundance of information geared towards the promotion of family, business, industry, and community involvement. Our mission at Chino High School is to provide our students a safe and positive learning environment. We will be responsive to their needs, prepare them to meet graduation requirements, provide the opportunity to enter post-secondary education, and become responsible, productive citizens. The website provides information on school academics, activities, events, clubs, athletics, counseling, and students. The Chino High Website also provides community information. The website is available and accessible in both PC and smart phone formats.

*The Lariat* is the online newspaper of Chino High School and thus intends to be a public forum for student expression. As such, we encourage the students of CHS as well as members of the community at large to utilize *The Lariat* to engage in thoughtful discussion of issues that affect us all. The Lariat website allows for all stakeholder support groups to have access to news stories that important to CHS students and support groups. The website is accessible to both PC and smartphones.

At Chino High we also have an automated service that handles any cases of tardiness or absences. If a student is marked tardy or absent through the Aeries Student Information System, then an automated phone call will be sent to inform parents. This is a nightly service used to manage and inform all stakeholders of any attendance issues. Attendance clerks follow up on any absences that are not cleared with the school.

The CHS Freshman Fair informs the families of incoming freshmen of all the academic opportunities, activities, clubs, and sports available on the Chino High Campus. Future Chino High students are briefed by counselors on academic programs at CHS in the multi-purpose room. Then students and families venture into the gym to meet current CHS students, and the staffs of the various activities, clubs, and sports. This provides students and parents the opportunity to talk with staff, and sign-up for sports and organizations and to receive information on the groups of their choosing.

This parent meeting is designed for parents to get acquainted with CHS while their freshmen students explore Chino High School for the first time as students. At The Freshmen Parent Meeting parents are given a presentation by school administration on schoolwide expectations and how to make a smooth transition to high school. Administration also provides an in-depth Q&A secession. Counselors share information on A-G requirements and resources to help students to become successful in High School. Finally, our PFA (Parent Faculty Association), CHAPSS speaks about CHS from the parent perspective. There is an in-depth Q&A secession following the parent meeting. – Evidence: Invitation Letter

Open House is a great way for parents to meet teachers and school administration, visit classrooms and discover classroom and school policies. Open house takes place within the first 3-4 weeks of school. Student leader are on campus to offer schedules, and directions to parents. Translator services are also available to parents and teachers in the hopes of better attendance and to serve the large Spanish-speaking population of CHS families.

The College Fair is a district wide event designed to bring college and military representatives to our students. Parents and students alike are able to gather information and meet local colleges and recruiters to start developing a pathway for students after high school. Representatives from multiple military branches, two year colleges and four year universities, as well as vocational schools offer information, insight and direction to CVUSD (Chino Valley Unified School District) students.

Most teachers create a course syllabus and classroom rules that they send home with students to get signed by parent, within the first week of school. This includes teacher contact information which parents can use to contact the teacher with questions or concerns. This creates an avenue of communication between parent and teacher. All teachers' syllabi are kept on file in the administration office.

Progress reports are mailed home every six weeks to keep parents aware of their child's grades and effort at that point. Parents are also able to view their student's grades daily on the Aeries portal. Students involved in sports or extracurricular programs often require a regular grade check, signed by the teachers, to ensure eligibility. Many times students are required to get their grade checks signed by parents in an attempt to keep their parents abreast of progress.

Parents of students with disabilities receive flyers for district and county workshops. The CHS website includes a link to the Family Engagement Center, which has a monthly schedule to support such families. Students with special needs have annual and triennial IEP (Individualized Education Plan) meetings with parents and staff to discuss academic progress and transition plans. In addition, SWD (Students with Disabilities) participate in the district career fair along with other schoolwide, and district wide activities such as the Chaffey and Mt. San Antonio Community College application assistance programs. Some of our special education students also participate in the Workability program where local businesses provide jobs for our students and teach them job skills.

Coffee with the principal is a monthly meeting where parents are invited to meet with the principal in an informal venue. These meetings allow the principal to disseminate current information regarding Chino High School and the Chino Community. This is also a platform to discuss current events, and address issues that our students and current community may be experiencing.

Our PFA organization CHAPSS (Chino High Association of Parents Staff and Students) Supports Chino High School parents, teachers and students on many levels. CHAPSS holds monthly meetings to keep parents abreast of current information at Chino High School. CHAPSS also provides annual teacher grants to help teachers purchase necessities for their classrooms. The PFA host our annual grad night celebration at Disneyland and they cohost Freshmen Orientation and provide lunch for more than 500 students. Moreover, they support students by purchasing items such as prom tickets, graduation caps and gowns, yearbooks, and grad night tickets for students in need. – Evidence: Monthly Calendar and attendance roster

Chino High School has eight booster clubs that support sports and co-curricular activities. (Band, Drama, CHAPSS, Cheerleaders, General Sports, Huddle (Football), girls' basketball, boys' basketball). These parent groups support students financially and with their ever present attendance at events.

PIQE supports low income and ethnically diverse families by educating them on taking an active role in their children's' education. The program promotes high school and college graduation by way of teaching parents how to creating a home environment conducive to learning. Showing parents how to navigate the primary and secondary educations system and helping parents to support students socially and emotionally.

The school site council is a group of teachers, parents, classified employees, and students (at the high school level) that works with the principal to develop, review and evaluate school improvement programs and school budgets. The members of the site council are generally elected by peers. ELAC is a committee comprised of staff, parents and community members, to discuss to support English Language Learners and to fund programs that support such efforts.

The Chino Valley School District has a community partnership with \_\_\_\_ to host Chinese Students and teachers. Chino High School has been fortunate to hosts international students for the past two years. Our Chinese students are paired with CHS leadership students and they attend classes for one to three weeks. The goal is for the Chinese Student to be immersed in the English language and American culture, however, the cultural exchange and learning that takes place on the part of the CHS students is immense.

AP Night is an event designed to promote and showcase CHS AP programs. Each program has a group of student presenters who showcase projects completed in their AP classes. There are also Question and Answers sessions with teachers to demystify the AP program. Since incorporating AP night, participation in AP classes has increased significantly.

LCAP workshops were help by CVUSD and Chino High School to promote awareness of LCAP funding and to take input from staff and stakeholders prior to the implementation of LCAP funding. The principal has presented LCAP information in several staff meetings. The CVUSD superintendent visited high school classrooms to get input from students. Chino High also has avenues for communication - School/community Remind 101, Teleparent, community liaison (Berth Solis), Chino Champion, Aeries parent Portal

#### **Evidence List**

- School Website Screenshot (School Website)
- School Newspaper (The Lariat)
- Attendance Call Log – Pending vis attendance (Attendance Auto Call)
- Freshmen Fair Picture and attendance form (Freshmen Fair)
- Calendar Dates for 2016-2017 (Back to School Night /Parent Conference Night)
- College Fair (College Fair)
- Syllabus (teacher Syllabus and Classroom rules)
- Progress Reports – Pending via records
- Grade Check Form
- Family Engagement Center Flyer
- All Parent Booster Meeting Sign In Sheet
- PIQE Description
- PIQE Flyer
- ELAC evidence
- Coffee with the principal evidence

<h4><b>Use of Community Resources</b></h4>
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**E1.2. Indicator:** *The school uses community resources to support student learning.*

**E1.2. Prompt:** Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.

**Response:** Chino High has a tradition of community involvement in our educational processes. The school is very effective in recruiting and employing business and community resources to support and extend learning. The “Every 15 Minutes” program has brought many community groups (Chino Police Department, Chino Valley Fire Department, etc.) together to educate our upperclassmen of the potential consequences of drinking and driving (Chino PD form). Guest speakers from colleges and technical schools make presentations to our students, which not only encourages the pursuit of continuing education beyond high school, but also reinforces class instruction (guest speaker form, college speaker s list from Career Center). California State University San Bernardino and Chaffey College both offer enrichment opportunities to our students through online courses (information from summer school offerings).



While such interactions continue, Chino High has recently created academic Academies. The academies have made natural connections with not only other academic institutions, but also with private businesses ranging in size from small to very large. A local McDonald's franchise owner sent a manager into the CHOMP classroom to go through the interview process with students – including mock interviews (picture of interview). The CHOMP Academy has taken field trips to local restaurants to see commercial kitchens and observe operations of a restaurant (field trip form and photos). The students have attended leadership training provided by Disney Corporation. The academy also boasts an advisory board comprised of local business people and parents. Law Justice Public Service academy has a partnership with Chino Police and fire departments. LJPS has also brought in a number of guest speakers who are experts in their area. Most recently LJPS students took a field trip to the San Bernardino County Sheriff's Academy training facilities.

Our Career Center is another arena that affords the outside community the opportunity to connect with our students. Military recruiters offer our students the chance to take the Armed Service Vocational Aptitude Battery (ASVAB) to assist our kids in planning their futures. Many colleges and universities come in to speak with juniors and seniors regarding continuing education options (sign up form). The career Center also coordinates attendance and transportation to the CVUSD sponsored college fair, the Southern California College Fair as well as hosting our own college and career fair with the US ARMY at the Sheraton Fairplex Raceway.

Chino High School's AVID site team plans several tours of local colleges each year. Most recently the AVID program has visited Pepperdine University, Cal State LA. Junior class takes an annual trip to Northern California where students visit several colleges in the Northern California area. The purpose in the college visits is to expose students the differences in public vs. private schools, large vs. small schools, UC's vs. Cal States and cultural geographical differences in schools. College tours have made a positive impact on AVID students' college choices.

Cal Poly Pomona has an Education Talent Search program on campus. They assist students in creating and achieving college goals through college visits, homework assistance and a summer residence program for students on Cal Poly campus.

Chino High School students receive learning from a plethora of community entities. Select Junior students participate in the Rotary Youth Leadership Awards (RYLA) which is a leadership program coordinated by Rotary Club and funded largely by local MK Smith Chevrolet. CHS has strong Leo's Club which is a subsidiary of the Lions Club. Chino Water Basin District hosts a water conservation field trip for Project Earth club. CHS academies have taken field trips and had hands on training at local businesses such as San Bernardino County Sheriff's training facility and Local restaurants.

Chino High hosts guest speakers in many different venues large, and small. Annually we host Ray Lozano in our PE classes. Ray talks to students about smoking and drug use. One the first day of school we hosted Keith Hawkins who spoke to student about building culture and climate on campus. Our health classes host health series with guest speakers covering topics from mental health awareness to yoga and tools to cope with stress.

#### **Evidence List**

- NACAC College Fair Attendance List 2013
- Guest Speakers 2015-16
- ASVAB Exam Student List 2015
- Career Day 2013
- CSUSB Summer School Offering
- ETS Data 2015-16
- Picture: Job Interview
- Parent Information Forum on Social Media
- Every 15 Minutes email

- Every 15 Minutes thank you
- Field Trip Form and pictures
- List of LJPS advisory board
- LJPS Pamphlets
- LJPS Photos

## **E2. School Environment Criterion**

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

<b>Safe, Clean, and Orderly Environment</b>
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**E2.1. Indicator:** *The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.*

**E2.1. Prompt:** *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

**Response:** Chino High School goes to great lengths to ensure a safe, clean and orderly environment. Along with the school administration team, CHS has a resident Student Resource Officer (SRO), four fulltime security officers, and two bathroom monitors to ensure the safety of our students. The administration team and SRO walks the halls during passing periods, during lunch, and before and after school to create a positive presence on campus. This is preventive yet it affords administration to build positive relationships with students at CHS.

