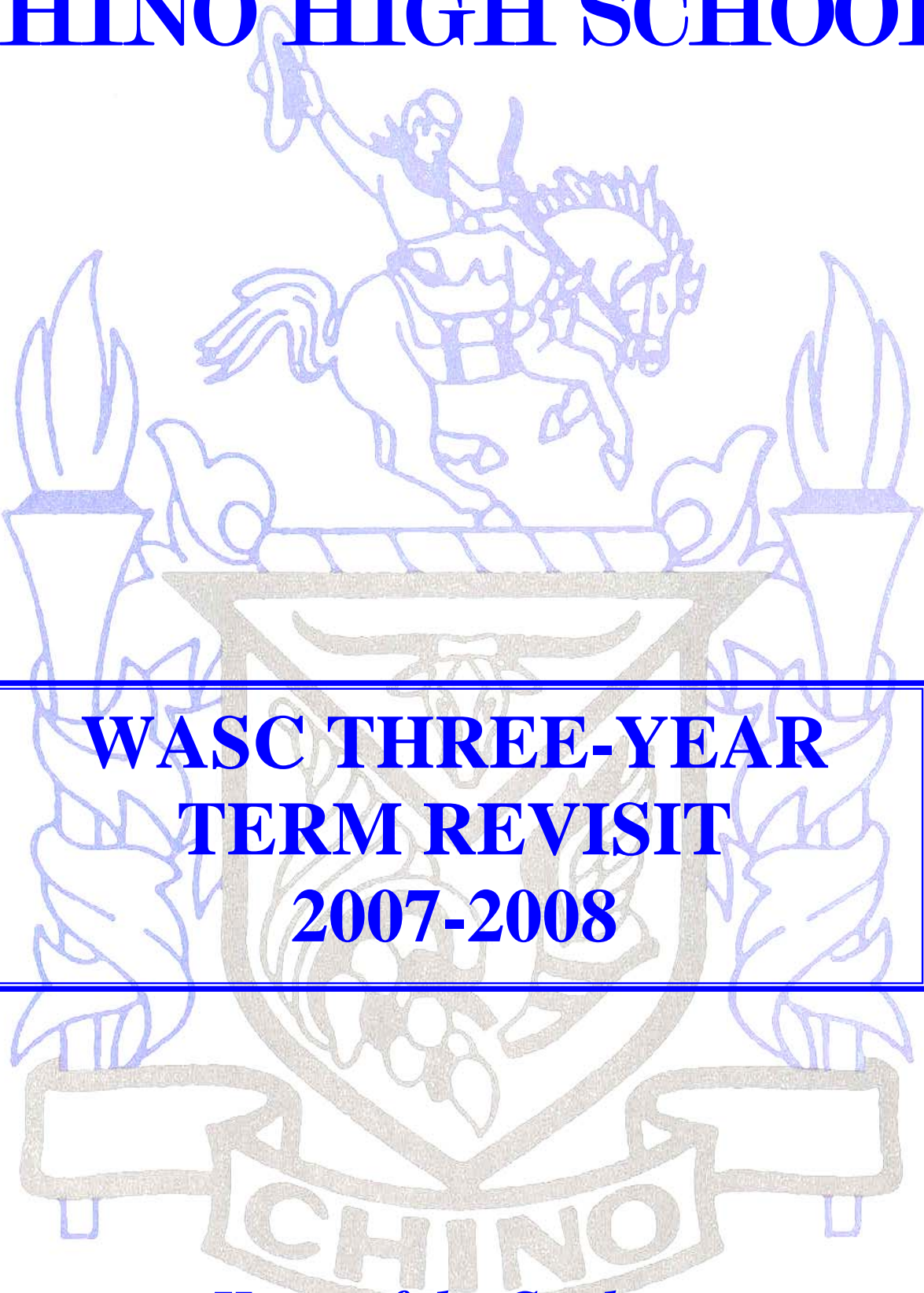


# CHINO HIGH SCHOOL



**WASC THREE-YEAR  
TERM REVISIT  
2007-2008**

*Home of the Cowboys*

**Chino High School**  
**5472 Park Place**  
**Chino, CA 91710**  
**(909) 627-7351**

**Board of Education**

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Sylvia Orozco	Vice President
William J. Klein	Clerk
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Fred Youngblood Jr.	Member

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Stefanie Phillips, Ed.D.	Deputy Superintendent
Nancy Harms	Associate Superintendent
Keith Beeman, Ph.D.	Associate Superintendent
Sandra Chen	Assistant Superintendent

**School Administrators**

Adam Bailey	Principal
Ed Bustamante	Assistant Principal
Imelda Carrizosa-Robledo	Assistant Principal
John Miller	Assistant Principal

**Leadership Team Members**

Michelle Dane	English Language Arts
Joe Murrillo	Science
Joe Raya	Mathematics
Kathy Riggle	Information Technology
Debbie Ulland	Visual/Performing Arts
Connie Harris	Counseling
Laura Araujo Salinas	ELD
Adriana Cardenas-Isley	Foreign Languages
Randy Johnston	Physical Education
Ila Zvoda	Reading
Jim Filarski/Jeff Osborn	Social Sciences
Ryan Cummins	Special Programs
April Rosendahl	Career/Technical
Mark Hunter	WASC Committee
John Rosendahl	Computer Science

## **Acknowledgements**

We would like to acknowledge the Chino High School community for their participation and support in the WASC process. We appreciate the contributions made by all staff from the moment we entered this venture together. Thank you for attending meetings, gathering data, and providing great feedback. Most of all, thank you for your commitment to students. We also want to acknowledge all the parents that have attended our WASC, School Site Council, and other meetings. We couldn't do it without you. A special recognition goes to parent and educator, Mr. Sterling Schubert for volunteering his time to conduct a WASC presentation for parents. Also, we want to express our gratitude to all students for adjusting to change, sharing your opinions, and making Chino High School a great place to be. Thank you ASB students for communicating the ESLRs to all students. Your efforts are well noted. Finally, a very special thank you goes to the following teachers: Ryan Cummins, Mark Hunter, April Rosendahl and John Rosendahl. Thank you for contributing tireless hours of work, professionalism and dedication. Your integrity is greatly appreciated.

# CHINO HIGH SCHOOL

## Cowboys

### Principal's Message

Dear Cowboy Students, Staff, Parents, and Community Members:

We at Chino High School are very excited to be going through the WASC accreditation process during the 2008 School Year. We will use the WASC process to not only highlight the many great programs and services we provide to our students, but use this evaluation process as a way to make our school even more effective for our students.

At Chino High we have much to be proud of and to celebrate at our school. Student achievement is on the rise here at Chino High School as evidenced by our 24 point gain on our API in the 2007 School Year. The dedication of our students, staff, and parents is the key reason for this gain in our API. In the 2007-2008 School Year we have put into place many programs and classes for students to ensure that student achievement will continue to rise. We encourage all of our students to take advanced level classes in our efforts to increase the number and diversity of our students in both AP and Honors level classes. We have added Language Arts and Math CAHSEE Intervention classes during the school day to provide assistance to our junior and senior students who will pass the CAHSEE in the next two years. We have implemented an after school tutoring program for our students in mathematics that range from assistance and extra help in Algebra, to a peer tutoring program that provides extra assistance for our higher level math classes in Algebra II and Trigonometry. All of these programs compliment the many teachers and staff members who come early and stay late at school unofficially to meet the needs of all our Chino High School students.

At Chino High School we have seen a great effort to improve a positive school climate by making many physical improvements to our school site. In the summer of 2007 Chino High School received a complete re-painting of all of the exterior buildings on our school site. Many students and parents commented about how the bright new paint made our school look new again. In the summer of 2008 we are looking forward to a modernization project that will update our science classrooms and provide more up to date science labs for our students. Over the next two years we will see the modernization of many of our classrooms as we seek to continuously improve the physical appearance of our classrooms to motivate staff and students to reach even higher levels of student achievement here at Chino High School.

At Chino High School we have many extra-curricular activities to help students connect with our school, increase school spirit, and increase academic achievement. Our before, during, and after school clubs offer a diverse selection of ways for students to get involved here at Chino High School. From our National Championship Band and Pageantry program, to our tremendous Theatre Program, to our many sports teams, Chino High School is a place where students get involved and show their Cowboy Pride in a variety of ways.

As a new high school principal and in my first year here at Chino High School I recognize that with all of our accomplishments there remain many challenges. I have much to learn about our school and what it means to be an effective principal at the high school level. With so many dedicated students, staff, and parents our administrative team can't help but to be excited about the future of Chino High School. The diversity, energy, and love that I have seen for students at our school motivates me to learn and always improve my own leadership abilities and to collaboratively lead our school in this and many years to come. This WASC process will be one of the ways that I will personally and collectively work to build our capacity here at Chino High School. With the students, staff, and faculty, I along with our administrative team will be constantly looking for ways to increase student achievement, create a positive school climate, and provide a safe school for all students, staff, and community members.

Sincerely,

Adam Bailey  
Principal

**CHINO HIGH SCHOOL  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES  
WASC THREE-YEAR TERM REVISIT  
2007-2008 REPORT**

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# **CHINO HIGH SCHOOL**

## **CHAPTER 1**

### **School/Community Profile**

#### Community and School Description

In early May of 1897, the voters in Chino approved a bond to build the first high school in this community. Four rooms would be added as a second story to Central School and two of these would house the new high school. Building was finished in December and the high school opened the following September with twenty-one students in attendance. At the time, there were roughly 2,600 people in the Chino area and their business was largely agricultural. The roots of Chino's agricultural past can now scarcely be seen amongst the sprawling suburban community of houses and industrial enterprises.

The number of students at Chino High School (CHS) now exceeds 3,000, more than the total population of the Chino Valley in 1897. This makes CHS the largest of the five high schools in the Chino Valley Unified School District. Students in this population are multi-ethnic, multi-cultural, and multi-linguistic. According to the City of Chino Website, more than two-thirds of the population has at least a high school education, almost half attended college, and 22% are college graduates. The range of ethnic, educational, and socio-economic backgrounds of the student body contributes to the rich culture of Chino High School.

## Expected School-wide Learning Results (ESLR)

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

### **Expected School Wide Learning Results**

#### **A Chino High Graduate will:**

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



## City of Chino Data

The graph below represents the 47,692 citizens in the City of Chino who are currently working. As previously mentioned, 29 percent of the population in the city has not received a high school education. In addition, almost 55 percent of the population has never attended a post-secondary institution. Fourteen percent of the population has graduated post-secondary programs with a bachelor’s degree or higher.

Highest Level of Education 47,692		
	Number	Percent
Less than 9 <sup>th</sup> grade	5,529	11.59
Some High school, no diploma	8,322	17.45
High School Graduate (or GED)	12,338	25.87
Some College, no degree	11,647	24.42
Associate Degree	3,463	7.26
Bachelor’s Degree	4,766	9.99
Master’s Degree	1,271	2.67
Professional School degree	254	0.53
Doctorate degree	102	0.21

Avg. Household Size	Avg. Household Income	Avg. Commuting Time
3.56	\$78,220	34.33

As noted in the graph below, the largest employment component of the 32,629 residents in the City of Chino is in the category of “Sales and Office.” Despite the previous history of the city as an agricultural community, the current number of those employed in the area of “Farming, Fishing, and Forestry” represents 1 percent of the population.

Workforce by Industry 32,629		
	Number	Percent
Management, Business, and Financial Operations	4,529	13.88
Professional and Related Occupations	5,017	15.38
Service	4,386	13.44
Sales and Office	9,476	29.04
Farming, Fishing and Forestry	342	1.05
Construction, Extraction and Maintenance	3,001	9.20
Production, Transportation and Material Moving	5,878	18.01

### Demographics

The population in the City of Chino is estimated to change from 67,168 to 78,582, resulting in a growth of 17.0% between 2000 and the current year. Over the next five years, the population is projected to grow by 10.5%.

The current City of Chino estimated Hispanic/Latino population is 56.2% compared to the United States current estimate of Hispanic or Latino population of 14.9%. Chino High School is at 59% Hispanic or Latino.

Demographics for the entire United States are as follows:

50.5% are White Alone, 14.9% are Hispanic/Latino, 6.9% are Black or African Am. Alone, 1.1% are Am. Indian and Alaska Nat. Alone, 6.1% are Asian Alone, 0.3% are Nat. Hawaiian and Other Pacific Isl. Alone, 29.6% are Some Other Race, and 5.6% are two or More Races.

Student Demographic Data

The student demographics show the two statistical significant groups on CHS campus are Hispanic or Latino and the White (not) Hispanic population. Of these two subgroups, the Hispanic population has grown from 1466 (51%) to 1806 (59%), while the White population has declined from 969 (33%) to 840 (27%).