Board policy lists Cyberbullying under Bullying, and identifies it as a zero tolerance activity to be strictly monitored and consequences enforced. The Chino High School website has a link to the district's technology site on Internet Safety and Cyberbullying (screen shot in evidence). This site has a number of resources for parents and students on how to safely use the internet and how to identify and stop cyberbullying. At the beginning of each year students and parent sign an acceptable use document, which covers district policy and consequences. Club Hope (a student club on campus) presents a series of six after school workshops each year on mental health related topics. The first of these workshops is Internet Safety presented by the school resource officer. These workshops are very well attended with as many as 90 students participating (Photos, flyer and attendance roster in evidence). Finally, in our Health classes we provide a curriculum for internet safety and cyberbullying reaching 400 to 500 students each year (power point of lesson and sample assignment attached in evidence).

Chino High School employs a number of policies and procedures to prevent and combat bullying instances. CHS promotes an accepting environment that embraces all students on campus. Club Us is a club that promotes positivity on campus that actually hosts a Bully Awareness Day for students where all students are invited to meet new friends and share their experiences with bullying and the prevention of bullying. CHS also has F.L.Y. Zone (Finding Life for Yourself), which is implemented by intervention counselors. FLY Zone is a group of young women who bond through reading books on relevant topics such as, and suicide prevention. The group discusses the issues that they face on a regular basis and learning how to navigate the world around them. The Crossroads intervention program at CHS offers outside resources for anger management and cognitive life skills. Club hope conducts peer counselling and conflict resolution for students.

CHS supports drug and alcohol education using the Tobacco Use Prevention and Education (TUPE) among other resources. We host events such as the Great American Smoke Out, Kick Butts Day and a host of guest speakers such as Ray Lozano who is the Keynote at our annual assembly about Alcohol use and abuse. The Crossroads intervention program is also a great resource for drug and alcohol abuse

education and intervention. Chino Human Services also offers the “Call it Quits” program to students stop smoke and alcohol use.

CHS has a comprehensive plan in place for safety in case of emergency, lockdown, fire, natural disaster or an active shooter. CHS School Safety Committee in conjunction with our Law Justice Public Service Academy creates safety procedures, conducts drills and carries out the plan. After drills the safety committee surveys staff to see what went well and what improvements can be made to the safety plan. Professional development has been conducted for staff on safety procedures. In any emergency staff is notified via email and text using Remind 101. CHS also has an app where staff can get updates during natural disasters. CHS hosts an annual CPR training on campus most staff is CPR/First Aid certified. Each classroom and all offices on campus are equipped with a folder at the door, which holds the school safety plan.

Chino High School maintains a clean campus and school environment. The custodial staff cleans classrooms daily and deep cleans classrooms over winter and summer breaks. With an efficient work order system in place, repairs are fixed in an orderly, expeditious manner. Over the summer everything was removed from classrooms, carpets were cleaned, and all exterior gates were painted. CHS custodial staff did a classroom overhaul, all broken furniture was thrown out, and classroom chairs were swapped and replaced so that all classrooms now have like desks. Moreover, an unused room was cleared and revamped so that CHS wrestling team now has a wrestling room. Project Earth club promotes campus beautification and are in the process of creating a garden on campus. Nation Honor Society and Students with Disabilities (SWD) have a recycling campaign and collect from classrooms weekly.

#### **Evidence List**

- Parent Drug Forum 2016
- Picture: Acceptance Workshop
- Board Policy on a drug-free environment and safe school
- Bullying PowerPoint used to inform student body
- Online Link: Data Quest used to access suspension and expulsion information
- Online: CVUSD Technology Department Acceptable Use of Technology
- CHS Discipline Report 2015 2016
- Club Hope Chino Champion
- Pictures: Club Hope Quad Event
- Club Hope Series Attendance
- Club Hope Workshop Flyer
- Picture: Club Hope Workshop
- Emergency Comprehensive School Safety Plan
- Cyberbully Movie Reflection
- Pictures: Internet Safety Workshop
- Mandatory Safety Drills Schedule 16-17
- Champion Parent Drug Forum 2016
- Peer Counseling Flyer.pdf
- Hope Club Accomplishments
- Club Hope Workshop Flyer
- Anxiety Workshop Flyer
- Call it Quits Flyer
- Emergency Report Form
- 2015-2016 Drill Dates
- Lockdown Feedback
- Self Esteem Flyer
- Ray Lozano Flyer
- TUPE Grant Flyer
- 2016 Work Order Summary

### High Expectations/Concern for Students

**E2.2. Indicator:** *The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.*

**E2.2. Prompt:** *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

**Response:** Discipline data for Chino High paints a rather balanced picture when comparing the school to the Chino Valley Unified School District, San Bernardino County, and California. Suspension and Expulsion data from preceding years (2012-2013, 2013-2014, and 2014-2015) indicates that Chino High compares well with its district, county, and the state. For example, in 2012-2013 expulsion rates were one point higher (0.2 vs 0.1 for district and state, but tied with the county's rate; suspension rates (4.0) were higher than district (4.0) but lower than both county (6.0) and state (5.1). The following year the numbers for both categories were lower than county and state but higher than the district level. However, in 2014-2015, expulsion suspension rates were higher than the other groupings for each, but in both cases, marginally.

As for ethnicity, Ed Department data indicates that the only group with more than 11 suspensions or expulsions for the time period (under that number the data is withheld for privacy reasons) was the Hispanic population, the majority of the population will skew the statistic. Combined data for the period indicates a balanced proportionality of discipline: Chino High has a high number of Hispanic students; discipline data indicates the high school has comparable number of suspensions and expulsions compared to District, County, and State.

The established expectations within each classroom promote an environment of trust through consistency and rigor. Teachers predominantly post the Chino High School's Expected Schoolwide Learning Results and academic standards to reinforce that academic excellence and student success is a primary goal for all. Additionally, teachers regularly meet in academic PLC groups to ensure that all teachers can receive support from their grade level counterparts and any questions regarding curriculum can be addressed. Mathematics and English have established district units of study (pacing guides) that are utilized within our school and across the district, and history recently completed similar units of study, which will soon be distributed to social science teachers.

Chino High has a number of programs to help students succeed when they have fallen into inappropriate habits, negative behavior, or are at risk. Some examples of ongoing programs include Crossroads and F.L.Y Zone. Both programs utilize mentoring or small group situations to help students. Crossroads focuses on risk or who have identified as at risk for drug or alcohol use, anger management issues, truancy, or in need of help improving cognitive life skills. FLY Zone is a mentoring group intended to provide students space to work with a positive role model to help the student grow personally, gain life skills, and apply what they have learned by embarking on a community service project. The counseling department provides two additional groups, Thursday 13 and Study Essentials which are small groups that support struggling students. CHS offers credit recovery as a second opportunity to recoup for students who have failed classes for various. Independent study (IS) is also available. IS is a program that allows to students with limited attendance ability to complete coursework at each students' own pace.

Chino High School also takes great pride in its rich cultural diversity. With 88% of our student population identifying as non-white, it is essential to provide opportunities to celebrate that diversity. Last year Chino High School provided students with the opportunity to attend the Latino College Expo. Transportation, admission, and a sack lunch were provided to each student. Students attended workshops and met with representatives from various universities around the United States. Students are also encouraged to join Folklorico, Polynesian or IMPACT (Hip Hop) clubs on campus which promotes cultural education and embraces the various backgrounds of CHS students. These clubs perform for the student body and community several times throughout the year they also plan cultural events on campus.

The AP Club, Renaissance program, AVID, and the National Honors Society have been instrumental in establishing opportunities for excellence for CHS high academic students. Several NHS students have focused their service projects on improving the school (e.g. timer plugs) Last year, 100% of the twenty-two students who took the AP Calculus BC exam passed. Nineteen of them earned a five. Grief counseling is available for students and staff who have passed away and for students who have lost loved ones. CHS PFA group, CHAPSS also provides for students in need, affording such students to enjoy extra-curricular activities as prom, granite and other social activities.

CHS promotes the CARE program on campus. The CARE program is the perfect marriage between the school and the community. It offers social services for families within CVUSD in need, and high risk populations on campus such as unaccompanied minors. CARE provides parenting classes, educational resources, providing PE clothes; health and nutrition services and they have an actual store that families go to get clothes when needed.

If students are struggling academically or personally, there are resources available to them. Once a student is identified, a Student Study Team consisting of administration, teachers, student, and parents will meet to vocalize their concerns and develop an academic plan for success. After school tutoring is also available through a program with Cal Poly Pomona called ETS at no cost to the student. The Chino High Math department offers tutoring at least 3 days a week after school and at lunch for students. Moreover, 11<sup>th</sup> and 12<sup>th</sup> grade National Honor Society (NHS) students are required to offer 15hrs of tutoring for students. Students receiving tutoring from an NHS student must need help in a college prep course and be receiving a "D" or "F" grade in the course. The counseling department has two intervention counselors. Students in grades 9-11 that have below a 2.0 GPA are assigned to one of those two counselors for more intensive academic support.

Emotional support is provided through counseling services, peer counseling, drug and alcohol counseling, and LGBT club. In addition, starting this year, CHS has started a Link Crew and inaugurated a No-Backpack Day for the first day of the year. Volunteer students who qualified were elected to represent the school and welcome the incoming freshmen class. Each Link Crew student was given a group of approximately ten students to mentor and assist with the high school experience. They were instrumental in welcoming our new students and helping them to have a stress-free start. For the No-Backpack Day, students were welcomed by their first period teachers then given a unique opportunity to experience the school in a whole new way. Students circulated around campus attending workshops. A motivational speaker addressed students in the gym while administration and counseling provided students with essential school information about policies and procedures and resources available to them.

For students with disabilities, the collaborative teaching model is a priority at Chino High School to provide the least restrictive environment among the SWD population. In additions to annual and triennial IEP's, behavior and intervention support plans are written as necessary. Appropriate grades are included in the plan to replace problematic behavior. Link Crew is a freshman transition program that welcomes incoming freshmen and makes them feel comfortable and supported throughout the first year of their high school experience. Link Crew trains incoming juniors and seniors to support and be positive role models for incoming 9th graders. Attached are a few of the forms that we have used for communication with link crew student and freshmen parents. The "What Every Freshmen Should Know" document, which was compiled by this year's Link Crew Leaders (based on their experiences at Chino High). The What Every Freshmen Should Know document was handed out to all freshmen at orientation.

#### **Evidence List**

- PLC Minutes Binder
- Online Link: Data Quest used to access suspension and expulsion information
- Club Rush Lineup 2016
- Crossroads Form Session I 2016
- Online Link: EdData used to access ELA and SBAC Overall Data 2015-2016
- F.L.Y. Zone Form

- Pictures: NHS Projects
- No Backpack Day Information
- Link Crew Freshmen Orientation
- Link Crew Staff Recommendation Letter
- Link Crew Leader Application
- SST Student Study Team Form
- CARE Flyer needed
- Tutoring Flyer

<b>Atmosphere of Trust, Respect, and Professionalism</b>
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**E2.3. Indicator:** *The school has an atmosphere of trust, respect, and professionalism.*

**E2.3. Prompt:** *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

**Response:** CHS's leadership uses many avenues to communicate and collaborate with stakeholders in order to establish trust and respect. Staff and stakeholders can use the district/school website for information regarding CHS news. The website serves a forum where the district calendar, daily announcements, academic information, sports news and events, club/organization information etc. is posted to keep stakeholders abreast of what is taking place on the CHS campus. CHS promotes small learning communities for parent such as English Learner Advisory Committee (ELAC), Parent Institute for Quality Education (PIQE). There are also the teams such as Student Study Teams (SST) and Individualized Education Plan meetings, and 504 plan meetings. These teams are comprised of parents, teachers, counselors and administration to make academic and social decisions, and ensure the success of individual students. Annual events for stakeholders include Back to School Night, Freshman Fair, Freshmen Parent Orientation and Parent Conference Night. Coffee with the Principal is also an open forum where stakeholders can learn what issues the CHS community faces, express concerns, and celebrate successes at CHS. Teachers communicate with parents using Aries Parent Portal, which allows parents to check student grades and attendance.

School Site Council (SSC) meeting are conducted monthly. The school site council is comprised of four teachers, four parents, one classified employee, and one student. This council works with the principal to develop, review and evaluate school improvement programs and school budgets. Moreover, the SSC works with the principle to create the annual Single Plan for Student Achievement (SPSA). In the past year categorical funds have been used to purchase 304 laptops for student use, summer school transportation (to another high school, CHS did not offer summer school this year), an intervention counselor, two bilingual instructional aides, a teaching coach and a community liaison.

CHS and CVUSD employed a plethora of means to ensure the inclusion of staff and stakeholders in the compilation of the Local Control Accountability Plan (LCAP). CVUSD conducted town hall meetings at each of the four comprehensive high schools, and conducted phone survey for parents. The superintendent visited the Students Advisory Committee (SAC) meeting which is comprised of student councils from all middle and high schools of the district. At the SAC meeting students were educated on what the LCAP is and students were tasked with sharing the information with their schools, and conducting a survey among student on campus. CHS and CVUSD held educational meetings for teachers as well. CHS administration prepared a presentation on the LCAP. The principal has repeatedly made announcements at staff meetings regarding professional development opportunities provided by LCAP funds. There are also stakeholder input forms placed in the front office at CHS.

CHS Administration has also established a Remind 101 account and regularly sends informational text messages to staff and parents. Remind 101 is a tool offered to stakeholders and staff to establish a professional connection building trust and respect. Monthly staff meetings, department meeting, department chair meeting, professional development and weekly grade level professional learning

community (PLC) meetings are all means of communication and collaboration between CHS leadership and staff. These regular meetings are used to build trust and communicate to teachers what is going on in our school community. Instructional Leadership Team, which consists of administration, PLC Leads, and department chairs, are held to ensure communication among instructional leaders. There are also weekly leadership team meetings with administration, the athletic director and the activities director. Finally, email remains a professional communication staple at CHS.

CHS Social committee works very hard to maintain trust and respect inside and outside of the classroom. Staff and teacher of the month awards help to create an atmosphere of respect. Comradery is proven through healthy attendance at Social Committee events such as monthly socials, Christmas party and staff luncheons.

#### **Evidence List**

- 2016 Meetings Calendar
- Photo CHS Website
- SSC Member List
- (4) SSC Meeting Minutes
- LCAP Stakeholder Input Form
- CHS Remind 101 Flyer
- Professional Development Plan
- Professional Development Staff Input
- Social Committee Email

### ***E3. Personal and Academic Support Criterion***

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

<b>Adequate Personalized Support</b>
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**E3.1. Indicator:** *The school has available and adequate services to support student's personal needs.*

**E3.1. Prompt:** Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.

**Response:** Chino High School provides numerous resources for our diverse student body. The type of support services are identified in domains, academic, social/emotional and career development. Additionally, students who are not on track to graduate will be provided programs to help them earn their high school diploma at Chino High School or by an alternative program. In the social/emotional domain, Chino High school provides the following services; (Chino Human Services, Hope Family Resources Centers, with specific contact personnel assigned to our campus, CARE program for our displaced and students in transition (McKinney Vento), HOPE/Helping Our Peers Everyday- Peer counselors, and CCRT/crisis team for students in crisis. All of these resources are free and accessible through counseling, administration, or any pupil personnel services on campus.

In the career and academic domain, Chino High School provides seven certificated academic counselors, college fairs, college representatives(speakers), Regional Occupational Program/ROP, US Academy Information Service Night, Free SAT and PSAT school day with College Board, Educational Talent Search for tutoring and college readiness. All these services are samples to help gear our student body to post- secondary education, whether it is university/community college, military, trade school or work force. For students who need to recover credits who are at risk of not graduating, Chino HS offers, tutoring in many core subjects, online and traditional credit recovery, which are 5 week programs, offered 4 times a year, summer school, Adult school credit recovery, Buena Vista High school Continuation/Teen parenting program through referral, Independent Study.

CHS Intervention Counselors offer small groups to help student who are struggling academically and socially. Essential Skills is grounded in the academic domain, students focus on the following key areas: organization, time-management, study skills, making choices, setting goals, and overcoming obstacles. Students identify and understand skills important to academic success develop practical strategies and learn from shared experiences of other students with similar struggles. Thursday Thirteen is grounded in the social emotional domain, where student students participate in a book group centered on reading the novel, Thirteen Reasons Why by Jay Asher. This novel powerfully unfolds the story of a young girl who records thirteen reasons why she chose to commit suicide, weaving together the impact of various people and events that led her to her death. Unveiling topics not typically addressed, students will be challenged through group discussion, activities, and self-reflective journaling to identify the relationship between seemingly insignificant actions and their aftereffects. Through the exploration of social roles and responsibilities, this group is designed to empower students to recognize the impact of their actions and to choose to effect positive change in our community.

All students in the Special Education Program at Chino High School have the unique opportunity to develop a comprehensive transition portfolio during their academic tenure. This program, known as the Transition Portfolio Project, was made available the 2016-17 academic year through a partnership between CHS administration and both the West End SELPA, and the California Department of Education Diagnostic Center. It may include SWD faculty training, on-site collaboration between case carriers, and demonstration teaching to support all SWD students at all grade levels identifying and pursuing what they will be doing once they graduate from high school. Dozens of documents such as interest surveys, self-exploration worksheets, and parent questionnaires are completed over the course of the academic year. Additionally, the enrichment activities are scaffolded in difficulty and age-level appropriateness. It is the goal of the SWD Department to partner with the CHS Counseling Department in order to incorporate the Transition Portfolio Project to all general education students in the coming years.

The AVID program at CHS provides students the opportunity to meet their individual educational goals with the support of their peers and district-hired college tutors. Each grade level has its own curriculum, however, what all grade levels have in common are small group tutorials with college and cross-grade level tutors. During these tutorials, students address their individual needs in the subject area of their choice. They state an initial question and then state their point of confusion. This point of confusion is then worked through with others in the tutorial group – this process allows students to focus on their individual needs, but in conjunction with the support of others. The AVID counselor is assigned only to AVID students and work closely with them in developing each students' 4-year plan and ensuring they are making progress towards that each year. AVID teachers and the counselor also work together to guide students in determining the amount and type of advanced courses, AP particularly, they should take to ensure they are competitive with others for college admission.

### **Evidence List**

Social Emotional forms that include:

- Chino Human Services flyer
- HOPE Family Services flyer
- 3.CARE Program
- Chino HS Hope Peer program.
- 5.CCRT

Academic and Career Domain forms that include:

- ETS
- 2.college fair flyer
- ROP flyer
- US Academy flyer/Norma Torres
- College Board Flyer

At risk and Academic forms that include:

- Tutoring flyer



- Credit recovery program
- 3. Adult school program
- Buena Vista High school alternative program flyer
- Essential Skills Consent Form
- Essential Skills Flyer
- Essential Skills Data 1
- Essential Skills Data 2
- 13 Reasons Consent Form
- 13 Reasons Flyer

<b>Support and Intervention Strategies Used for Student Growth/Development</b>
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**E3.2. Indicator:** *Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.*

**E3.2 Prompt:** *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

**Response:** To keep students on track for graduation, Chino High School (CHS) has alternative instructional strategies for those that begin to have gaps in classes and credits due to poor attendance or failed grades, to make up core classes, and get back on track for graduation. Those supports include repeating the class, virtual alternative education, Adult School, and credit recovery. Throughout all of those programs, students still remain Chino High students, and once back on track, are able to continue their course of study.

Special Education Inclusion provides another alternative instructional option for students at CHS. CHS has a significant number of special education students placed in the general education classrooms. General education teachers work with special education teachers in core academic subjects to be sure accommodations and modifications on IEP's are done in class. This inclusion model supports personalized learning for Special Education students. Inclusion has significantly improved the academic grades of those students as well as building social skills.

The AVID program at CHS provides a personalized approach to learning as well as a small learning community. Team building activities in the classroom strengthen the comfort level and bond between students and 40% of the curriculum is tutorials which is where students present some point of confusion they have in their various classes and try to find the answer through inquiry and with the help of their peers and tutors. It helps in their problem solving, oral and written communication, and fosters a positive work environment which seems to have a positive influence and helps the students achieve success in many of their classes. Organization, collaboration, and recruitment make the AVID program successful for students. Students organize their lives with binders, agendas, and Cornell notes. This organization method helps the students study more productively, thus being better, more efficient test takers. Students work collaboratively every day which benefits them in a wide variety of ways. The program recruits a specific type of student and that recruitment process is very important in the success or failure of the program. We look for driven and motivated individuals who could use the extra assistance in preparing for college. These individuals are usually within the 2.5-3.0 GPA range but include many other qualifications such as parent education, socio-economic status, etc. The goal is to help the middle student become the extraordinary student. In the 2015-2016 school year, 27 Seniors enrolled in AVID, 22 were accepted to schools such as Cal, UCLA, UC San Diego, Cal Poly Pomona, UC Santa Barbara, CSU Long Beach, SF State, UC Davis, UC Merced, CSU Channel Islands, CSU San Bernardino, Sonoma State, Humboldt State, Northwestern College, and University of Great Falls, etc. Data from the program show average attendance for AVID students was 99% vs 95% of the rest of the school.

As one of the six Pre-College TRIO Programs at Cal Poly Pomona, the Educational Talent Search (ETS) program was first funded in 2011. ETS provides a small learning community designed to generate the

skills and motivation necessary for success in education beyond high school for participants enrolled at CHS. 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 including financial literacy, and (4) assist participants in successfully gaining admittance and being retained at postsecondary institutions.

The ETS Program offers tutoring, supplemental instruction, and adopt-a-class instruction and to date has provided 499 hours of tutoring, supplemental instruction and adopt-a-class instruction in the 2015–2016 project year. Academic advisors and peer advising staff attended weekly after school tutoring, and supplemental instruction sessions at Chino High School twice a week for two-hours each day (a total of four hours per week) in addition to adopt-a-class in Freshmen Transition classes at Chino High School.

ETS has provided 537.08 hours of academic advising to date. Each ETS Academic Advisor and Peer Advisor was responsible for the development of an Education Action Plan for all participants. Each advising session covered the minimum college admission requirements for the CSU, UC, and California Community College system, as well as the options available through private, four-year universities, and proprietary schools, colleges, and universities. More specifically, participants received advising on the CSU/UC “A–G” admissions pattern, including information on course selection, testing requirements, and extracurricular activities.