Total Students by Subgroups 2003/2004 Total Population 2862								
2862	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (not) Hispanic	Multiple or No Response
Totals Students	4	68	11	40	1466	136	969	168

Total Students by Subgroups 2004/05 Total Population 2869								
2869	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (not) Hispanic	Multiple or No Response
Total Students	9	72	6	36	1565	125	899	157

Total Students by Subgroups 2005/06 Total Population 2825								
2922	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (not) Hispanic	Multiple or No Response
Total Students	7	58	2	21	1660	62	846	169

Total Students by Subgroups 2006/07 Total Population 3062								
3057	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (not) Hispanic	Multiple or No Response
Totals Students	11	79	3	37	1806	117	840	169

## Enrollment by Gender Distribution

The growth rate of the Hispanic population at Chino High School continues to outpace growth versus all other categories of race. The White population has declined since the previous WASC visit. There are approximately equal numbers of Hispanic females and males at CHS. In contrast, the number of White males continues to remain higher than the number of White females at approximately 10 percent.

Male 2003/04								
	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (not Hispanic)	Multiple or No Response
Grade 9	2	13	1	1	219	12	128	31
Grade10	0	13	0	8	152	9	129	34
Grade11	0	6	2	10	179	19	132	12
Grade12	0	7	2	0	159	14	126	14
Ungraded	0	0	0	0	35	6	7	1
<b>Total</b>	<b>2</b>	<b>39</b>	<b>5</b>	<b>19</b>	<b>744</b>	<b>60</b>	<b>522</b>	<b>92</b>

Male 2004/05								
	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (not Hispanic)	Multiple or No Response
Grade 9	2	9	1	2	225	11	122	10
Grade10	2	10	1	1	221	13	118	29
Grade11	0	13	0	9	159	11	118	32
Grade12	1	6	1	8	173	18	127	13
<b>Total</b>	<b>5</b>	<b>38</b>	<b>3</b>	<b>20</b>	<b>778</b>	<b>53</b>	<b>485</b>	<b>84</b>

Male 2005/06								
	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (not Hispanic)	Multiple or No Response
Grade 9	3	11	0	5	232	20	105	19
Grade 10	2	12	1	4	233	12	123	10
Grade 11	1	13	1	2	207	12	117	27
Grade 12	0	13	0	7	149	9	109	31
<b>Total</b>	<b>6</b>	<b>49</b>	<b>2</b>	<b>18</b>	<b>821</b>	<b>53</b>	<b>454</b>	<b>87</b>

Male 2006/07								
	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (not Hispanic)	Multiple or No Response
Ungraded Elementary	0	0	0	0	1	1	0	0
Grade 9	0	10	1	4	225	18	118	20
Grade 10	3	10	0	6	237	20	108	17
Grade 11	2	11	2	3	209	11	123	11
Grade 12	1	12	2	2	188	9	113	26
Ungraded secondary	0	0	0	0	45	7	9	1
<b>Total</b>	<b>6</b>	<b>43</b>	<b>5</b>	<b>15</b>	<b>905</b>	<b>66</b>	<b>462</b>	<b>74</b>

Female 2003/04								
	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (not) Hispanic	Multiple or No Response
Grade 9	1	6	1	5	187	22	92	28
Grade10	1	8	0	8	184	9	107	22
Grade11	0	10	2	0	173	24	120	11
Grade12	0	5	3	8	165	20	125	14
Ungraded Elementary	0	0	0	0	13	1	3	1
<b>Total</b>	<b>2</b>	<b>29</b>	<b>6</b>	<b>21</b>	<b>722</b>	<b>76</b>	<b>447</b>	<b>76</b>

Female 2004/05								
	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (not) Hispanic	Multiple or No Response
Grade 9	1	10	1	2	236	11	98	12
Grade10	1	5	0	5	188	24	83	27
Grade11	2	9	0	7	178	8	114	23
Grade12	0	10	2	2	185	29	119	11
<b>Total</b>	<b>4</b>	<b>34</b>	<b>3</b>	<b>16</b>	<b>787</b>	<b>72</b>	<b>414</b>	<b>73</b>

Female 2005/06								
	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (not) Hispanic	Multiple or No Response
Grade 9	2	8	0	4	235	23	93	27
Grade10	1	10	1	3	232	11	97	10
Grade11	1	3	0	6	196	21	92	27
Grade12	1	9	0	6	176	9	110	18
<b>Total</b>	<b>5</b>	<b>30</b>	<b>1</b>	<b>19</b>	<b>839</b>	<b>64</b>	<b>392</b>	<b>82</b>

Female 2006/07								
	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (not) Hispanic	Multiple or No Response
Ungraded elementary	0	0	0	0	1	0	0	0
Grade 9	2	5	1	5	242	11	104	16
Grade10	1	6	1	6	227	22	93	24
Grade11	1	9	1	3	232	8	93	10
Grade12	1	3	0	6	178	21	87	28
Ungraded secondary	0	0	0	1	21	0	1	0
<b>Total</b>	<b>5</b>	<b>23</b>	<b>3</b>	<b>20</b>	<b>901</b>	<b>62</b>	<b>378</b>	<b>78</b>

## Business Relationships

Chino High School is currently participating in collaboration between USC and La Curacao to support college counselors in low income, public high schools, with individual student assistance, college prep workshops, materials, and parent engagement. Participating students qualify for scholarships from La Curacao specifically for USC.

### **Chino Valley Unified Nutritional Services Department**

The CHS Culinary Arts pathway has a partnership with the Nutritional Services Department to expose students to authentic experiences with commercial food equipment.

### **Adelante Educational Services**

Chino High School will be working with Adelante Educational Services to provide CAHSEE preparation for students.

### **Chino Chamber of Commerce (A Taste of Chino)**

Funds generated through this event are utilized toward scholarships available to CHS students.

### **Transition Partnership Program**

This program prepares students for school-to-work transition through on-the-job experience. This program has built bridges with the business community to provide work opportunities for Special Day Classes (SDC).

### **Chino Human Services**

Referrals to Chino Human Service are made on an annual basis and students that participate in the program receive individual and group counseling on the school campus during the school day.

### **24 Hour Fitness**

Students who participate in varsity athletics at Chino High School are eligible for memberships to 24 Hour Fitness.

## Graduation Requirements

*All students receiving a high school diploma from Chino Valley Unified School District shall:*

1. Maintain a cumulative G.P.A. of 2.0
2. Pass the California High School Exit Examination (CAHSEE)
3. Complete course requirements as follows:

### **2008-2009 High School Graduation Requirements**

<u>Subjects</u>	<u>Units of Credit</u>
English	40 units
Mathematics	30 units
Physical Education	20 units
Visual and Performing Arts/Foreign Language	10 units
Science	20 units
Biological Science (10 units)	
Earth/Physical Science (10 units)	
Social Science	35 units
World Civilization (10 units)	
U.S. History (10 units)	
U.S. Government I & II (10 units)	
Economics or Consumer Economics (5 units)	
Social Awareness	5 units
Electives	65 unit
<i>Total Units of Credit</i>	225 units

## University of California High School A-G Certified Course List

### **a-HISTORY – 2 years required**

U. S. Government  
U. S. Government (AP)  
Ag Government  
U. S. History  
U. S. History (AP)  
World Civilizations  
World Civilizations (H)

### **b-ENGLISH – 4 years required**

English 9 CP  
English 9 (H)  
English 10 CP  
English 10 (H)  
English 11 CP  
English 11 (AP)  
English 12 CP  
English 12 (AP)  
ELD 5 - Literacy  
ELD 6 - Adv Literacy

### **c-MATHEMATICS – 3 years required/**

#### **4 years recommended**

(\*may only be used for the ‘c’ requirement)

\*Algebra 1  
\* Beginning Algebra A/Algebra B  
\*Algebra 2  
\*Algebra 2 (H)  
Calculus AB (AP)  
\*Geometry  
Statistics (AP)  
Trigonometry/Pre-Calculus  
Trigonometry/Pre-Calculus (H)  
Probability & Stats (submitted for 07/08)

### **d-LABORATORY SCIENCE -2 years required/3 years recommended**

Ag Biology  
Biology CP  
Biology (H)  
Chemistry  
Chemistry (H)  
Physics  
Physics (AP)

### **e-FOREIGN LANGUAGE – 2 years required/3 years**

French 1  
French 2  
French 3 (H)  
French 4 (AP)  
French 5 (AP)  
German 1  
German 2  
German 3 (H)  
German 4 (AP)  
German 5 (AP)  
Spanish 1  
Spanish 2  
Spanish 3 (H)  
Spanish 4 (AP)  
Spanish 5 (AP)  
Span for Span Speakers 1  
Span for Span Speakers 2 (H)

### **f -VISUAL/PERFORMING ARTS**

(\*may only be used for the ‘f’ requirement)

Advanced Theatre  
\*Art Design  
\*Art Fundamentals  
\*Band Percussion Ensemble  
\*Band Wind Ensemble  
\*Ceramics 1

Ceramics 2  
\*Choir  
\* Digital Video Production 1  
\*Drawing & Painting 1  
Drawing & Painting 2  
\*Intro to Theatre Arts  
\*Photography 1  
Photography 2  
\*Production and Performance  
Studio Art (AP)  
\*Three Dimensional Design

### **g -ELECTIVE COURSES** (all courses

listed under a-f, with the exception of \*Math courses or \*Visual/Performing Arts courses, plus the following:)  
Computer Technology 2  
Computer Technology 3  
Economics  
Econ Ed for Consumers  
Economics (H)  
Intro to Physical Science (H)  
Journalism 1, 2, 3  
Psychology 1  
Psychology 2  
Dev Psychology of Children  
Contemp Issues in Amer Society  
Sociology  
Applied Phy Science CP (submitted for 07/08)  
Veterinary Science (submitted for 07/08)

## **2008 High School Graduation Course Requirements**

The Board of Education recognizes that the prescribed course of study may not accommodate the needs of some students. The Board, with the active involvement of parents/guardians, administrators, teachers and students, shall adopt alternative means for the completion of prescribed courses, which may include:

- Practical demonstration of skills and competencies
- Work experience or other outside school experience
- Career/Technical education classes offered in high schools

Work Experience and Career/Technical courses are open to all students. Students enrolling in Work Experience must be currently employed and are limited to earning a maximum of 40 credits. Students completing Career/Technical career pathways earn a district certification of entry level job skill attainment.

## Academic Honors Program

The Graduate with Honors program is offered by the Chino Valley Unified School District to increase academic motivation, broaden university admission options, provide access to competitive majors, prepare for college admission exams, and develop strong academic skills in university prep students. The National Honor Society serves to honor those students who have demonstrated excellence in the areas of Scholarship, Leadership, Service, and Character. Finally the CSF, or California Scholarship Federation, was established to honor outstanding high school students.

### **To Qualify as a Graduate with Honors**

A student must:

- Complete all prescribed courses in grades 9-12.
- Receive no more than eight semester grades of C in the prescribed course of study.
- Receive a minimum of a 3.8 GPA or higher in all courses, grades 9-12.
- Furthermore, it is recommended that the student demonstrate evidence of school and /or community service.
- Receive no grade of D or F in ANY course taken throughout high school.

### **Membership Criteria for National Honor Society**

- Scholarship- 3.3 cumulative GPA in academic classes with a grade of C or better in each
- Service- Approved community/school service
- Leadership- Teacher and community recommendations
- Character- Exemplary school and community conduct
- Junior status

### **California Scholarship Federation**

Student must earn a minimum of 10 CSF points, seven or which must be earned in college prep courses. Points are earned in the following manner:

- An "A" in an Honors or AP course earns 4 CSF points.
- An "A" in other courses earns 3 CSF points.
- A "B" in an Honors or AP course earns 2 CSF points.
- A "B" in other courses earns 1 CSF point.

### **Academic Honors/Student Recognition**

The Silver Spur program at Chino High School has been in place for over 20 years. This program recognizes student achievement across the curriculum for high achieving students or students making significant improvement. Teachers nominate a number of students based on individual classroom criteria including areas such as improvement, citizenship, academics, and overall contribution to the classroom.

The Chino High School Renaissance program recognizes students improving academically each semester. The top 15 in each class (9-12) as well as the 25 students demonstrating the most



academic improvement are acknowledged each semester at an Academic Rally hosted by the Renaissance Club. Teachers nominate students for Student of the Month honors during the school year. Nominated students have their pictures displayed in the foyer of CHS. The Renaissance Club also recognizes teachers on a monthly basis.

## Staff

The current administration at Chino High School is comprised of a variety of individuals with extensive backgrounds throughout all levels and areas of public education. The principal and three assistant principals are all in their first year at Chino High School following several years of administrative changes at the site. The administrative staff divides the responsibilities of campus management to best meet the needs of the students, staff, and community.