ETS offered its participants 165 hours of workshops and sponsored special events during the 2015–2016 academic year. Workshops were geared toward providing information on higher education options, requirements for college admission, financial aid, career exploration and interests, and other vital information to aid them in their transition to post-secondary education. ETS offers participants an opportunity to visit college campuses, cultural sites, and special student events. These field trips are designed to provide information about available postsecondary education institution options, promote cultural awareness, and expose participants to opportunities to build leadership skills. Participants are invited to attend field trips via sign-up sheet at the designated school sites during the after school tutoring/supplemental instruction sessions, adopt-a-class, or reminders through the school site (e.g., school’s public announcement system, and webpages).

In an effort to increase the number of ETS participants matriculating into four – year postsecondary education institutions, including those with strong STEM emphasis, ETS provided the Rigorous Academic Supplemental Support Learning Experience (RASSLE) for a maximum of 50 interested and eligible participants. The RASSLE program is designed to bolster academic skills, increase awareness on career options, as well as expose participants to professionals working in various fields of interest as well as the college classroom experience'

Small learning communities are provided through many tutoring options available at CHS. Tutoring allows an alternative learning option for access to and progress in the rigorous standards based curriculum. The Math department offers tutoring in all levels including Integrated Math I, II, and III. Math 180 is also offered as an intervention to struggling students. The program is designed to build students’ confidence by changing their mindset in regards to math and accelerate their learning using technology and other 20<sup>th</sup> century learning tools. Read180 is also offers as an intervention for students who are two grade levels below in their reading skills. Much like Math 180, Read 180 seeks to build students’ confidence using expository texts, technology, a reward based system. The National Honor Society at CHS also offers peer tutoring as part of their charter. 11<sup>th</sup> and 12<sup>th</sup> grade students in NHS are required to provide a minimum of 60 hours of tutoring to peers on campus.

#### **Evidence List**

- Credit Recovery Program Flyer
- SEIS Online System for IEPs
- AVID Brochure

- ETS Data 2015-16
- Math Tutoring Flier
- NHS Student Handbook

**E3.2. Additional Online Instruction Prompt:** *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

**Response:** The Chino High School webpage provides not only individual pages to support counseling and academic programs, but parents, students, classrooms, clubs, band, sports, and time sensitive information and announcements. The CVUSD supported gradebook program, Aeries.net, allows 24-hour access to parents and students alike to monitor student grades over the internet by creating an account. Teachers have access to view student's grades for other teachers' classes, not only for the most recent progress report, but for the most recent grade in another teacher's class. As well, student attendance, test scores, transcripts, ELD and Special Ed identification, and graduation status is current and easily accessible. The availability of accessing other teachers' grades and seeing the most recent progress report for all classes enables more timely opportunities to determine intervention and begin additional support such as one of the many tutoring options available on campus. In addition, teachers/coaches in charge of extra-curricular and co-curricular programs can monitor student progress to help students maintain minimum GPAs required for participation in that program. Although teachers are using Aeries, it is not mandated by the district resulting in some staff members still use other gradebook programs, which does hinder, at times, the ability to resource all grade in one location.

The CVUSD Schoolwires software allows teachers, departments, and clubs to create individual webpages. Departments, clubs and programs can post handbooks, forms, and time-sensitive information for quick and wide-spread communication with ease of access if not at home, then in the library or career center where computers are available for student use, or even on student cell phones via the school's Wi-Fi. Many teachers utilize these webpages to post daily assignments, class resources such as power points, subject related resources/handout/forms, vocabulary lists, internet links, and textbook summaries. Schoolwires makes it easy for parents and students to find information and/or contact teachers for email communications.

Teleparent is communications software that enables teachers to utilize an automated calling system to inform parents of a myriad of class or school related notifications: tardiness/attendance, behavior issues, upcoming tests, parent signatures needed, etc. Teleparent is currently unavailable as we wait for the district to implement the new calling system Loop.

Online test preparation is available in a variety of formats. Students have access to test prep via: Shmoop which supports test prep for PSAT, SAT, and AP tests as well as subject area support. Currently, CHS is not utilizing Shmoop as students did not seem to utilize it enough to make it cost effective, but it was used for the 2014 – 2015 and 2015 – 2016 school years. The SAT Word of the Day cell phone application is available to AVID students, or any student who downloads the application to their cell phone. The district pays for 11<sup>th</sup> graders to take the PSAT and SAT and for seniors to take the SAT; in the test prep books passed out to students, there is information on how to create an online account for College Board. College board accounts are commonly used for AP classes and AVID, but are not exclusive to those programs, as College Board is a website available to all students. Students can also sign up for accounts with the Khan Academy which also assists students with preparation for SAT. All students have access to Office 365 accounts and email which the district has set up for them with their own individual logins and passwords. Students also use technology with websites such as Quizlet assists students with studying.

In addition, announcements about club and sporting activities are continually being updated on the Chino High School webpage. Besides the most recent announcements being on the home page, there are tabs with pull down menus for academics, athletics/activities, classrooms, parents, staff, students, and calendars.

Backpack Free Day begins the first day of school and is an effort to encourage both school and class spirit while also imparting important and valuable information. All students reported to their first period classes, were given wrist bands in their class color along with their class schedules. Students are then released by grade level and put through a series of rotations. All rotations are 15 minutes in length. The first rotation was to meet with the administration, counselor question and answer, and instructions for accessing the Aeries portal and Remind 101 reviewed via PowerPoint.

**Evidence List:**

- Aeries.net
- Cal Poly Tutoring Flyer
- No Backpack Day Technology PowerPoint
- Samples of Grade checks for programs and required tutoring forms.
- Shmoop Instructions
- College Board - SAT Word of the Day App
- Quizlet Flashcards Screen Shot
- Student Accounts for Office 365 Instructions

<b>Support Services – Interventions and Student Learning</b>
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**E3.3. Indicator:** *The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.*

**E3.3. Prompt:** *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

**Response:** To identify students who are struggling, teachers utilize test scores and data from tests like the Interim Assessment Block (IAB) tests, the Smarter Balance Assessment Consortium (SBAC), CELDT, and Pre-tests each semester in English, Science, Math, and re-post unit investigations in History. Chino High teachers are all registered with Illuminate.edu, which makes it possible to see the test scores connected to district created curriculum. Teachers use this data to drive instruction. Individual teachers utilize classroom assignments/participation to determine if a student is struggling and submit names to counselors when they see a student in need of support. Teachers can also look on Aeries for test scores and placement test results.

Students who are struggling may also need to have a Student Study Team (SST). Counselors monitor their case load for students with GPAs below the graduation requirement and for repeated D's or Fs semester to semester. The counselor can call for this intervention; however, a teacher having concerns of a student's progress, or even a parent observing a pattern can request an SST. At the SST, the student, parents/guardians, teachers, counselor and administrator discuss the strengths, struggles and plans to help the student become successful. Such outcomes could be to attend Buena Vista, CVUSD's continuing education school, credit recovery, summer school, or to enroll in an extra class during the year.

Students in need of special services are tested and identified as special education students by the school psychologist and counselors. They are tested again to see if they still qualify every three years. These students receive an Individualized Education Plan (IEP) that is developed at a formal meeting with the student, their parents, teachers, counselors/school psychologist, administrative representative, and their case carrier. Their case carrier ensures that all teachers receive a copy of the IEP to refer to throughout the year to ensure students are receiving the support services for which they are entitled. The IEP will

clearly state the students' accommodations or modifications, and a follow up meeting is scheduled annually to check progress or adjust accommodations/modifications as needed. CHS currently has 329 students on IEPs.

Students needing a 504 may need long-term or short-term support due to a non-learning disability issue such as ADHD, anxiety, or physical impairment. These modified curriculum help the student achieve academic success by allowing more time to complete assignments, have a note-taker in class, or take "a break" outside the classroom, if needed – these by no means cover the array of accommodations a 504 student may need; the 504 is particular to the needs of the student and may be for a temporary situation. Accommodations for the student are specific to their needs, and the effectiveness of the intervention is determined at a follow up meeting after the interventions take place with the student, student and parents, or all originally involved. CHS currently has 46 students with a 504 plan.

Regardless of an IEP or 504, any student struggling academically has access to the tutoring available after school, on Tuesdays and Thursdays via a program called Educational Talent Search (ETS). ETS is offered through Cal Poly Pomona, and Chino High School has just renewed the contract with them for 5 more years of service. Tutoring is also available via subject area teachers, Math Club, or National Honor Society (NHS) peer tutoring.

Students who are classified as GATE or Honors are typically identified prior to coming to CHS. Gate/Honor students are provided with a rigorous curriculum in all subjects. In English, scaffolding for a more advanced curriculum is built into the CVUSD ELA Rigorous Curriculum (RCD) units. In Science, students are challenged with a rigorous curriculum that is aligned with the new Next Generation Science Standards (NGSS). In History, students are challenged by the new curriculum developed by the History Literacy Standards Committee. Each curriculum, regardless of the subject, has an appendix dedicated to differentiation strategies for all types of learners. GATE/Honors students are also provided the opportunity to choose from Advanced Placement (AP) courses to challenge themselves and accelerate completion of their college courses by taking and passing AP tests offered in May.

English Language Learners are classified once they fill out a parent questionnaire and after taking the California English Language Development Test (CELDT). Once classified, ELD students are placed in one of our four levels of ELD courses, where they spend two periods out of their day developing the language skill that they need to move on to a regular classroom. In the regular education classrooms, ELD students have differentiated instruction appropriate for their English proficiency. For instance, the English department has differentiated strategies for ELD students built into the units. In other classes, teachers use their professional judgment in allowing more time or providing modifications in instruction and/or assignment requirements. This differentiated instruction is often supported by the ELD teacher who assists the student successfully complete the regular education coursework. During the 2014 – 2015 school year, CHS had 242 EL students. Of those 242, 60 were reclassified. To be reclassified, students must achieve a passing score on CELDT test, which all ELD students take once a year. Once students are reclassified, they are moved to the general population classrooms.

Counselors actively monitor their student loads and speak to students individually and/or with parents to help a student before they fall too far behind. Teachers are quickly notified when a counselor has had such a conversation with a student. Follow-up would occur at the start of the year, at progress report deadlines and in between progress reports. If a student is identified to be severely behind in graduation credits, or struggling significantly in one or more classes, an SST (Student Study Team) meeting is scheduled. The students and his parents, and the student's teachers, counselor and an administrator come together to determine a course of action to help the student achieve success. This meeting helps to determine if a student needs to be sent to Buena Vista, CVUSD's continuation school, to credit recovery here at CHS, to take advantage of one of the tutoring opportunities available through peers, teachers, ETS or NHS.

**Evidence List:**

1. On Campus Tutoring Flyer.pdf
2. ELA RCD Planners Differentiation Strategies.pdf

### 3. English 9 Semester One Pre-test.pdf

**E3.3. Additional Online Instruction Prompt:** Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.

**Response:** Chino High is supporting equitable access to computers, including laptops, tablets, personal computers, and other electronic devices to facilitate learning to all students. Students have access to educational resources via the Internet, through a variety of means, including computer lab time, library computer access, class laptop and tablet cart usage, and teacher/class web sites. Chino High has two permanent computer labs and one computer lab that can be utilized as needed. The two main computer labs are available to all teachers/classes on a reservation basis, through the school secretary. There are also eight mobile laptop carts available for teachers to check out for classroom usage on a period or all day basis. In addition, there are 306 iPads and the checkout procedure is similar to checking out laptop carts.

Some teachers/staff have additional computer resources in their classrooms, based on their curriculum areas. For example, the AVID coordinator has 6-7 personal computers in his classroom to support students in their goal of attending a college/university after high school. The classroom for the school's newspaper, *The Lariat*, has 5 computers. The Read 180/Math 180 programs are taught in teachers' classrooms with a class set of personal computers. The Career Center has personal computers available for career and college research. The library has personal computers for students to utilize before school, at lunch, and after school, and teachers can also schedule their classes for library computer use and research time. Also, the district upgraded the Wi-Fi network during the 2015-16 school to increase capacity, speed, and accessibility.

This increased Wi-Fi capability enables teachers to utilize online assessment applications such as Quizlet and the Khan Academy which students access with either teacher provided laptops or students' own cell phones. To further support equity of access, the CHS website contains links to district tutorials that are helpful to students needing assistance in understanding curriculum.

Teachers utilize these resources to teach students to differentiate between credible and non-credible research methods and resources. Many Chino High teachers post valid educational research links on their school/class web sites, which are accessible to all students in the teacher's classes, as well as to the students' parents. Classroom assignments are tailored toward students using online resources to complete projects, units, simulations, and test reviews.

#### **Evidence List:**

1. Teacher class websites
2. Picture: Computer lab in use
3. Picture: Laptop Cart
4. Picture: Read 180 Poster
5. Picture: Upgraded WIFI Router

<b>Equitable Academic Support to Enable All Students Access to a Rigorous Curriculum</b>
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**E3.4. Indicator:** *Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.*

**E3.4. Prompt:** Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students ( i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).

**Response:** The master schedule is designed to meet the needs of all students enrolled at Chino High School. By limiting the number of students in each class to thirty-six and offering support classes and AP

classes, Chino High School accommodates the needs of the students, by supporting low-achieving students, and offering rigorous classes to high achieving students. The counseling department and the college and career center work in unison to provide students with all essential information that they need to understand in order to graduate. Students are made aware of scholastic expectations from freshman year via Freshmen Orientation and No Back Pack Day's meeting with the counselors. Graduation requirements are in the student handbooks; students create 4-year plans with their counselors and are provided with services such as tutoring opportunities and interventions to help them toward academic achievement. For instance, students may apply for the California Scholarship Federation or choose to take part in the Chino High Theater Conservatory. High achieving students may become members of prestigious academic societies such as National Honor Society, Art Honor Society and the International Thespian Society. New to the 2016-2017 school year is the implementation of the Collaborative Classroom Model. Regular education teachers are paired with Special Education teachers who team teach students with IEPs. This model affords these students with special accommodations to be supported by two teachers to help them succeed in the college preparatory requirements.

For academically advanced students, Chino High School offers honors classes and a variety of AP classes in liberal studies, mathematics, and the sciences. Students are encouraged to take AP exams and financial support is offered for those with need. Additional support is provided through instructor, peer, and college tutoring services, and most students perform well on AP exams. The CHS AP program has made slow, but steady progress over the past five years: from 2012 to 2016 the CHS AP program has increased by 59 students lead to an additional 142 AP tests being taken. These tests resulted in an increase of 81 more students earning passing scores of 3+ or higher – that is a 15% increase in AP test pass rates.

Students are also able to take advanced classes online and through the Chaffey College Summer School to get ahead. Additionally, AVID classes are offered for all grade levels to ensure that students are on target for college readiness. Students that fit the AVID requirements and desire to attend higher academic institutions are encouraged to apply to the AVID program where additional academic support is provided in the elective class via tutorials with district approved college tutors two times a week and study skill training built into the curriculum. Further support for college bound students comes from Chino High's partnership with Cal Poly Pomona's educational outreach program, ETS (Educational Talent Search). Students may elect to apply to the ETS program. However, ETS provides workshops on the FAFSA, how to write personal statements, and the like to any Chino student that wishes to attend.

For students with specific academic needs, services are provided to those individuals through the counseling department and the college and career center. Services provided by Chino High School include credit recovery and the district summer school programs. Both of which are offered free of charge to the student. Free tutoring services are provided from peers, the National Honor Society, staff, college students, and the homework club. Student Study Teams are formed when students in need are identified. With input from the student, parents, teachers, and administration, the SST creates a specific action plan the student can follow to address challenges and ensure academic success. Through the use of IEPs, students with specific learning disabilities are provided with the necessary tools they need. Students are able to request additional time or test taking environments that are more suited to their individual needs.

Chino High School offers zero period classes for advance placement and college preparatory classes, including programs such as AVID. With the additional class time offered, students are able to add an additional class into their daily schedule to accomplish specific academic goals or enable them to participate in extracurricular activities. In addition, for students who have a more specific career goal plan, the Baldy View ROP program offers students the ability to earn academic credit while working in a specific field of interest.

#### Evidence List

1. AP and or IB Exams Test Fee Program
2. AP Five-Year School Score Summary (2016)
3. Baldy View ROP Class List
4. Chaffey College Summer School

5. College and Career Center Information
6. CVUSD Summer School Programs
7. Freshman Class Important Information Sheet
8. Free Tutoring on Chino High School campus
9. High School Graduation Requirements

<b>Co-Curricular Activities</b>
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**E3.5. Indicator: E3.5. Prompt:** Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.

**Response:** Forty-five clubs, sports teams, honor programs and special student support groups offer help and instruction with career exploration, artistic interests, athletic and academic pathways. Key to the logistics of delivering these programs, is our associated student body. The associated student body is instrumental in facilitating activities such as Club Rush and Link Crew, which help students organize, govern, and promote these programs at Chino High School. The effectiveness of these diverse Chino High programs is evidenced by the quality involvement of an estimated one thousand two hundred students, parents, within the Chino community. Effective parent involvement is reflected in our Chino High Band Boosters, Sports Boosters, CHAPSS, and Drama Boosters and School Site Council. The process of involving and selecting students, based on student interest, is driven by standards of excellence rooted in our academic standards and schoolwide learner outcomes.

Chino High School offers students a wide variety of curricular and co-curricular programs. Our curricular and co-curricular programs are offered to all Chino High Students. Our programs cover a diverse range of student interests supported by coaches, directors, advisors, teachers, parents, staff members, guidance staff and site administrators. In regards to academic standards and schoolwide learner outcomes; they are grounded with our class room instruction. Chino High School has a diverse range of clubs, honor programs, academies, teams, sports teams, and other educational support programs are grounded with these curricular programs. Furthermore, many coaches, advisors, and directors are also Chino Valley Unified classroom instructors.

Career pathways are in their third year at Chino High School. School-to-career pathways currently offered are the Law, Justice and Public Service (LJPS) Academy and the CHOMP (Culinary, Hospitality Occupations Management Profession) Academy. Students have a core area of focus in each grade level with academic support for career-related projects in core subject areas such as English and Science.

The Music Department is made up of Concert Choir, Concert Band, Wind Ensemble, Symphonic Band, Jazz Ensemble, Marching Band, Percussion, Band PE, Pageantry PE, Winter Guard and Dance Prop. This provides students many opportunities to develop music skills in a broad spectrum of groups. The band and pageantry program rehearse year round. The fall semester focuses on the marching arts and spring semester focus on concert music.

Chino High's 77TH Cavalry Marching Band has become one of the top groups from Southern California. The 77TH Cavalry has won the SCSBOA 6A Division Field Championship seven times. In 2015 the Band finished as a finalist in the LA Fair Parade Competition, finished in the top 5 at the SCSBOA 6A Field Championships, won over 32 sweepstakes awards and 7 field tournaments. They are also 4-time Tournament of Champion winners, marched in the 113th Rose Parade, and won the Grand Master Championship Award at the Fiesta Bowl National Band Competition in 2003, 2007 and 2011. In the fall of the 2016 school year, the 77<sup>th</sup> Cavalry one the \$10,000 First Place prize at the Los Angeles County Fair. Concert Choir is ten-month program which focus on a variety of music from Rock and Roll, Pop, Broadway, Holiday, and Classical. Both groups preform annually at Disneyland, travel locally music festival in the springtime, where they are evaluated on a Rubric judging system. Our groups have consistently received superior ratings at district festivals, with the Wind Ensemble receiving superior



ratings at regional festivals 15 times. Students have the opportunity to learn to read and write music. The Music Department also travels on tours to such places, Hawaii, Florida, Ohio and to Northern California which allow students to be evaluated at a national level.

As a further example, Chino High School has a rare high school theatre conservatory. This national award-winning theatre conservatory produces ten to twelve productions in a ten-month period with very little resources. We offer five courses in theatre, as well as an intensive six-day a week theatre schedule after school hours. These student-centered productions are staged without theatre facilities, having to rely on a café-torium.

ASB consists of leadership lessons and assignments which must be submitted as if submitted to a teacher with proper writing conventions. There is also a public speaking aspect to the class where students learn an elevator speech and take part in an ASB Ambassador assignment where they properly greet staff within all facets of the school to properly learn how to introduce themselves and represent CHS.

Ignite is a group within the CHS Renaissance Leadership class. Students visit the two county and one SWD classrooms each Tuesday during 4<sup>th</sup> period. The Leadership students interact with the students thru crafts, reading, holiday parties, etc. to involve them in the Chino High community.

#### **Evidence List**

1. Theatre conservatory info sheet
2. Theatre conservatory parent letter
3. Pictures: Theater Performances
4. Picture: Varsity Football
5. Picture: Boys Basketball
6. Picture: Band awards from tour 2016
7. Picture: Choir at Disney
8. Picture: Marching Band
9. Picture: Pageantry
10. 2016 – 2017 Club List

**E3.5. Additional Online Instruction Prompt:** Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.

**Response:** Clubs at Chino High School consist of 30 diverse groups. Club rush is done during the first month of school beginning. This current year club rush was the week of 8/29/2016- 9/2/2016. Clubs were assigned certain days for signups during lunch time. Students could meet each club, ask questions, and become a member. Clubs then began meeting the third week of school. The school newspaper, *The Lariat*, is an online newspaper that is published on a weekly basis. Students take this elective as part of their schedule. Students write articles about current events on and off campus.

National Honor Society students are committed to leadership on campus. Students have monthly meetings in their cohorts with the faculty advisor. The senior service project is to impact the whole of the Chino High community and have an ongoing impact. Seniors must commit 30 hours to this project with junior NHS students supporting the seniors' efforts. In addition, all juniors and seniors must take part in mandatory tutoring. Currently students have been assigned a student to tutor based on student criteria: enrollment in a college preparatory class in which the grade is a D or F. NHS students then meet regularly with their tutees. A 15-hour requirement each semester is needed to satisfy the tutoring component. There is also an NHS Leadership Charge in which students hear from a variety of leaders in the community and then get to participate in leadership activities to further develop this aspect of themselves.

AVID offers weekly club meetings. On average about 43 students attend. AVID also promotes field trips to college campuses to allow students to see college life and the attributes offered at each. Various local colleges and colleges visited each year by grade levels. This year, the AVID team of teachers will assist junior AVID students in touring nine colleges in the Northern California/San Francisco area over a four-day period.