The Chino High School Counseling Department offers students and parents a wide range of services. Students and parents are urged to work with the counseling department to take advantage of the opportunities provided. The counseling department at Chino High School has expanded over the past three years adapting to the continually changing needs of the students. In addition to the traditional guidance counseling roles, an intervention counselor under AB 1802 has been added to the department to service students who are in academic jeopardy or scoring below basic and far below basic on various standardized assessments. There are currently eight full-time counselors servicing the student population at Chino High School. Individual counselors also oversee specific programs such as Special Education, AVID, ELL, etc.

Students are assigned to a counselor alphabetically or by specific groups due to participating in various programs on campus. Except for slight alterations each year to maintain a student-to-counselor ratio which meets district guidelines (450 to 1), a student will work with the same counselor each year. The Chino High Counseling Department provides services in accordance with the American School Counselor Association (ASCA) national standards model. Services follow three areas:

- Student Academic Development
- Student Career Development
- Student Personal/Social Development

Counselors provide *academic development* through classroom presentations, four year planning sessions (to explain graduation and college requirements) and arrange meetings with college representatives. Counselors conduct individual conferences with parents and students to address post-high school plans. Providing financial aid and scholarship information for these higher education endeavors is also part of academic planning. Counselors also meet on an annual one-on-one basis with students to plan their yearly course schedule in order to meet academic goals.

Students receive *career development* support in many ways. Counselors introduce students to the services of the Chino High Career Center and the Career Technician, Vivian Stone. Students can utilize the center to search for college information. Additionally, ROP and Work Experience information is also available in the Career Center.

One of the most important services that the Counseling Department provides is our attention to student *personal/social development*. Counselors adhere to a unique relationship with students, maintaining confidentiality unless a student is at risk of harming themselves or others. Counselors help students to resolve student-to-student or student-to-teacher conflicts through mediation or parent/teacher conferences. Counselors utilize a solution-focused approach, encouraging students to use past successful behavior in order to solve current problems. Counselors also provide referrals to community resources (counseling services, tutoring services, volunteer opportunities). Counselors also initiate and facilitate student groups to encourage positive school relationships and academic achievement.

Counselors see students in classroom groups or by individual appointments. Students make appointments with their counselor by coming to the Counseling Office before school, during lunch or after school. If you need help and don't know where to go, the Counseling Office is the place to start.

There are currently 113 certificated staff members at Chino High School. There have been a number of changes in the teaching staff over the previous few years due to a number of issues including NCLB compliance and retirement.

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence.

Teachers	School				District
	03-04	04-05	05-06	06-07	06-07
With Full Credential	98	114	103	110	1440
Without Full Credential	9	5	7	11	82

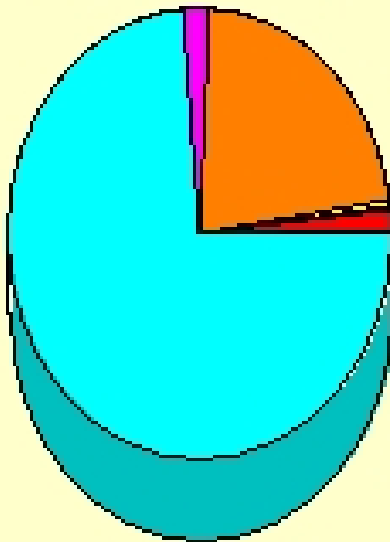
### Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	87.5	12.5
All Schools in District	87.0	13.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	89.0	11.0

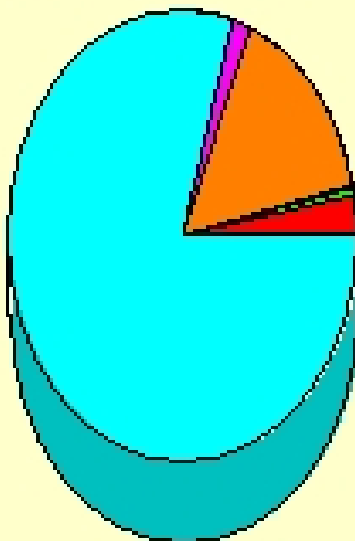
Teachers by Ethnicity Chino High School 2006/07			
	School		District
	Number of Teachers	Percent of Total	Percent of Total
American Indian	0	0	0.3
Asian	2	1.7	2.8
Pacific Islander	0	0	0
Filipino	1	0.9	0.5
Hispanic or Latino	25	21.4	14.8
African American	3	2.6	1.9
White	86	73.5	79.5
Multiple or No Response	0	0	0.1

### CHS Teachers



- 0 American Indian
- 1.7 Asian
- 0 Pacific Islander
- 0.9 Filipino
- 21.4 Hispanic
- 2.6 African American
- 73.5 White
- 0 Multiple/No Response

### District Teachers



- 0.3 American Indian
- 2.8 Asian
- 0 Pacific Islander
- 0.5 Filipino
- 14.8 Hispanic
- 1.9 African American
- 79.5 White
- 0.1 Multiple/No Response

## School Finances

### **Expenditures Per Pupil**

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
District	\$6,387	\$2,101	\$4,285	\$63,116
State	---	---	\$4,743	\$57,560

### **Types of Services Funded**

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

For the 2005-2006 school year, Chino Valley Unified School District will spend an estimated average of \$6,387 per pupil. The following summary describes the District's General Fund budget or classroom, school site, and other educational costs.

Expense	Per Pupil	District
Classroom Teachers & Aides	3,929.38	132,427,927
Pupil Support	286.95	9,670,832
Books, Supplies, Equipment, Services	330.65	11,143,493
Technology	57.31	1,931,575
School Site & Curriculum Admin	607.27	20,466,243
District Office Support	289.43	9,754,362
Maintenance & Operations	536.01	18,064,682
Security	49.02	1,652,063
Transportation	123.69	4,168,488
Facilities	13.17	443,896
Other	163.70	5,517,087
TOTALS	6,386.58	215,240,648

Categorical money is additional support provided to the schools with specific guidelines for its use. Many schools receive funds for Categorical Aid Programs, which are federal and/or state grants and entitlements and are "restricted" funds. The restricted funds may be used only for the specific purpose intended, which is "supplement" (enhance) not "supplant" (take the place of) basic programs. The District receives in excess of \$36.8 million dollars in categorical monies. In addition, the District receives both state and federal money for special education services. "Special education" means specially designed instruction to meet the unique needs of a child with a disability. Chino Valley Unified School District provides such instruction through a continuum of placement options in the least restrictive environment. Students may receive

special education services in a variety of settings that might include preschool, a regular classroom, a classroom that emphasizes specially designed instruction, the community, and the work environment. The district received approximately 13.2 million in state money and 4.4 million in federal money for our special education program.

## Programs

### **Special Education / Special Needs**

The Special Education department currently accounts for approximately 10 percent of the student population at Chino High School. As of the 2007-2008 school year, there are five Special Day Class (SDC) teachers, eight Resource Specialist Providers (RSP), and 13 instructional aides to accommodate the students receiving special education services. In addition to the teachers within the department, a specific counselor handles all special education student schedules and counseling needs and the administrative responsibilities of the special education department are assigned to two assistant principals.

A collaborative program has been in place at Chino High to allow the majority of the RSP students to gain access to the curriculum through the general education setting. The mainstreaming of these students is supported through collaboration with general education instructors with both special education case-carriers and special education instructional aides. The collaborative program consists of special education teachers and aides going out to the mainstream classrooms to support the general education instructors and students with the implementation of special education students' IEP goals, accommodations, and modifications. The collaborating members of the special education staff also distribute weekly reports on student progress to the entire special education department. Students in need of a more restrictive environment are provided core-subject instruction in a variety of SDC classes. SDC students are mainstreamed for elective and physical education classes.

In addition to the instructional component of the case-carriers, Individualized Education Plan (IEP) meetings are held on an annual basis for each student receiving special education services. IEP meetings include general education teachers, counselors, administrators, parents, students, and any other individuals who might contribute to the IEP process. As a result of the IEP meeting, the student can/will receive a variety of accommodations or modifications to assist with access to the curriculum. Special education procedures are a combination of federal, state, and district policy.

A number of vocational programs are in place to provide job and vocational training to students in special education. These programs are implemented with district, city, and county assistance.

Ethnic Breakdown in Special Programs								
	Indian	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White	Total
2007/08	2	0	0	0	194	15	77	288
2006/07	3	0	1	1	188	19	84	296
2005/06	3	2	0	0	116	10	72	203

### **Title I**

All Chino High School Junior High feeder schools are Title One.

Magnolia Junior High	Woodcrest Junior High
38% Free and reduced lunch	42% Free and reduced lunch

According to figures from the District, 80% of the incoming freshman students are eligible for free and reduced lunch. Only 25% of the total student population of CHS received free and

reduced lunch. This disqualifies the school for Title 1 status. The current administration is in the process of identifying students in the community eligible to receive the free and reduced lunch service due to the high number of students coming to CHS from the two junior high school feeder schools.

Free/Reduced Price Meals			
School			District
	Number of students	Percent of Enrollment	Percent of Enrollment
2006-07	708	23.3%	24.1%
2005-06	704	23.4%	24.4%
2004-05	709	24%	26%
2003-04	224	12.6%	28%

### AP

CHS is working toward alignment with the College Board requirements to increase student access to AP classes. Based on the data we were able to attain, the number of students at CHS participating in the AP programs has changed for some groups in the last two years. There are increases in the number of Asian and Hispanic students taking AP courses and decreases in the number of Filipino and White students taking AP courses. Since the last WASC visit to CHS, the Physics AP class has been added as an available course. We currently offer: English 11 AP, English 12 AP, Calculus AB/AP, Statistics AP, Spanish 4 AP, Spanish 5 AP, Studio Art AP, Physics AP, US History AP, and US Government AP.

Ethnic Breakdown in AP Courses 2006-2008						
	Indian	Asian	Filipino	Hispanic or Latino	African American	White
2006-2007	6	52	14	258	14	130
2007-2008	4	62	7	335	17	150

Ethnic Breakdown in Core Courses 03/04								
	Indian	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White	Multiple or No Response
Intermediate Algebra/Alg II	1	14	5	8	165	18	151	18
Other Advanced Math course	0	17	2	7	71	8	98	11
Chemistry 1 <sup>st</sup> year	0	7	3	3	167	22	112	14
Physics 1 <sup>st</sup> year	0	6	2	3	25	2	23	3



Ethnic Breakdown in Core Courses 04/05								
	Indian	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White	Multiple or No Response
Intermediate Algebra/Alg II	2	16	1	14	188	23	141	36
Other Advanced Math course	1	17	1	9	86	2	116	11
Chemistry 1 <sup>st</sup> year	0	6	0	7	156	18	107	21
Physics 1 <sup>st</sup> year	0	6	1	2	27	2	22	3

Ethnic Breakdown in Core Courses 05/06								
	Indian	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White	Multiple or No Reponses
Intermediate Algebra/Alg II	1	15	1	6	178	11	134	21
Other Advanced Math course	2	20	0	10	76	8	87	19
Chemistry 1 <sup>st</sup> year	1	6	1	0	168	17	88	17
Physics 1 <sup>st</sup> year	0	11	0	3	19	2	20	7

Ethnic Breakdown in Core Courses 06/07								
	Indian	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White	Multiple or No Reponses
Intermediate Algebra/Alg II	2	21	0	7	228	20	128	23
Other Advanced Math course	1	17	1	8	95	6	68	12
Chemistry 1 <sup>st</sup> year	2	7	1	3	131	8	55	10
Physics 1 <sup>st</sup> year	1	9	0	3	26	3	33	8

### Ethnic Breakdown in Core Courses

There seems to be a correlation with student enrollment by ethnic background and participation in core courses. For example, the American Indian and Alaska Native populations have doubled in the last three years, as has their participation in core courses. The Asian population has slightly increased, but their participation in core courses has remained the same, except for Intermediate Algebra/Algebra II, which has increased. Our Pacific Islander, White, and African American enrollment was reduced, as has their participation in core courses. There have not been significant changes in the population or participation of Filipino students. There is an increase in Hispanic students and their participation in core courses.

### Independent Study

The Independent Study (IS) program is offered as a voluntary alternative program to students. The program is used to provide students with non-traditional access to the curriculum and

instruction. Concurrent enrollment is also an option through IS and students can participate in IS while enrolled in a class on the campus in the traditional setting. A majority of the IS classes are not College Prep (CP). The current program format is administered by three general education teachers and one RSP teacher. Students in the IS program are held to the same District graduation requirements as students in the traditional setting.

### **Credit Recovery**

The Credit Recovery program is a computer-based alternative program to assist students dropping below a 2.0 GPA. Students can only take classes that they have received a grade of D in or previously failed. Classes are offered before school and after school. Instructors log hours via timesheets and do not impact (Full-Time Employees) FTEs.