The CHOMP and LJPS Academies go on a variety of field trips throughout the year that will support exposure and learning about their respective career fields. As well, LJPS takes part in emergency evacuations as runners to pick up attendance and take it to the command station during drills and actual evacuations. The Chino High yearbook is an elective class offered on campus. Students work throughout the year taking pictures of many on-site and off-site events. This is then accumulated into our yearly yearbook edition that students purchase and then receive at the end of the school year. This year, Chino High School began implementing video announcements once a week as an alternative to announcements over loud speakers. ASB students also come into classrooms twice a week to share announcements in person with students.

Students have access to ROP and college courses through Chaffey College. ROP courses provide students with real-life experiences in their quest for pursuing a career. The Chaffey courses prepare students for the rigor of college freshman. The AP club involves all AP students. Their goal is to raise funds to help finance AP exams. Peer counseling provides a forum for students to seek help or advice from their peers. It is a safe-haven for troubled students who may not feel comforted discussing their problems with an unknown adult. The program also trains students to learn how to listen to others and empathize.

Every year, the Special Education Department puts on a dance for the all students, faculty, and staff to attend. Inclusion is part of the educational practice at Chino High School and this includes socialization in the form of events, as well as academics. Chino High School is moving from proving to improving. In order to do this, the professional development focus for PLCs will need to be measuring effectiveness of academic programs, as well as those enumerated above.

#### **Evidence List**

1. Pictures: CHOMP field trip
2. Club Rush lineup 2016
3. NHS Handbook
4. Peer counseling
5. Field trips/social pictures for AVID, NHS
6. Newspaper Link - Chino Lariat Website: <http://chinolariat.com/>
7. Video announcements Link: <https://youtu.be/zBspUUPTqxM>
8. AVID Service Hours Sheet
9. 2016 – 2017 Service Projects (NHS)

## **ACS WASC Category E: Summary, Strengths, and Growth Needs**

### **School Culture and Support for Student Personal and Academic Growth**

#### **Summary (including comments about the critical learner needs)**

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

**Comments:**

As evidenced in E1.1 and E3.2, CHS's leadership uses many avenues to communicate and collaborate with parents; however, strong and consistent parent involvement still remains a struggle. Leadership has improved the involvement of stakeholders in School Site Council with a fair representation of staff, students, and parents. The English Learner Advisory Committee (ELAC) is a strong program on campus. At Back to School Night and Open House parents are welcomed into the classroom and have the opportunity to talk face to face with teachers. Chino High School also provides Student Study Teams (SSTs) where staff partner with parents to address needs for academic success. AP Night offers parents the rare opportunity to see behind the scenes of the Advanced Placement program at CHS with student presentations in each AP subject. Freshmen Fair gives a sneak peek into the academic opportunities, activities, clubs, and sports available on the Chino High Campus. The Freshman Parent Meeting at orientation is designed for parents to get acquainted with CHS while their freshmen students explore Chino High School for the first time. Coffee with the Principal is a monthly event where parents are invited to meet with the principal in an informal venue. Parent Institute for Quality Education (PIQE) supports low income and ethnically diverse families by educating them on taking an active role in their children's' education. Chino High School has eight parent run booster clubs/parent organizations that support sports and co-curricular activities. Parents of Students With Disabilities receive flyers for district and county resources such as: the Chino High School website, Family Engagement Center, Individualized Education Plans (IEPs) and the Workability program where local businesses provide jobs for our students and teach them job skills.

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

**Comments:** As found in E3.2, SWD Inclusion/Collaborative classrooms provide SWD students the opportunity to be mainstreamed with the support of an additional teacher in the classroom allowing them more individual attention. EL strategies have been provided at staff development meetings by a CHS instructional coach. Teachers then follow up by using these strategies in their instruction and/or work with PLC members to develop instructional opportunities for these strategies. Math Read 180 and Read 180 are intervention programs intended for low performing EL and SWD students; the goal is to boost student confidence by changing their mindset about academics. The programs use technology and other 21<sup>st</sup> century tools as a means of improving the skills of these students. Counselor intervention programs new to CHS this year are: Essential Skills, Thursday 13, FLY Zone, and Crossroads (a program returning to CHS). CHS intervention counselors provide small groups for students that are struggling emotionally and academically. For instance, in Essential Skills, students focus on the key areas of organization, time management, study skills, making quality choices, goal setting, and overcoming obstacles. In Thursday 13, student participate in a book group centered on reading the novel *13 Reasons Why* by Jay Asher.

#### **Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength**

Chino High School is a culture that looks out for one another, both at school and in the community. There are myriad clubs, NHS projects, and programs that reach out to those in need: recycling campaigns to better the environment for all, as well as, food drives and clothing drives to meet the basic needs of its classmates and neighbors.

Chino High School's community does care about one another – the past couple of years its staff (and students) have suffered many personal losses and struggles. In addition, we have had to say good-bye to

students and staff due to personal illness or death. Over and over again, the faculty and students has gathered together to support, pedagogically, emotionally, and even monetarily. Although we are a varied staff of veterans to those new to the profession, and even if we differ in pedagogical philosophies, at times, we are staff that cares about and for one another when times call for it.

There is a more positive “vibe” on campus. The students over the past several years are more academic, better behaved, more involved, and more inclusive. In the past, there have been more challenges with students, in both behavior and motivation. Although test scores are not as high in all categories, as CHS may wish, there is growth in the AP arena – more students are challenging themselves. Likewise, the character of the clientele has gone up. This is difficult to measure, especially as a visitor coming only for a few days, but in speaking to staff, it is arguable to say that the clientele of our students has improved.

#### **Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth**

Chino High School must continue to improve the academic success of its EL and Special Education population. Students in these categories continue to struggle on standardized testing and equivalent success in mainstream academic classrooms as other student populations. PLCs must continue to focus conversations and collaboration on EL and Spec Ed populations, not to the exclusion of other student groups, but in conjunction with them to support these students with additional obstacles.

Furthermore, CHS must do a better job of keeping track of records and data. CHS is a terrific place to be, but it hasn’t always done its best at keeping records to both prove the great work it does and to use those records to better its stakeholders and the institution itself. This WASC cycle has afforded the opportunity for all to get involved, to resource information, and to gather it together in the Data Warehouse. A conscious effort to maintain and add to the Data Warehouse with updated data on a yearly basis will help all stakeholders with a more accurate overview (as least on paper) of Chino High School as certainly some of what is can be said of a school is experiential.

Chino High must continue its focus and positive growth to be inclusive of all student groups and their interests. Although CHS has made strides and put forth a strong surge in this area, it must continue to develop ways to improve the representation of ALL types of students, some (though voluntarily or simply not “wired” for a traditional school setting) still remain on the fringes and may not see their interests or strengths mirrored in student activities and or clubs. Our ASB and Renaissance programs (just to name two) work tirelessly in making CHS a place that brings fun to academics and recognition to hard work.

## Categories A through E: Prioritized Areas of Growth Needs

*Growth areas prioritized from the five categories.*

### Category A:

- Provide teachers with training in using data to improve instruction and PLCs.
- More professional literature should be provided by administration and instructional coaches for teachers to read and discuss in the PLCs.
- Work with the district to implement Multi-Tiered Systems of Support (MTSS).
- Implement Universal Design for Learning and Love & Logic schoolwide.
- Increase parental involvement of underperforming students,
- Train teachers in the use of Office 365. Also, clarify the site's vision of technology use in the classroom and with counseling.

### Category B:

- Improve the faculty and counselor's ability to prove the efficacy of behavioral and academic programs.
- Partner teachers to collaborate and create cross-curricular lessons and projects.

### Category C:

- Train teachers in the use of Office 365 and expand the repertoire of teacher's technology use in the classroom.
- The faculty should discuss altering the bell schedule to increase the time spent in PLCs in order for data driven decisions to become the norm. This might include lengthening the school day.
- Focus course loads on scaffolded matriculation from College Prep to Advanced Placement. Emphasis should be placed on raising the bar for the lower and middle 1/3 so that they can meet the prerequisites for more difficult courses.
- Improve parent involvement in understanding careers and college acceptance.

### Category D:

- Adopt Universal Design for Learning (UDL) schoolwide.
- Implement a permanent Data Warehouse to collect data needed to facilitate decision-making at all levels.

### Category E:

- Increase the rigor of curriculum provided to EL and Special Education students, and most importantly, measure the effectiveness of implementing these pedagogical practices.
- CHS must do a better job of keeping track of records and data.
- Do a better job mirroring student strengths and interests in curriculum across all disciplines.

### Moving Forward:

The WASC Steering Committee feels strongly that in order to move forward with growth in the areas above, the following must take place:

- A Data Warehouse must be established on Office 365 and maintained by the WASC Steering Committee. Access to the Warehouse should be given to all teachers and staff.
- The process of updating the Data Warehouse must be ongoing so that the WASC process can be ongoing.
- The WASC Steering Committee should play a consultative role for the School Site Council, and assist in crafting School Goals for the SPSA.
- The WASC Steering Committee should work with stakeholders in a variety of settings to assist in data-driven decision making. This includes facilitating Faculty and Staff meetings and working with Department Chairs to improve data-driven pedagogical practice. The WASC Steering Committee will decide on and help keep faculty, counselors, and staff accountable through clearly articulated and established goals and timelines.





## Chapter V

# SCHOOLWIDE ACTION PLAN





## Chapter V: Schoolwide Action Plan

This chapter illustrates proposed areas of emphasis for the revised Single Plan for Student Achievement (i.e. Chino High School's Schoolwide Action Plan).

Chino Valley Unified School District mandates that writing for the SPSA begin in March/April of each year. The WASC Steering Committee will be taking an active role in this process starting in March 2017 and work with the School Site Council – the decision-making body for the SPSA – to establish consensus and commitment from all stakeholders in implementing School Goals found in the SPSA; this plan has built into it a rigorous evaluation of ongoing improvement. It is important to note that the WASC Schoolwide Action Plan has been loosely bound with the school's budget in the past, and that is no longer the case due to the adoption of the SPSA as the Schoolwide Action Plan in the 2017 Self Study process.

The SPSA document inherently contains not only accountability from specific stakeholders, but a budgetary allotment to ensure School Goals can be effectively executed. By having our Schoolwide Action Plan and SPSA be one and the same, our formalized plan will not exist in a vacuum.