### **Work Experience**

The Work Experience Program allows students to go out into the community and work to receive credit for employment. Students receive experience in the workplace and increase responsibility by submitting time-sheets, assignments, and attending lectures.

### **Chino High AVID Program**

Chino High School has been fortunate to have an ever expanding AVID program on campus. The program began with 22 students during the 2002-2003 school year. The program has grown to 195 students during the current school year. CHS has been AVID certified every year of the program. There are currently seven AVID-trained staff and faculty at CHS.

Our 2007 seniors: 28 are attending a four year university. (80 percent vs. 30 percent of entire school) Seniors received 51 acceptance letters. 100 percent of AVID seniors completed local financial aid applications vs. 15 percent of the entire senior class. Ninety-five percent of AVID seniors completed FAFSA/CAL Grant applications and received \$500,000 in financial aid vs. approximately 20 percent of the entire senior class. 100 percent of AVID seniors attended college took tours before applying to universities.

Our campus has experienced a significant increase in PSAT test takers. 100 percent of AVID Juniors took the PSAT vs. 20 percent of junior class. 100 percent of AVID juniors have passed the CAHSEE. 100 percent of AVID sophomores received a four year plan.

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
9th	35	70	75	105	65
10th	35	32	35	35	87
11th	0	23	32	18	37
12th	0	0	19	28	20
# of staff trained	1	3	4	3	4
# of AVID sections	2	4	5	6	7

## English Language Learners

The English Language Learners (ELL) Department consists of an ELL coordinator, ELL department chair, an ELL school counselor, two ELD teachers, one long-term substitute teacher, and two instructional aides. We are in the process of hiring a third instructional aide to cover an open position. The ELL Department currently serves 328 ELL students at Chino High School.

% of ELL Population by Language							
	Arabic	Vietnamese	Mandarin	Filipino	Spanish	All Other	Total
2006-07	2/0.1%	5/0.2%	2/0.1%	2/0.1%	298/9.8%	7/0.2%	316/10.4%
2005-06	0/0	5/0.2%	2/0.1%	2/0.1%	312/10.4%	6/0.2%	329/10.9%
2004-05	0/0	5/0.2%	1/0.0%	1/0.0%	272/9.2%	2/0.1%	283/9.6%
2003-04	1/0.0%	3/0.1%	0/0%	2/0.1%	209/7.3%	3/0.1%	222/7.8%

Last year, there were 316 ELL students, of these, 37 were reclassified Fluent English Proficient (FEP). See table below. As of November, 2007, approximately 25 students have been recommended for reclassification. We are waiting for district approval on the recommendations.

### Number of ELL Students Reclassified in the Last Five Years

Year	English Language Learners	Students Redesignated FEP
2006-2007	316	37 (11.2%)
2005-2006	329	17 (6.0%)
2004-2005	283	19 (8.6%)
2003-2004	222	83 (26.7%)
2002-2003	311	26 (7.5%)

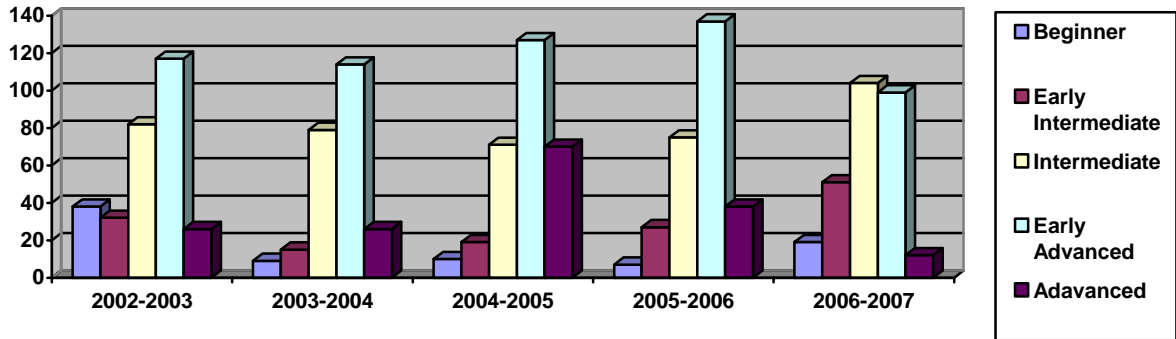
This year, the ELL Department has focused on making sure that students are appropriately placed based on the Chino Valley Unified School District (CVUSD) Master Plan for English Language Learners. The ELL Department is continuing with a student monitoring program for ELL students that are at-risk of not passing core-academic classes, particularly English language arts and mathematics. The program consists of frequent meetings with students and parents. The teacher in charge frequently gathers reports from teachers on student progress. That information is shared with parents and students. The ELL Department is in the process of implementing an after-school home work club for students with failing grades. They are also planning on starting an after school program next semester that utilizes Rosetta Stone, a language learning software. The school counselor is currently in talks with the Mount San Antonio Community (MSAC) College Bridges Program which provides students with guidance for college.

The ELL department has other projects in the works, such as the development of benchmark exams and pacing guides for the ELD classes. This year, the department has started to use glossaries in the classroom to assist students with instruction on state tests, such as the CAHSEE and STAR.

CHS ELD teachers maintain professional growth by attending district trainings and workshops or conferences offered by outside agencies. Most recently members of the team have attended the

Write Path training; a conference on second language acquisition, CELDT test training, and our district's training series for secondary teachers. With the training and implementation of new programs, the department is hoping to see an increase in the number of students that move up a performance level on the CELDT on an annual basis. The department is also hoping to increase the number of students that are reclassified Fluent English Proficient (FEP). The chart below indicates the EL students' English proficiency by performance level for the last five years.

*CELDT Results by Performance Level for the Last Five Years*



Attendance and Discipline

**Attendance**

The attendance rate during the 2006-2007 school year was 94 percent. During the current school year, the attendance rate stands at 95 percent. The district goal for attendance is 97.5 percent.

**Suspensions and Expulsions**

This table displays the number of suspensions and expulsions at the school and district levels for the most recent three-year period.

**School District Rate**

	Chino High School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	275	253	262	2,847	2,850	2,586
Expulsions	7	7	1	44	47	48

**SART/SARB Data**

Chino High School has one SARB in the last 7 years. CHS had 1 SART meeting last year and 75 SART Contracts on file with the District Office. For the past three years there have been no SART contracts except for the last year.

## School Facility Conditions

The school site personnel make a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### **Maintenance and Repair**

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. The District takes great effort to ensure that all schools are clean, safe, and functional. The work order process is used to ensure efficient service and to prioritize emergency repairs. The maintenance staff follows up on work orders to make sure that the necessary repairs are completed

### **Cleaning Process and Schedule**

The District had adopted cleaning standards for all schools. A summary of these standards is available at the school office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### **Safety**

To ensure student safety before, during, and after the school day, campus security, teachers, and administrators supervise the school grounds including the cafeteria and playgrounds. Signs are posted throughout the campus to indicate all visitors must report and register in the administration office.

### **Quality, Currency, and Availability of Textbooks**

The Chino Valley Unified School District ensures that each student is supplied with sufficient textbooks and materials that support its instructional program and are based on content standards as adopted by the State Board of Education. Elementary and junior high textbooks in the core curriculum areas are selected from State adopted lists of approved, standards-based materials. The primary consideration in the selection of high school books in the core areas is that they are aligned with state standards.

### **Campus Cleanliness**

In 2006, a very successful Campus Beautification Day was instituted involving students, parents, staff and the community. The new administration placed a heavy emphasis on students being responsible for trash on campus during the 2007-2008 school year. This emphasis includes the possibility of students receiving citations for littering on campus. The custodial staff has also increased the number of trashcans on campus giving students more opportunities to dispose of waste. There has been a recycling project established on campus through FHA-HERO, the proceeds are donated to Project Angel Tree. Student awareness of recycling has increased. The administration has become very visible on campus during passing periods and lunch. Because of the changes, the custodial staff has noted a marked decrease in the amount of trash on campus on a daily basis.

## Student Activities and Involvement

Chino High School is a comprehensive high school that serves the student population interests through a rich tradition of excellence in academics, athletics and activities. A very large number of staff members act as sponsors and advisors for approximately 39 campus clubs. Many CHS activities have earned recognition for outstanding performance in their respected areas.

### **CHS Clubs & Activities**

ASIAN CLUB	D. GARCIA	RM 22
A.V.I.D.	C. MARTINEZ	RM M-19
BAND	D. BOWDEN	RM 106
B.S.U. (Black Student Union)	W. FORD	RM 93
C-CUBE (Calculus Club)	R. MARTINEZ	RM M-17
CHESS CLUB	G. GARCIA	RM 41
CULTURAL EXCHANGE	A. WU	RM M-21
DRAMA	F. SMOUSE	RM 105
FASHION CLUB	A. ROSENDAHL	RM 39
FHA HERO	A. ROSENDAHL	RM 39
FRESHMAN CLASS	D. CARDENAS	RM 36
FFA	L. MC CORMICK	AG 98
GAY/STRAIGHT ALLIANCE	G. HEISEL	CAREER CTR
HOCKEY CLUB	M. HINKLE	RM 25A
INTERACT CLUB	D. GARCIA	RM 22
INTERNATIONAL THESPIAN SOCIETY	F. SMOUSE	RM 105
JAPANESE ANIMATION	D. BEARD	RM 44
JOURNALISM CLUB	B. BARTMAN	RM 51
JUNIOR CLASS	Z. CONTRERAS	RM 52
KEY CLUB	D. BEARD	RM 44
LEADERSHIP	V. KNIGHTS	RM M-10
M.S.A. (Muslim Student Association)	L. Miller	RM M-35
MUD SLINGERS	D. ULLAND	RM 94
N.O.W.	D. ULLAND	RM 94
OOPS(Objected Oriented Programming for Students)	J. ROSENDAHL	RM 06
SR. PANTOMIME	F. SMOUSE	RM 105
PEP SQUAD	L. BRUNK	RM 15A
PHYSICS CLUB	E. FALLON	RM 26
RENAISSANCE	J. RAYA	RM M-23
ROLLER HOCKEY	M. HINKLE	RM 25A
SCIENCE CLUB	M. RUSSELL	RM 34
SENIOR CLASS	V. KNIGHTS	RM M-10
SOCIAL SCIENCE CLUB	J. FILARSKI	RM 59
SOPHOMORE CLASS	L. DORADO	FINANCE
SPANISH CLUB	A. CARDENAS	RM 36
STUDENT COUNCIL	A. BAILEY	LIBRARY
TEENS FOR CHRIST	I. ZVODA	RM 02
TRAVEL CLUB	J. ROSENDAHL	RM 6
UNITY CLUB	L. BRUNK	RM 15A
WARHAMMER 40K	P. RODRIGUEZ	LIBRARY
YEARBOOK	M. DANE	RM 96

### CHS Athletics

CHS has a longstanding tradition of student involvement in athletics. The sports activities are spread out throughout the school year. With CIF standards, each student must maintain a 2.0 GPA to participate. Coaches monitor, and motivate students to perform to a high academic standard.

SPORT	2004-2005	2005-2006	2006-2007
Football	200	205	190
Boys CC	20	23	20
Girls CC	17	19	21
Girls Tennis	15	20	22
Girls Volleyball	45	45	45
Boys Water Polo	25	28	32
Boys Basketball	40	40	45
Girls Basketball	35	35	40
Boys Soccer	60	55	65
Girls Soccer	60	60	60
Wrestling	30	55	70
Golf	15	18	20
Baseball	45	45	55
Softball	25	25	25
Boys Swimming	35	40	45
Girls Swimming	35	40	45
Boys Tennis	20	25	30
Boys Track	50	55	50
Girls Track	50	55	50
Girls Water Polo	28	32	30

### CHS Music Program

The CHS Band and pageantry has a long tradition of awards throughout the state. The 175 member band marched in the Rose Bowl in 2007. This year they are preparing to go to Fiesta Bowl to participate in a band competition.

CHS Concert Groups include Wind Ensemble, Symphonic Band, Jazz, Ensemble, Percussion Ensemble, Chorale, and Tour Choir. The Wind Ensemble has achieved a Superior rating at Regionals for the last eight years. The 75 member Choir performs a variety of music at concerts throughout the year, which is highlighted by their annual performance at Disneyland. The music department travels to such places as Florida, Ohio, Arizona and Hawaii.

### Career/Technical/ROP

Career/Technical courses at Chino High School focus on preparing students for careers in California's leading industry sectors. Students with aptitudes and interest in Business/Computers, Agriculture, Home Economics Careers & Technology and Industrial technology have the opportunity to strengthen their employability skills and transition into post secondary education and training through these courses. Students develop leadership skills and



participate in community involvement through student leadership organizations which are integral components of the Career/Technical courses.

ROP classes are held at various locations, such as high school, community colleges, private businesses, individual sites and community facilities. ROP instructors are fully credentialed by the California Commission on Teacher Credentialing and have business and/or industry experience in the field in which they teach. There are three ROP offerings on the Chino High School campus. Those programs include Auto Body, Graphic Arts, and Landscape Management. Students participate in ROP programs throughout the school day.

### **Computer Science/Business/OOPS Club**

Computer Science/Business department is training students for industry standard skills. The students are used throughout the campus to work on computers, maintain the computers, and set up computers. CHS uses the students to help teachers in learning software, fixing hardware and setting up networking.

### **FHA-HERO**

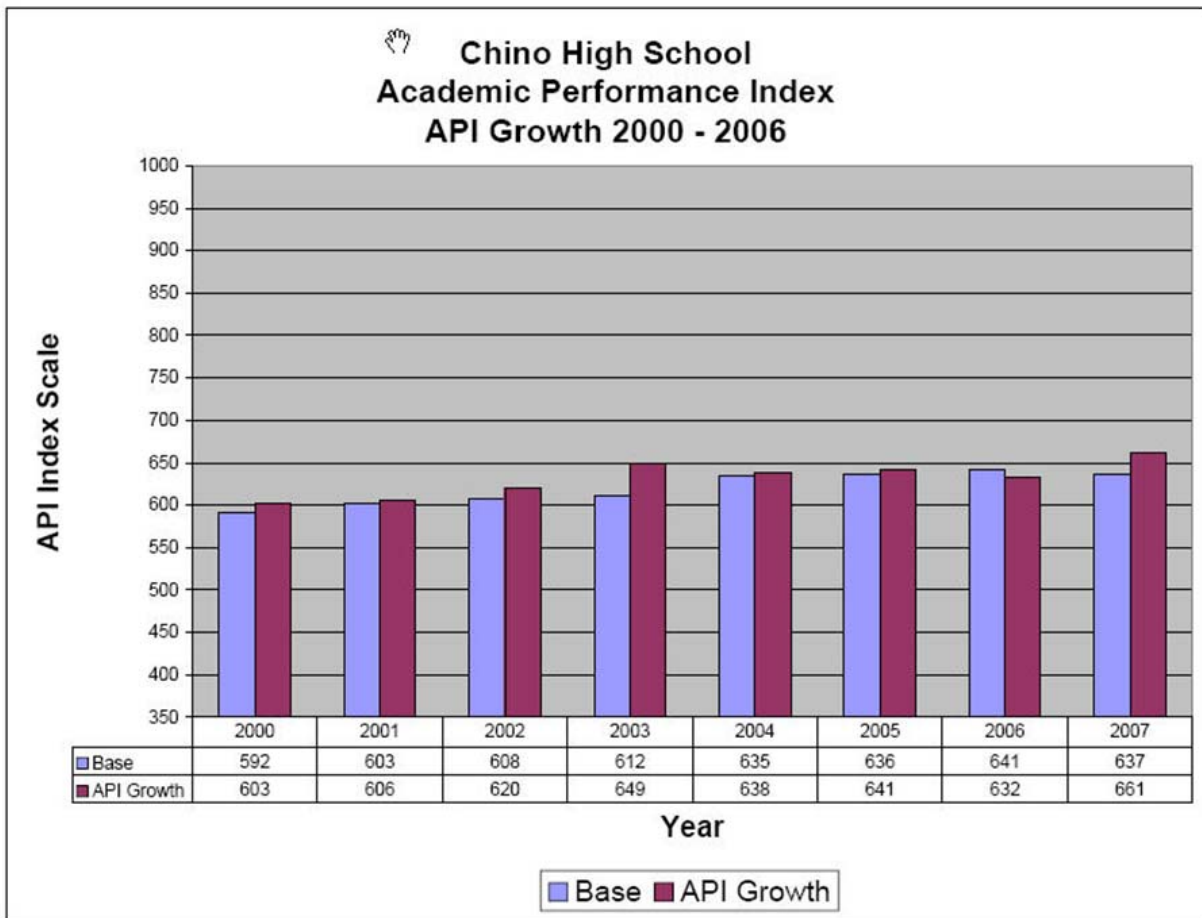
**FHA-HERO is the student leadership component of Home Economics Careers & Technology education and** has a long history of academic achievement. Students participate in school, community, region, state and national components. Students are recognized for their accomplishments in career related activities. During the past 3 years CHS students have :

- 2 state officers
- 6 region officers
- 3 state winners
- 23 region winners
- 2 national gold medal recipients

### **Agriculture/FFA**

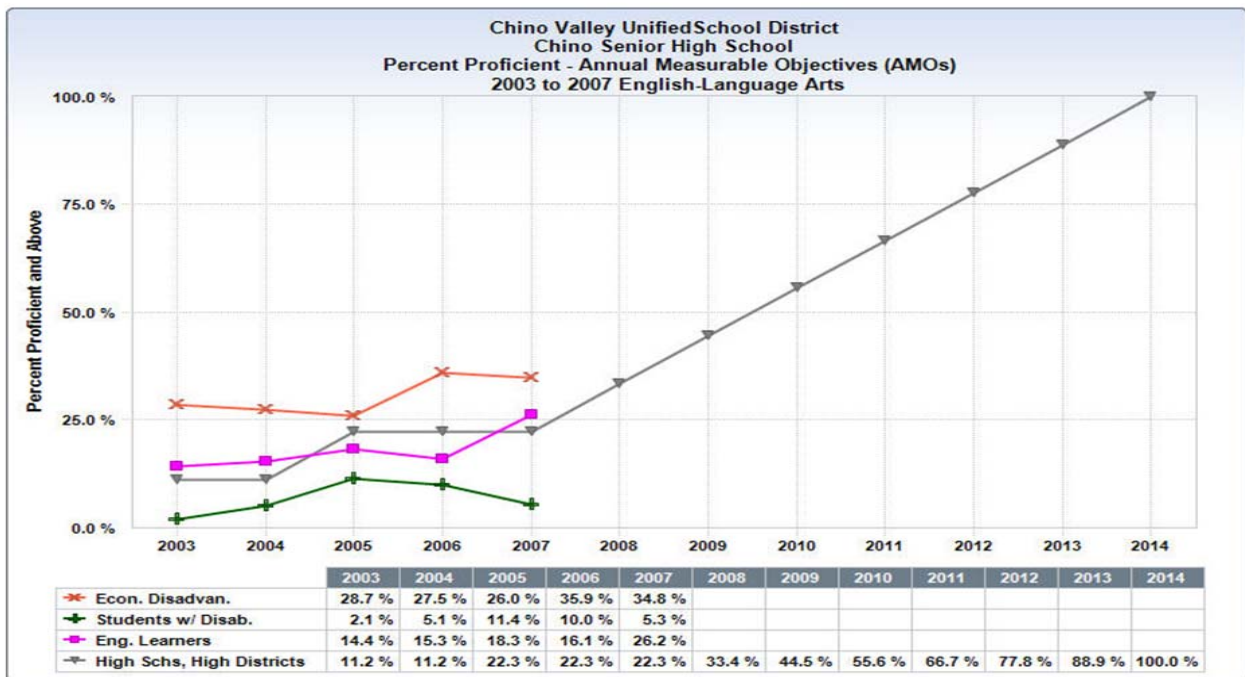
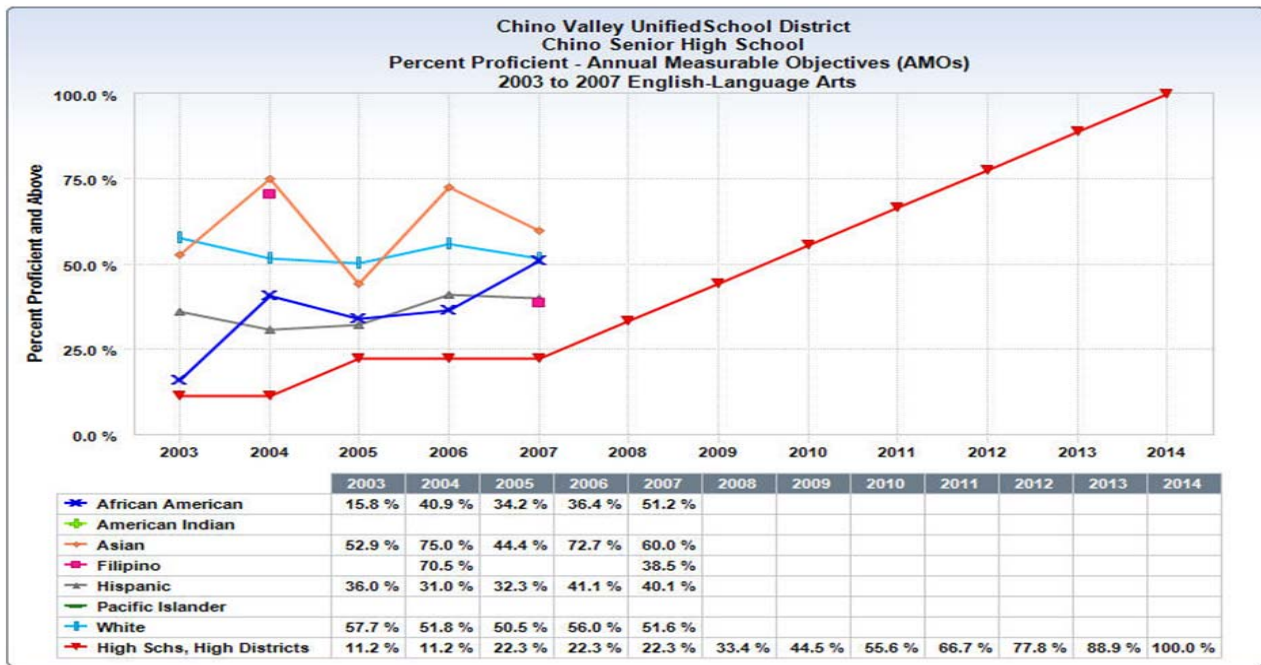
Chino FFA is the student leadership component of Agriculture Education. Students are recognized for having outstanding supervised agriculture experience projects. These projects range from raising livestock to landscaping to agriculture service industry. The accomplishments over the last few years include:

- 2 state winners
- 6 state finalists
- 17 region winners
- Over 50 section winners