Each year, the WASC Steering Committee will develop the SPSA with the School Site Council so that the SPSA will become the driving plan for our site. Together, the WASC Steering Committee and School Site Council will work together to ensure we are moving from proving our practices to improving them. As the Critical Learner Needs are aligned to the district's LCAP Goals, the WASC Steering Committee proposes the updates below be made next year's SPSA:

Self Study: Critical Learner Needs (2017)	SPSA: Proposed School Goal Emphases (2017-18)
<b>Critical Learner Need 1:</b> All Chino High School students need access to subject-specific technology and software in order to learn in a robust and rigorous learning environment that exemplifies state standards, and district expectations.	<b>School Goal 1 Emphases:</b> <ul style="list-style-type: none"> <li>• Implement subject-specific software and hardware in each of the four core subjects.</li> <li>• A training calendar should be created for teachers to receive training on Office 365, Aeries gradebook, and creating a class webpage.</li> <li>• Students should learn about acceptable use of technology in Freshman Trans, and vetting primary &amp; secondary sources in 9<sup>th</sup> grade English classes.</li> </ul>
<b>Critical Learner Need 2:</b> All students need scaffolded learning opportunities within the organizational structure of Chino High School in order to prepare them for them for college and the workforce.	<b>School Goal 2 Emphases:</b> <ul style="list-style-type: none"> <li>• The number of students eligible for UC/CSUs should increase by 5% per year.</li> <li>• A target goal of 90% of students should be completing both CCGI milestones per grade level each year.</li> </ul>
<b>Critical Learner Need 3:</b> All underrepresented students and low academic achievers at Chino High School need additional support to meet academic standards.	<b>School Goal 3 Emphases:</b> <ul style="list-style-type: none"> <li>• The site's repertoire of tutoring options, such as study skills courses, needs to expand.</li> <li>• Implement MTSS at a high school level and track student progress to obtain baseline data.</li> </ul>
<b>Critical Learner Need 4:</b> All students need their parents/guardians to have opportunities to engage and collaborate with the Chino High School community in order to support the growth of their children, and increase the effectiveness of programs at the site.	<b>School Goal 4 Emphases:</b> <ul style="list-style-type: none"> <li>• Increase parent participation at Back to School Night, Open House, spring parent conferences to track baseline data.</li> <li>• Host quarterly awards ceremonies to reach all students; from improved behavior to random acts of kindness, strong attendance, and improved grades.</li> </ul>
<b>Critical Learner Need 5:</b> All students need effective behavioral and academic interventions for Chino High School to be a safe, nurturing place to learn.	<b>School Goal 5 Emphases:</b> <ul style="list-style-type: none"> <li>• Train teachers to deliver UDL and Love &amp; Logic with their students.</li> <li>• Increase the impact of the Link Crew program.</li> </ul>

The following pages show the 2016-17 SPSA School Goals, timeline for implementation, persons responsible, and proposed expenditures. The School Site Council and WASC Steering Committee will revise the Single Plan for Student Achievement for 2017-18 by the end of this academic year.

# Single Plan for Student Achievement

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: CA Academic Standards Alignment and Site Technology</b>
<b>LEA GOAL:</b>
LCAP Goal 1: All students are provided appropriately assigned and credentialed teachers; students and teachers will have access to standards aligned materials, 21st century learning, and school facilities will be in good repair.
<b>SCHOOL GOAL #1:</b>
All students will have access to technology for individual, large and small group projects, research, and tutorials in classes with fully credentialed teachers. Lessons will incorporate CCSS, the 4 C's (Critical Thinking, Creativity, Collaboration, and Communication). Teachers will receive up to date technology training.
<b>Data Used to Form this Goal:</b>
Credential information provided by HR IAB and CAASPP participation rates and results READ 180 and Math 180 participation rates and metrics Teacher Sign Ups for Mobile Computer Carts and Labs
<b>Findings from the Analysis of this Data:</b>
Approximately 95% of students in 2015-2016 completed the CAASPP in English and Math.
<b>How the School will Evaluate the Progress of this Goal:</b>
Monitoring of the use of mobile labs will indicate the percentage of students that utilize the current technology on campus. In addition, the percentage of students that complete the IABs and CAASPP in English and Math will be indicators of appropriate access to the technology found on campus. Successful implementation of CCSS materials and lessons can be measured by the results of IABs and CAASPP tests. Lastly, the regular use of technology within the READ 180 and Math 180 classes will indicate appropriate and frequent use by students of the technology on campus. Assessment will involve PLC teams, ILT (Instructional Leadership Team), WASC focus groups and site administration.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Students need access to the most current CA Academic Standards aligned materials for all core subject areas:</p> <p>Teachers and support staff will be trained in 21st century teaching methods.</p> <p>Software and supplemental materials that emphasize College and Career readiness.</p> <p>Technology hardware and software to provide workshops for parents, students, and staff.</p> <p>Staff will receive release time and training to develop lessons that meet CCSS requirements.</p> <p>Technology will include laptops, Surface Pros, Wireless LCD projectors, scientific calculators, audio headsets and Science lab software to implement NGSS..</p>	August 2016-May 2017	ILT (Instructional Leadership Team) PLC Teams Site Administration Instructional Coaches Site Teachers	Professional Development for CCSS and NGSS	5800: Professional/Consulting Services And Operating Expenditures	Title I	5000.00
			Pay for release time for teachers and Instructional Coaches to collaborate, plan, and observe best practices.	5800: Professional/Consulting Services And Operating Expenditures	Title I	5000.00
	August 2016-May 2017		Purchase, repair, replace computers, software, and additional technology for CCSS and NGSS implementation.	4000-4999: Books And Supplies	Title I	8000.00
<p>CA Academic Standards aligned assessments:</p> <p>Staff will receive release time and training to develop and share assessments that incorporate CCSS and NGSS standards.</p>	August 2016-May 2017	ILT (Instructional Leadership Team) PLC Teams Site Administration Instructional Coaches Site Teachers	Pay for release time for teachers and Instructional Coaches to collaborate, plan, and observe best practices.	5800: Professional/Consulting Services And Operating Expenditures	Title I	3000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students have increased access to technology infrastructure and devices:	August 2016-May 2017	ILT (Instructional Leadership Team) PLC Teams Site Administration Instructional Coaches Site Teachers	Pay for release time for teachers and Instructional Coaches to collaborate, plan, and observe best practices.	5800: Professional/Consulting Services And Operating Expenditures	Title I	3000.00
Purchase software that will aid students and teachers with NGSS lessons and labs.			Assign staff members to monitor computer labs in an effort to increase computer lab access time for students	5000-5999: Services And Other Operating Expenditures	Title I	3000.00
Assign staff members to monitor computer labs in an effort to increase computer lab access time for students.			Professional Development in use of educational technology; hardware/software.	5800: Professional/Consulting Services And Operating Expenditures	Title I	2000.00
Provide staff with training to use and troubleshoot technology hardware and software.						

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: ELA/ELD, Math, and NGSS</b>
<b>LEA GOAL:</b>
LCAP Goal 2: All students progressively demonstrate growth towards mastery of the CA academic standards in preparation for College and Career.
<b>SCHOOL GOAL #2:</b>
Chino High School will increase the number of students participating in AP and AVID programs by 5% and continue to grow the two Linked Learning Academies. CAASPP Math/ELA and IAB results will increase by 5% for all students, especially for English Learners and Students with Disabilities. NGSS lessons will be incorporated into science classes.
<b>Data Used to Form this Goal:</b>
Student enrollment in AP and AVID classes. In 2015-2016, there were 13 AP classes offered with 695 student contacts daily. In addition, there were 163 students enrolled in all grade levels of AVID. Enrollment in years one through three for both Linked Learning Academies (2014-2016 total enrollment for Law, Justice and Public Service = 106 and Culinary and Hospitality Occupations Management Pathway = 70).
CAASPP Math and ELA data Math/ELA IABs
<b>Findings from the Analysis of this Data:</b>
Chino High School should continue to offer a large number of college level classes to its students, as well as, increase the number of diverse students exposed to this level of rigor. In addition, Chino High School should increase the number of students participating in AVID to ensure college and career readiness is their focus.
<b>How the School will Evaluate the Progress of this Goal:</b>
Chino High School will increase the number of AP and AVID classes offered to students in 2016-2017 by 1%. PLC meetings School and Publisher Assessments (Formative/Summative) 6 and 12 week Progress Reports Semester Grades CAASPP Results IAB Results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional practices and materials aligned to CA Academic Standards: Classroom observations and walk-throughs  Instructional Coaches Teacher Release Time Lab equipment and supplies and software for NGSS implementation. Materials and software for Common Core math. Transportation for College/Career Field Trips. Continued use of Read 180 and Math 180. Teacher Training in UDL and SDAIE Strategies	August 2016-May 2017	ILT PLC Groups Instructional Coaches Site Teachers Site Administration	Pay for release time for teachers and Instructional Coaches to collaborate, plan, and observe best practices.	5000-5999: Services And Other Operating Expenditures	Title I	2000.00
			Pay for release time for teachers and counselors to accompany students on College-Career field trips.	5800: Professional/Consulting Services And Operating Expenditures	Title I	2000.00
			Release time and training for Read 180 and Math 180 teachers.	5000-5999: Services And Other Operating Expenditures	Title I	2000.00
Identification of learning needs of all students and implementation of appropriate interventions and/or enrichment: MTSS - A Universal Screening -FAST assessment results Local achievement assessments Progress Monitoring  College and Career Readiness professional development for teachers and counselors	August 2016-May 2017	ILT PLC Groups Instructional Coaches Site Teachers Site Administration	Release time and training for Read 180 and Math 180 teachers.	5000-5999: Services And Other Operating Expenditures	Title I	1000.00
			Release time and training for UDL		Title I	2000.00
Enrichment - GATE GATE screening assessment						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Secondary Schools: Ensuring access to obtain equity for all underserved students. A-G course access and completion Career Pathways Ready for College (EAP) AP Exam	August 2016-May 2017	ILT PLC Groups Instructional Coaches Site Teachers Site Administration	Professional Development in use of educational tech A_G requirements; College/Career Readiness	5000-5999: Services And Other Operating Expenditures	Title I	2500.00

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Additional Supports for Underserved Students</b>
<b>LEA GOAL:</b>
LCAP Goal 3: All English Learners, students with disabilities, foster youth, socioeconomically disadvantaged students, and other underrepresented students will receive additional support services necessary to progressively demonstrate growth toward mastery of CA Academic Standards in preparation for College and Career. Title III LEA Plan Performance Goal 2: All limited English proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
<b>SCHOOL GOAL #3:</b>
Chino High School will increase the number of English learners, students with disabilities, students of low socio-economic status and foster youth performing Met or Exceeded by 5% in 2016-2017 on the CAASPP. All English learners will increase one CELDT level.
<b>Data Used to Form this Goal:</b>
CAASPP Summative Assessment Results CELDT Data Student Reclassification Numbers Student Grades IEP Goal Monitoring by staff
<b>Findings from the Analysis of this Data:</b>
In 2015-2016, 25% of EL students scored Met or Exceeded, 8% of students with disabilities scored Met or Exceeded, and 48% of low socio-economic status students scored Met or Exceeded in English. 3% of EL students scored Met or Exceeded, 0% of students with disabilities scored Met or Exceeded, and 21% of low socio-economic status students scored Met or Exceeded in Mathematics.