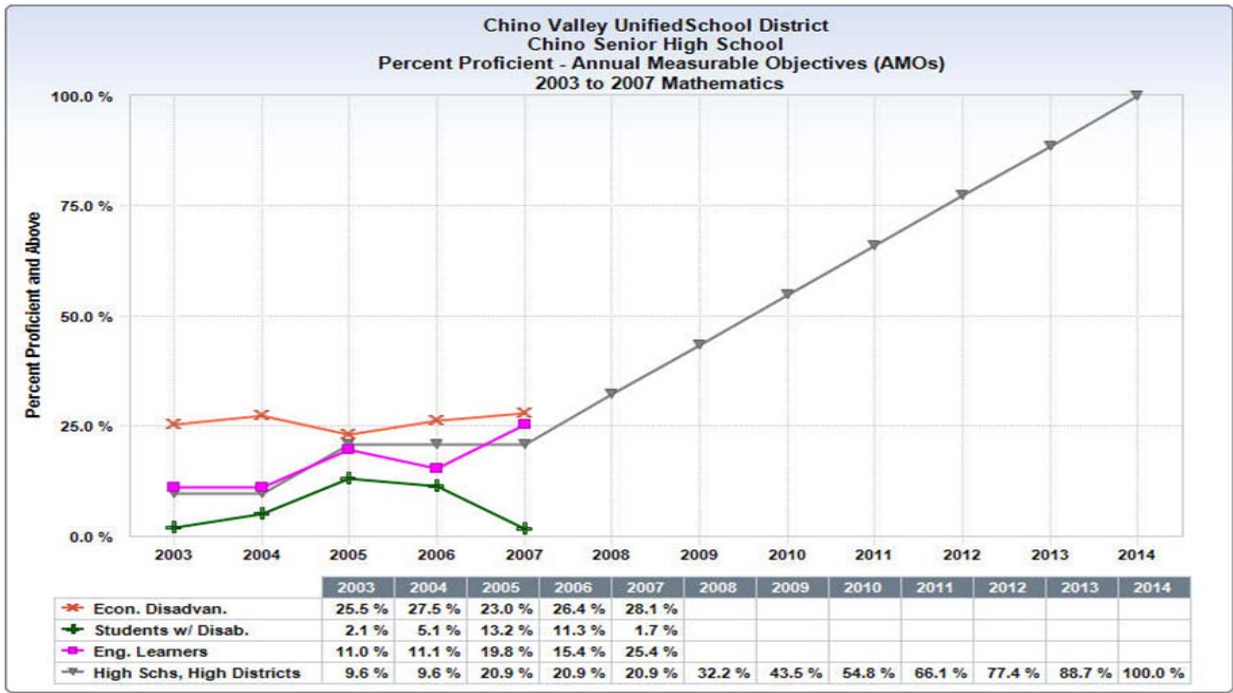
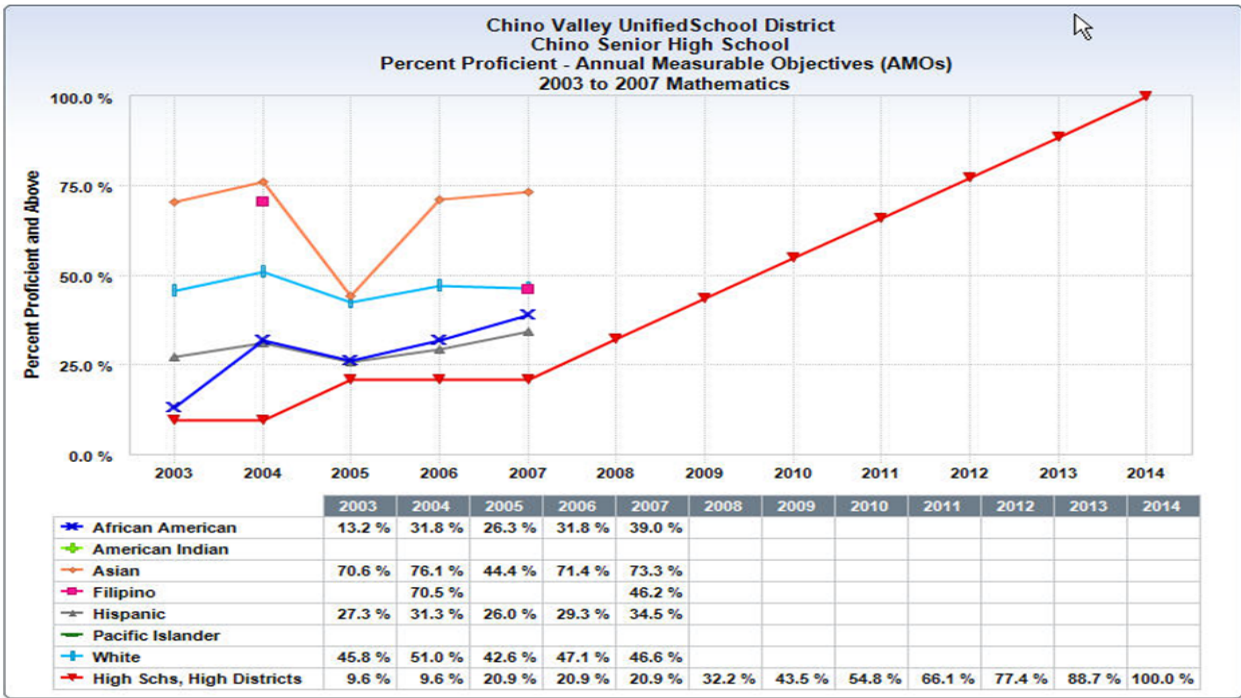
**Academic Performance Index:**

The API growth since 2004 has steadily increased except for the 2006 school year. This anomaly was created from a new administration and a change in the testing schedule after lunch. The following year, the testing issue was resolved and the scores went up by 29 points. We have since not met our annual growth targets except for the year 2007. Overall since 2004, the site has increased in API by 49 points



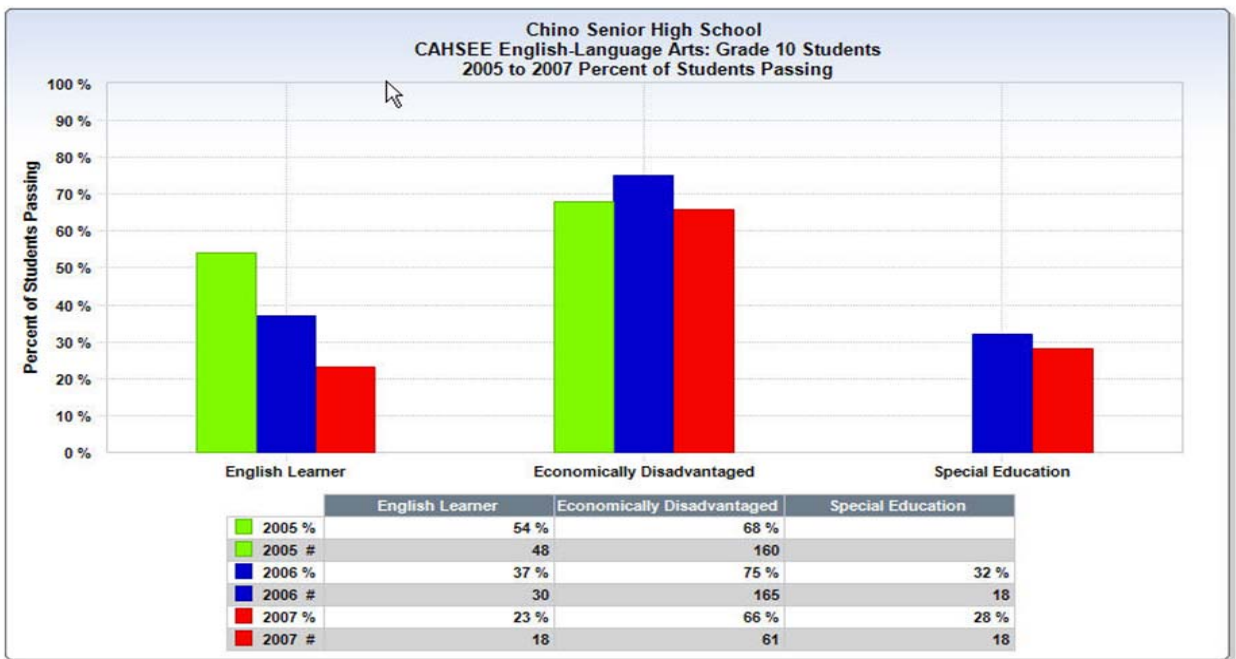
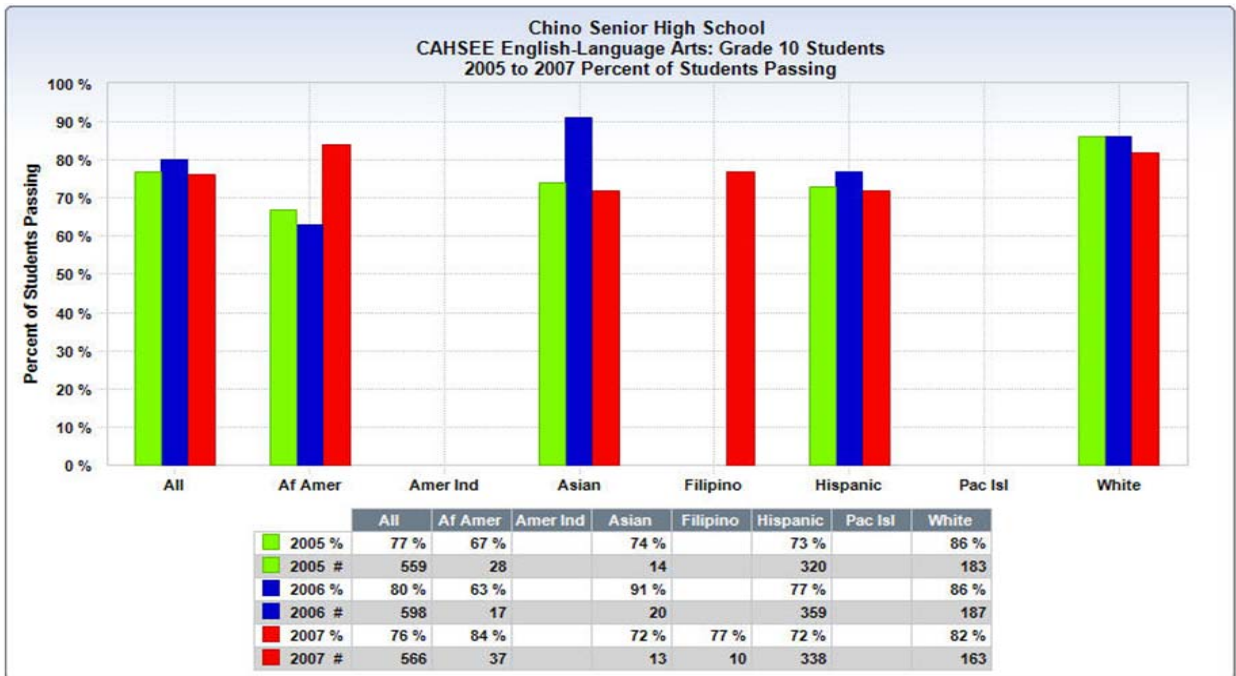
**Annual Measurable Objectives:**

All subgroups except for special education meet their AMOs for 2007. The ELL population went from below proficiency to meeting their AMOs. Our Economically Disadvantaged went from just meeting their target two years ago to our proficiency goal for next year. In fact, all subgroups except for ELL and Special Needs are at next year's growth target rate.



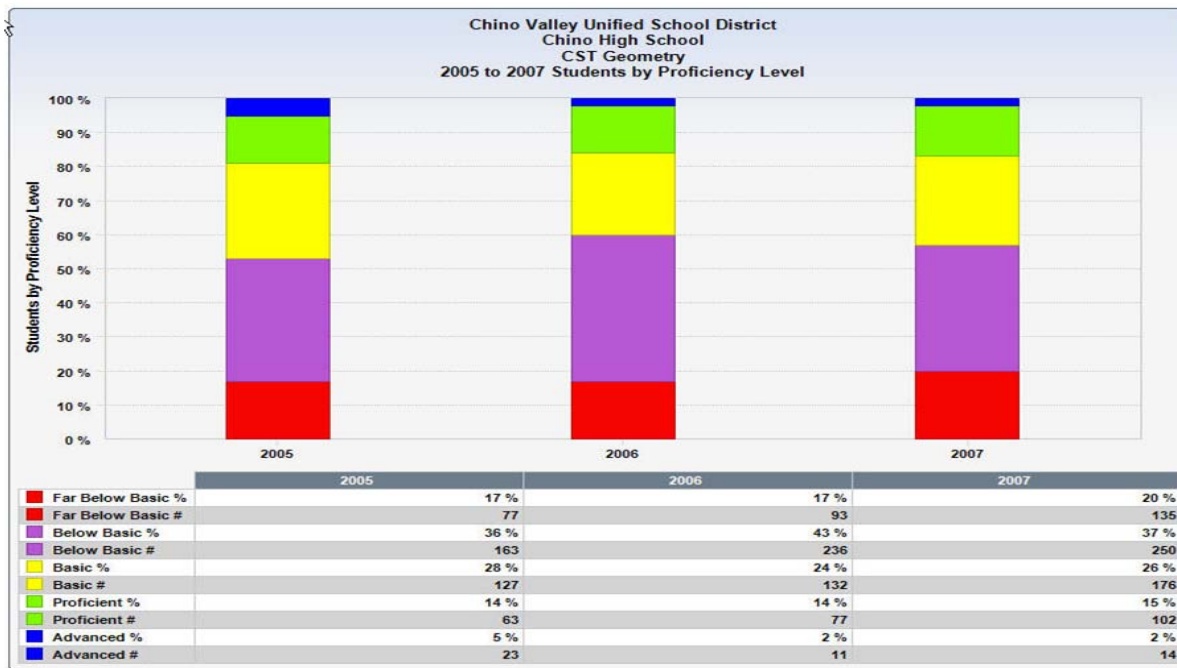
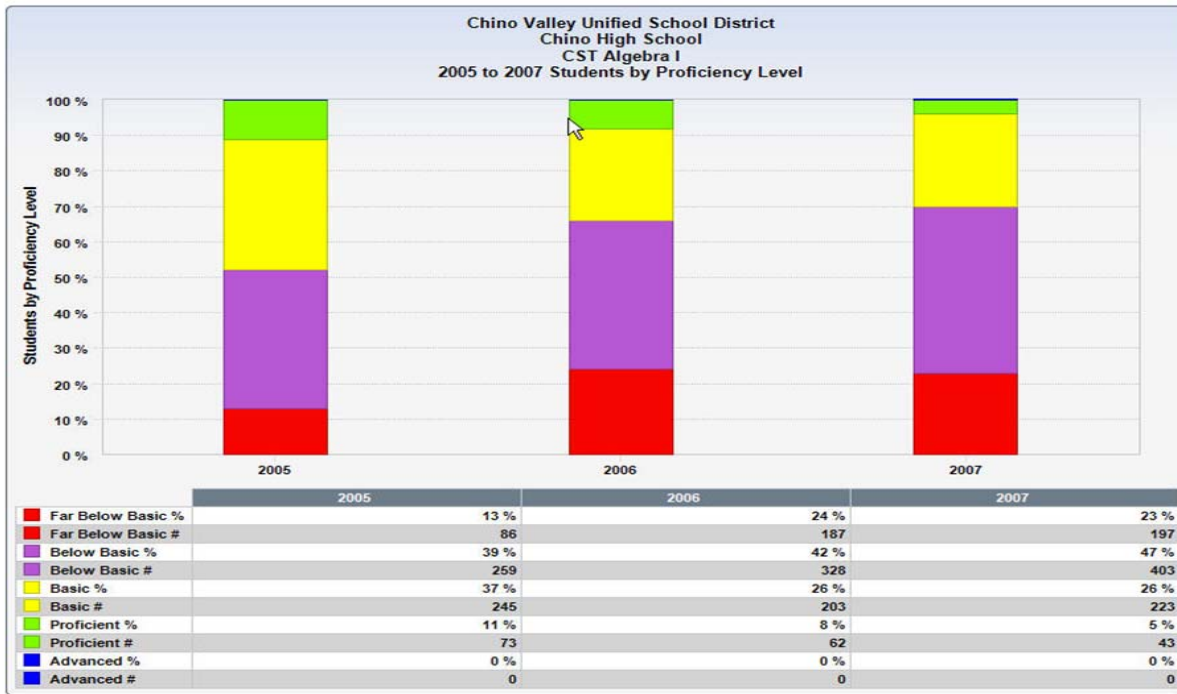
**AMO's for Mathematics:**

The first graph shows that all ethnic groups at Chino High School met the Annual Measurable Objectives (AMO) for mathematics last year. The second graph shows that all of our subgroups, except for special education, also met the AMO's. All ethnic groups currently surpass the 2008 AMO; however, the Economically Disadvantaged, Special Education, and ELL are below the target.

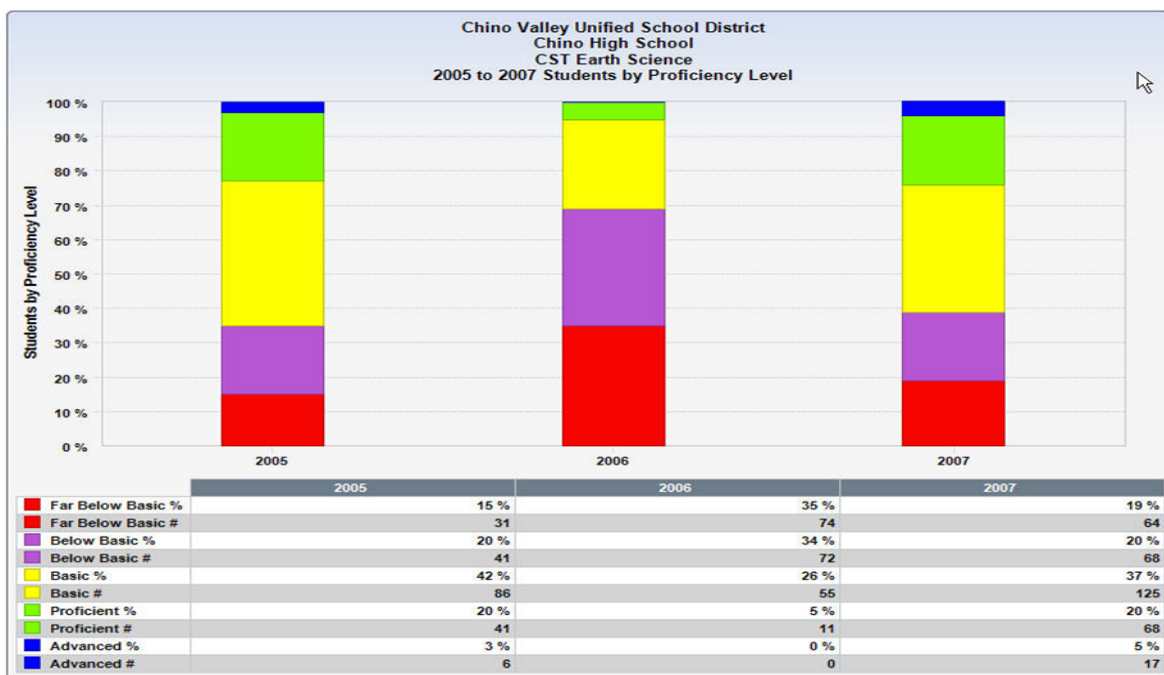
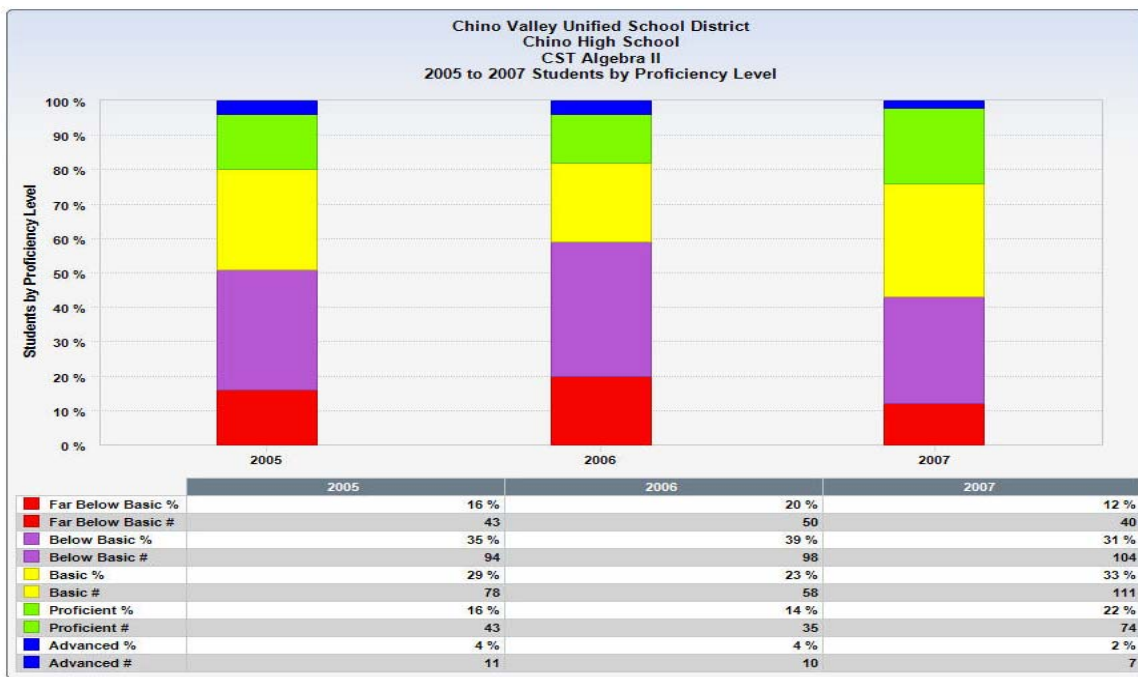


The first graph shows the percent of students passing the English-language arts portion of the CAHSEE, by ethnicity. Seventy percent or more of each group is passing the test the first time given. The second graph shows a decrease in the percent of English language learners, economically disadvantaged and special education students passing that portion of the CAHSEE. Note that there was also a significant drop in the number of students representing those groups that took the test in 2007 as compared to 2006.

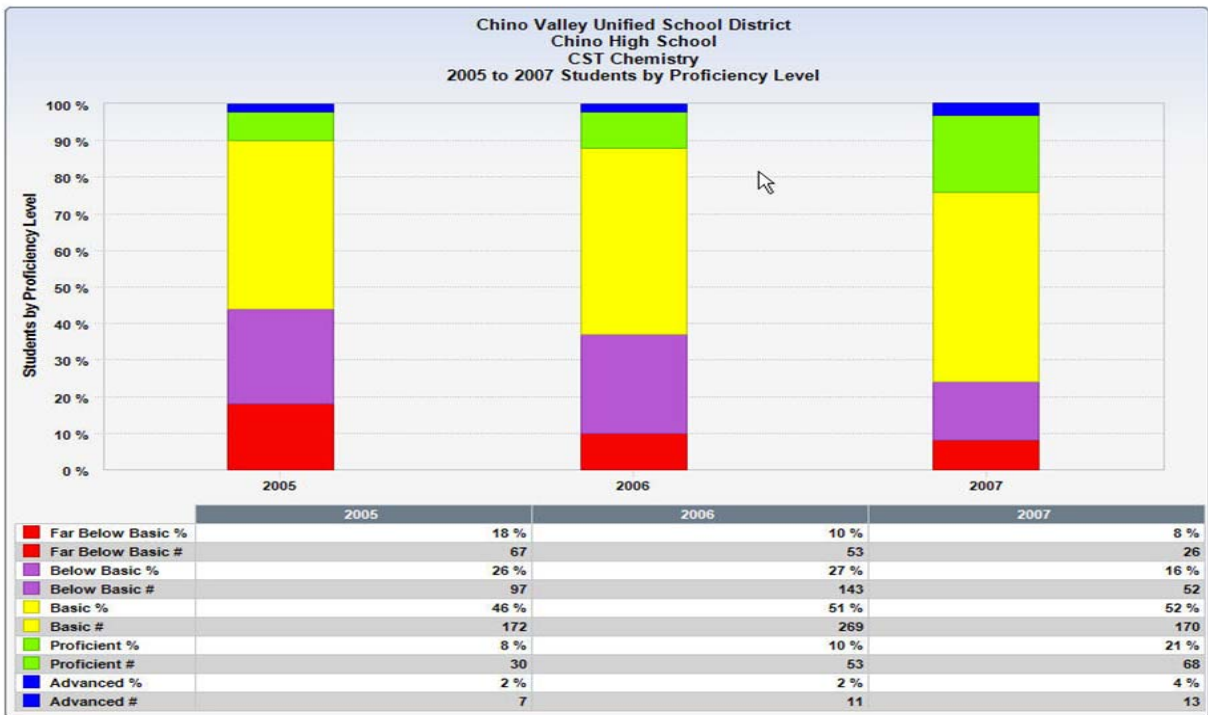
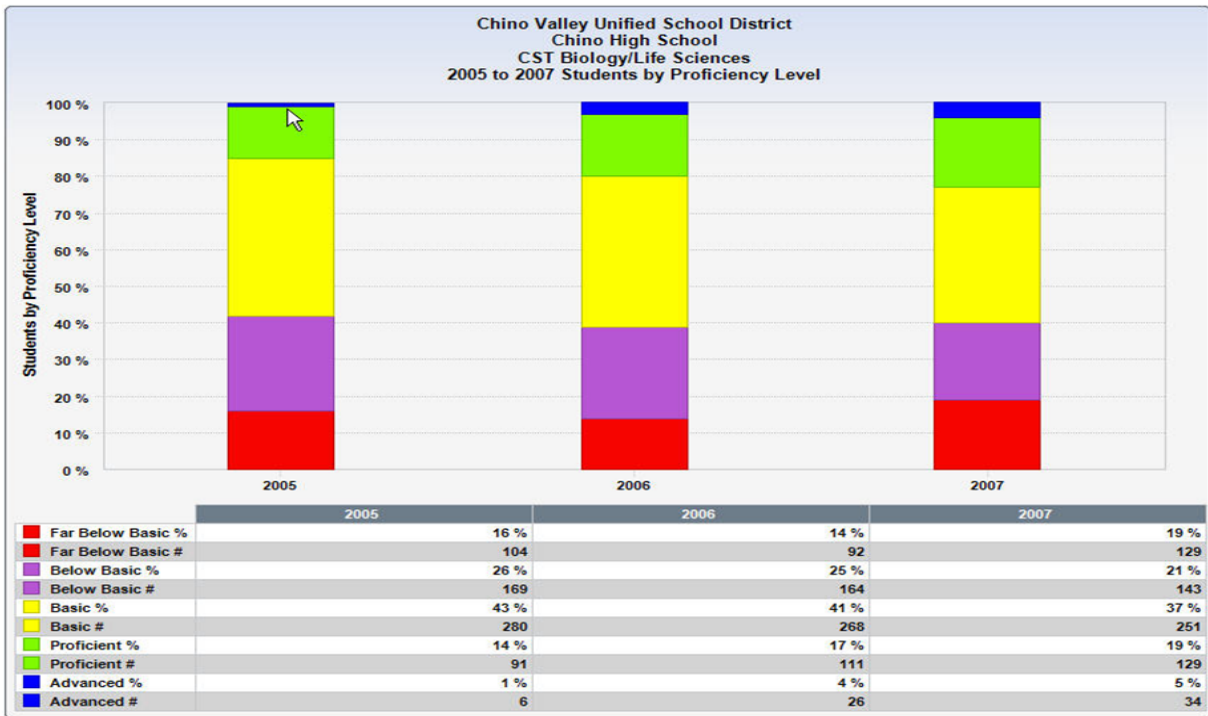




The first graph shows results for the Algebra I California Standards Test (CSTs). There is an increase of students scoring “below basic” and “far below basic. During the last three years, a significant number of students participated in the Credit Recovery program for mathematics, particularly Algebra I, to recover credits from previously failed classes. Concerns with the Credit Recovery program are currently being addressed. The second graph shows an increase in the number of students scoring ‘basic” and “proficient” in geometry.