How the School will Evaluate the Progress of this Goal:					
Results of the 9-11 IABs in English and Math, as well as, the 11th grade CAASPP results that occur throughout the 2016-2017 school year will be utilized to monitor the progress of these special groups in their academic progress in English and Math.					
PLC meetings School and Publisher Assessments (Formative/Summative) 6 and 12 week Progress Reports Semester Grades CAASPP Results IAB Results					
Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source Amount
Access to advanced courses:	August 2016-May 2017	ILT PLC Groups Instructional Coaches Site Teachers Site Administration	Provide training and release time for Math 180 and Read 180 staff	5000-5999: Services And Other Operating Expenditures	Title I
Bilingual aides to assist EL students in core classes			Assign subject specific teachers for Saturday tutoring sessions.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation 2000.00
Read 180 and Math 180 as continued interventions			Pay for release time for teachers and Instructional Coaches to collaborate, plan, and observe best practices.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation 2000.00
Lunch and after school tutoring.					
Saturday tutoring for Core Academic Areas					
PFLN parent workshops			Provide an additional Intervention Counselor to monitor subgroup achievement	1000-1999: Certificated Personnel Salaries	Title I 65000.00
Study Skills curriculum to support SWD students			Purchase CCSS supplies and resources for teachers and students.	4000-4999: Books And Supplies	Title I 5000.00
Math manipulatives that focus on CCSS and 21st century learning			Provide free summer school classes utilizing site teachers.as the primary teaching staff	5000-5999: Services And Other Operating Expenditures	Title I 5000.00
Use of Intervention Counselors			Provide Bi-lingual aides for English learners	2000-2999: Classified Personnel Salaries	Title I 15000.00
Summer Classes and Transportation			Provide Bi-lingual aides for English learners	3000-3999: Employee Benefits	2000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
AP course enrollment: Princeton Review Love and Logic	August 2016-May 2017	ILT PLC Groups Instructional Coaches Site Teachers Site Administration	Professional Development in use of educational technology; hardware/software.  Professional Development in use of teaching and learning strategies; behavior management.	5000-5999: Services And Other Operating Expenditures  5000-5999: Services And Other Operating Expenditures	Title I  Title I	2000.00  2000.00
English Learners will have academic success as they improve their English Proficiency: Reclassification Graduation Rate Course completion EL Academy/ELD Summer School Additional ELL Training for Staff Bi-lingual aides	August 2016-May 2017	ILT PLC Groups Instructional Coaches Site Teachers Site Administration	Assign staff members to monitor computer labs in an effort to increase computer lab access time for students  Provide free summer school classes utilizing site teachers as the primary teaching staff  Provide training and release time for Math 180 and Read 180 staff  Bilingual aides	5000-5999: Services And Other Operating Expenditures  5000-5999: Services And Other Operating Expenditures  5000-5999: Services And Other Operating Expenditures  2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	Title I  Title I  Title I  Title I  Title I	2000.00  5000.00  2000.00  15000.00 2000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Homeless, foster youth, socioeconomically disadvantaged students and students with disabilities will demonstrate academic success: Graduation Rate Drop Out Rate Alternative Supports for Foster Youth AVID  Use of Intervention Counselors to ensure underserved students have equal access to AP, AVID, and other rigorous courses and interventions if grades and achievement fall behind  Releases time and training for staff on needs of Foster Youth, ELL, and low-SES students  Professional development for staff, counselors and parents that focus on academic and/or behavioral success for underserved and underrepresented students.	August 2016-May 2017	ILT PLC Groups Instructional Coaches Site Teachers Site Administration	Provide an additional Intervention Counselor to monitor subgroup achievement	1000-1999: Certificated Personnel Salaries	Title I	75000.00
			Provide an additional Intervention Counselor to monitor subgroup achievement	3000-3999: Employee Benefits	Title I	7000.00
			Professional Development in use of teaching and learning strategies; behavior management.	5000-5999: Services And Other Operating Expenditures	Title I	2000.00

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Family and Community Engagement</b>
<b>LEA GOAL:</b>
LCAP Goal 4: Parents, families, and community will have the opportunity to receive training and resources to support their children and engage with school staff in collaborative discussions and decision making
<b>SCHOOL GOAL #4:</b>
Increase parent involvement in school events/workshops (PIQE, counselor parent meetings, ETS parent meetings, etc.) by 15%.
<b>Data Used to Form this Goal:</b>
Parent Surveys Student and Parent Feedback from Back to School Night, Parent Conference Night PIQE and PFLN Participation Coffee with the Principal Participation Education Talent Search Parent Participation 2015-2016 PIQE graduating class was 78 parents. 2015-2016 ETS parent participation rate was _____.
<b>Findings from the Analysis of this Data:</b>
There was a 3.8% parent participation rate with PIQE (Parent Institute for a Quality Education) in 2015-2016. ETS is in its 5th year of existence on the CHS campus, and in 2015-2016 their parent participation rate has increased to _____.
<b>How the School will Evaluate the Progress of this Goal:</b>
Sign in sheets at parent/teacher conferences, back to school night, PIQE events, counselor parent workshops, and various other school events will be utilized to measure progress on this goal.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase participation of family input into the student learning process: English Learner Advisory Council School Site Council Parent/Student workshops on academic success. Counselor workshops for parents that focus on College (FAFSA, Entrance Requirements) and Career (Academics, Career Choices, Employment Stats) Parent Institute for Quality Education Provide light snacks Provide translation as needed	August 2016-May 2017	ILT PLC Groups Instructional Coaches Site Teachers Site Administration Parents Students	Host various workshops on campus	5000-5999: Services And Other Operating Expenditures	Title I	1000.00
			Provide training for all members of councils	5000-5999: Services And Other Operating Expenditures	Title I	500.00
			Contract with PIQE for parent institutes	5800: Professional/Consulting Services And Operating Expenditures	Title I	8000.00
			Advertise all meetings on website.	5900: Communications	Title I	200.00
Increase parent participation in parent programs/training. PIQE School Site Council ELAC Site LCAP meeting Parent and Student Needs Surveys Provide light snacks Provide translation as needed	August 2016-May 2017	ILT PLC Groups Instructional Coaches Site Teachers Site Administration Parents Students	Host various workshops on campus	5800: Professional/Consulting Services And Operating Expenditures	Title I	1000.00
			Provide training for all members of councils	5000-5999: Services And Other Operating Expenditures	Title I	500.00
			Distribute surveys	5900: Communications	Title I	250.00
			Advertise all meetings on website.	5900: Communications	Title I	200.00
			Provide translation as needed	5900: Communications	Title I	1500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Improve parent engagement through the use of community outreach: Partnership for Learning Network  Provide light snacks Provide translation as needed	August 2016-May 2017	ILT PLC Groups Instructional Coaches Site Teachers Site Administration Parents Students	Provide training for all members of councils  Provide translation as needed  Provide training for all members of councils  Advertise all meetings on website.	5000-5999: Services And Other Operating Expenditures 5900: Communications 5000-5999: Services And Other Operating Expenditures 5900: Communications	Title I  Title I Title I Title I	500.00  1000.00 500.00 200.00
Promote and expand parent/family participation in parent programs: 21st Century Education NGSS Information Parent Academies  Provide light snacks Provide translation as needed	August 2016-May 2017	ILT PLC Groups Instructional Coaches Site Teachers Site Administration Parents Students	Host various workshops on campus  Provide translation as needed  Provide training for all members of councils  Advertise all meetings on website.	5000-5999: Services And Other Operating Expenditures 5900: Communications 5800: Professional/Consulting Services And Operating Expenditures 5900: Communications	Title I  Title I Part A: Allocation Title I Title I	     1000.00
Promote and expand parent/family participation and provide additional resources: Parent, School, Community Specialist Bilingual office support and translation Love and Logic Princeton Review  Provide light snacks Provide translation as needed	August 2016-May 2017	ILT PLC Groups Instructional Coaches Site Teachers Site Administration Parents Students	Host various workshops on campus  Advertise all meetings on website.  Provide translation as needed	5000-5999: Services And Other Operating Expenditures 5900: Communications 5900: Communications	Title I  Title I Title I	1000.00  200.00 1500.00

## Planned Improvements in Student Performance

### School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Positive Learning Environment</b>
<b>LEA GOAL:</b>
LCAP Goal 5: Every Member of CVUSD will contribute to a positive learning environment, which focuses on safety, school connectedness, and student engagement.
<b>SCHOOL GOAL #5:</b>
Chino High School will decrease the number of referrals for all violation codes by 5%. Chino High will train students and staff in positive behavior techniques and increase opportunities for individual and group counseling by 1%.
<b>Data Used to Form this Goal:</b>
In 2015-2016 there were a total of 1617 referrals for all violation codes. 2015-16 office referrals 2015-16 counseling referrals
<b>Findings from the Analysis of this Data:</b>
87.1% of referrals in 2015-2016 were for non-aggressive violation codes. For example, 16.5% of the referrals were for non-suspendable/conference, 15.6% were for the misuse of electronic devices, 12.6% were for general disruption, 10.4% were for no show to detention, 10.3% were for truancy, 7.7% were for defiance/lying, 5% were for tardies, 4.6% were for dress code, etc.
<b>How the School will Evaluate the Progress of this Goal:</b>
Monthly discipline reports will be analyzed to measure a decrease in referrals for the 2016-2017 school year. Counseling referrals, contacts, and individual and group counseling participation numbers will be analyzed monthly.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Decrease drop-out students: Chronic Absenteeism - work with families to ensure attendance improves.	August 2016-May 2017	ILT PLC Groups Instructional Coaches Site Teachers	Contract with Love and Logic as a campus-wide intervention	5800: Professional/Consulting Services And Operating Expenditures	Title I	10000.00
Attendance Counts Program		Site Administrators	Contract with Edu-Safe for school safety program and service	5800: Professional/Consulting Services And Operating Expenditures	Title I	1500.00
Saturday School		Counselors Parents Students	Provide light snacks for Link Crew events; Freshman Mentor program.	5000-5999: Services And Other Operating Expenditures	Title I	2500.00
School nurse support for students at risk due to health related issues.			Partnership with ReachOut/Crossroads	5800: Professional/Consulting Services And Operating Expenditures	Title I	
ALICE training with Chino PD						
Love and Logic for all stakeholders						
Disaster/Emergency Kits						
Freshman Fair						
Renaissance Incentive Program						
Link Crew						
Peer Counseling						
HOPE Program						
Crossroads Counseling						
Intervention Counseling						
Provide light snacks for group events						



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase graduation rate: Strategic alignment of core courses to promote academic proficiency. Provide additional intervention sections to support at risk students. Summer School Summer Bridge for ELA/Math Princeton Review	August 2016-May 2017	ILT PLC Groups Instructional Coaches Site Teachers Site Administration Counselors Parents Students	Provide summer school courses for at-risk students, including transportation	5000-5999: Services And Other Operating Expenditures	Title I	5000.00
Decrease suspensions/expulsion rates: Use alternative means of correction. Crossroads Counseling Intervention Counselor Groups Love and Logic training Peer Leadership training	August 2016-May 2017	ILT PLC Groups Instructional Coaches Site Teachers Site Administration Counselors Parents Students	Contract with Love and Logic as a campus-wide intervention  Release time for teachers to be trained for peer counseling and peer leadership.	5800: Professional/Consulting Services And Operating Expenditures  5000-5999: Services And Other Operating Expenditures	Title I  Title I	1000.00  2000.00
Increase percentage of students who feel safe and connected to their school:  Link Crew activities to provide 9th grade students an early connection Peer Counseling Opportunities Love and Logic training	August 2016-May 2017	ILT PLC Groups Instructional Coaches Site Teachers Site Administration Counselors	Contract with Love and Logic as a campus-wide intervention  Provide training for staff, parents, and students on school, home and classroom safety	5800: Professional/Consulting Services And Operating Expenditures  5000-5999: Services And Other Operating Expenditures	Title I  Title I	10000.00  200.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Decrease the number of students needing behavioral intervention support: Reducing Special Education assessments through interventions MTSS- B Expand MTSS-B model to provide intervention services to all students needing additional behavioral support. Training for counselors and staff focusing on behavioral intervention  At this time MTSS-B is not in place at the high school level.	August 2016-May 2017	ILT PLC Groups Instructional Coaches Site Teachers Site Administration Counselors	Release time for teachers to be trained for peer counseling and peer leadership.	5000-5999: Services And Other Operating Expenditures	Title I	2500.00



CHINO HIGH SCHOOL  
**WASC**  
VISITATION



CHINO HIGH SCHOOL WASC VISITATION : SELF-STUDY REPORT  
ACS WASC/CDE Focus on Learning Accreditation - March 2017

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