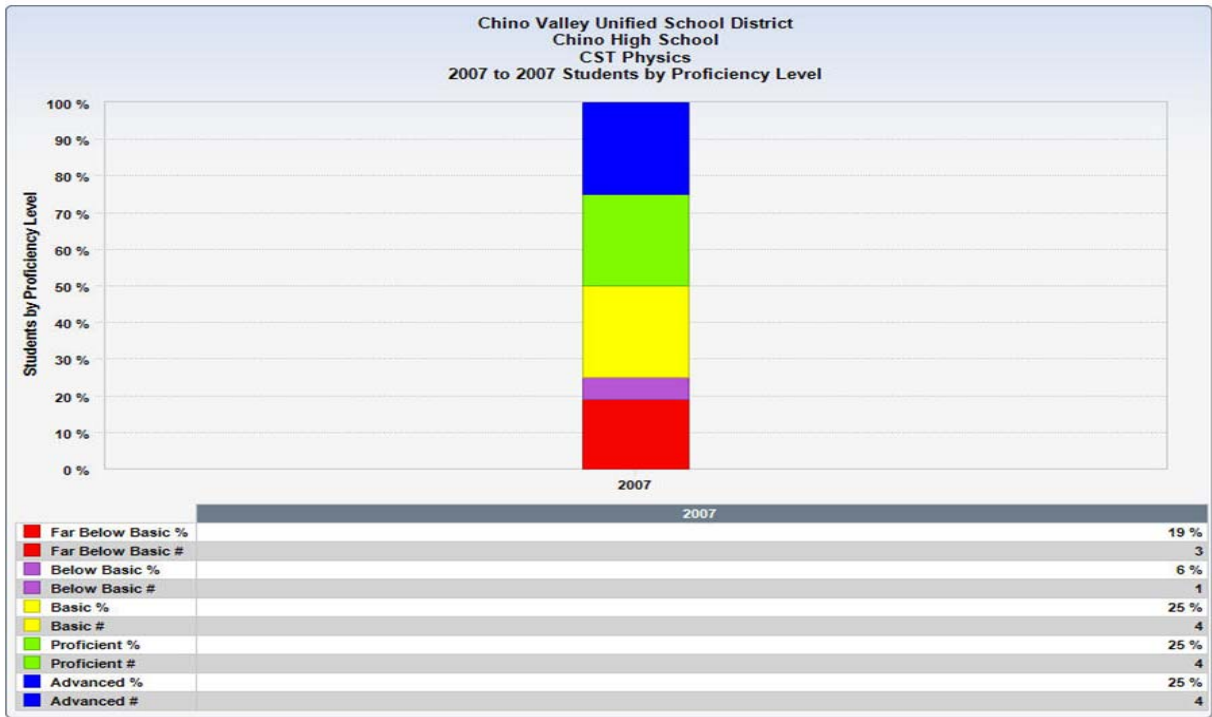
The first graph shows that in the last three years, the majority of the students in Algebra II are at the level of Basic or higher. Students have been moving up in performance levels. As indicated by the chart, there has been a decrease in the number of students that are at Far Below Basic and an increase in the number of students in the Below Basic category. There has been a significant increase in the number of students reaching the Basic performance level in the Algebra II test since 2005. There has also been an increase in the number of students reaching Proficient in Algebra II since 2005. Since our last WASC visit, as in other subjects, the second graph shows that the CST scores in Earth Science were significantly reduced in 2006. However, as compared to last year, the number of students scoring at Basic, Proficient, and Advanced has increased.



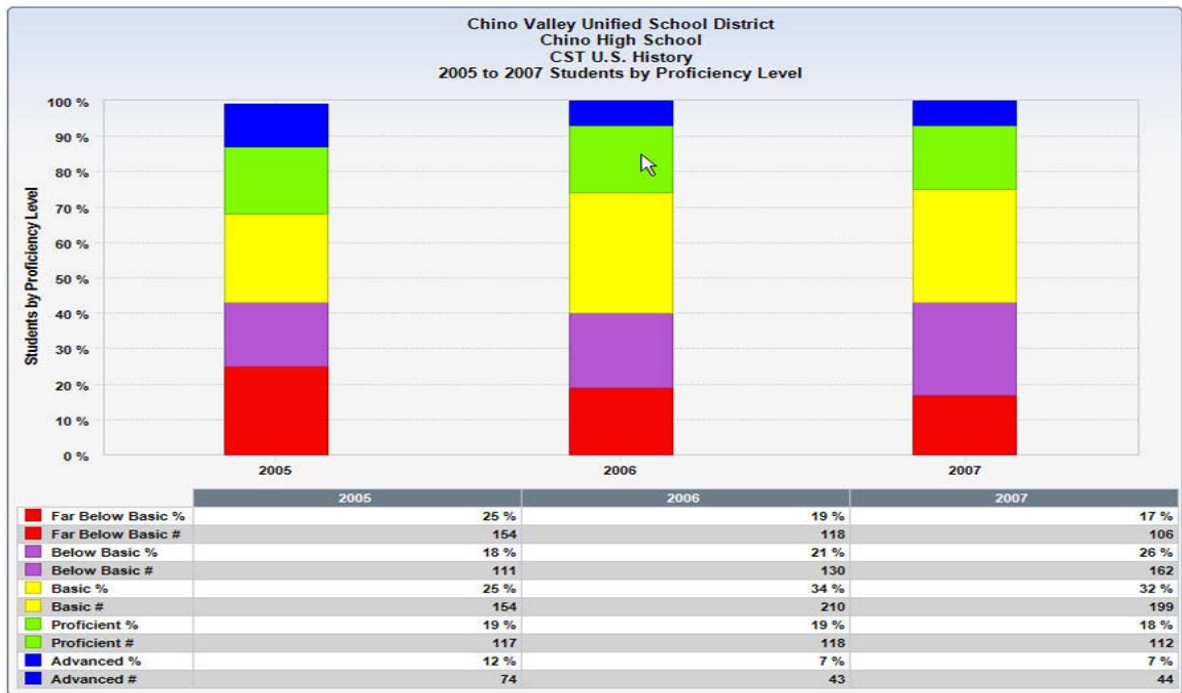
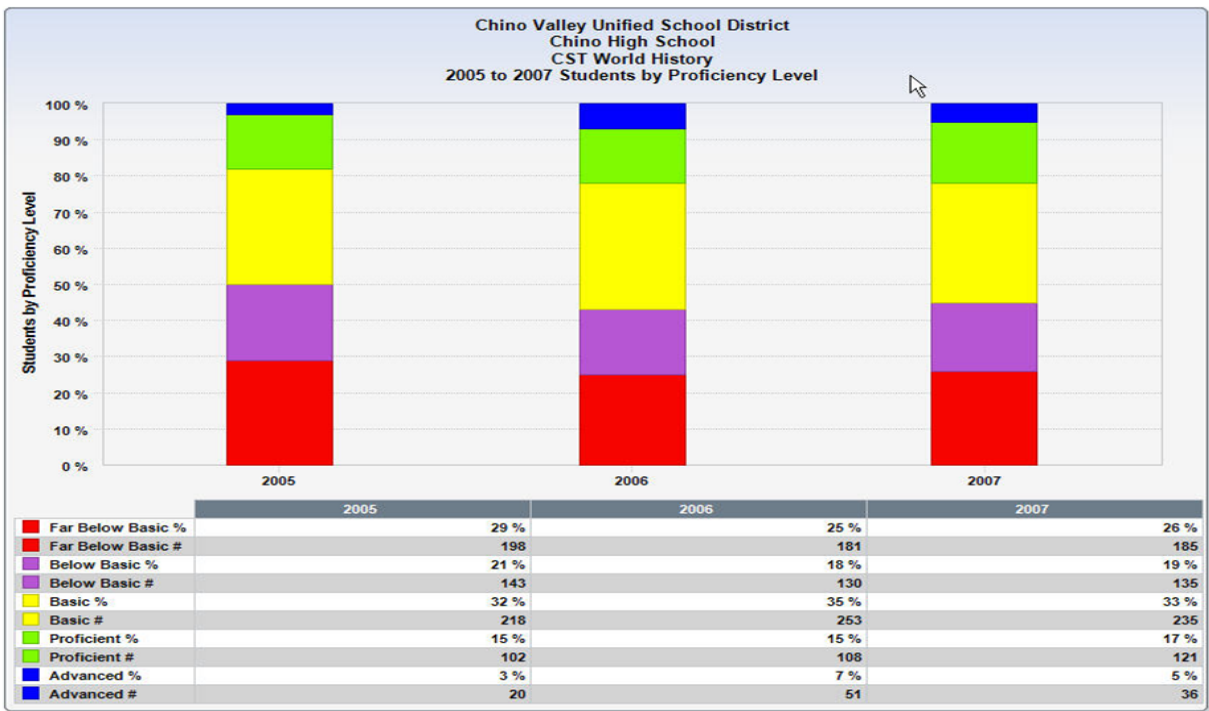
In the area of Biology/Life Science, the number of students scoring at Far Below Basic has increased. The number of students scoring at Below Basic has decreased slightly and the number of students scoring at Basic has also decreased; however, the number of students scoring at Proficient and Advanced has increased since 2005.

Since 2005, students scoring at Far Below Basic and Basic in chemistry have decreased. Students scoring at the Basic range have remained somewhat consistent and students scoring at Proficient and Advanced have increased.

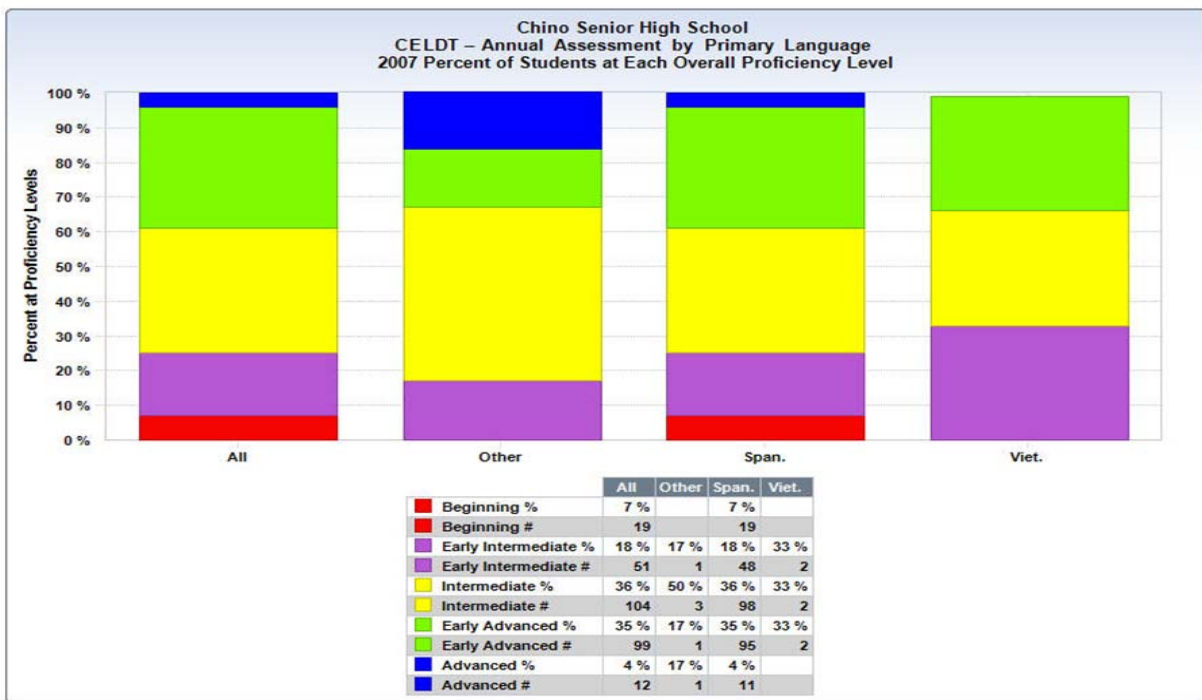




Although only a small number of students were enrolled in a Physics class, 50 percent of the students were in the category of Proficient or above.

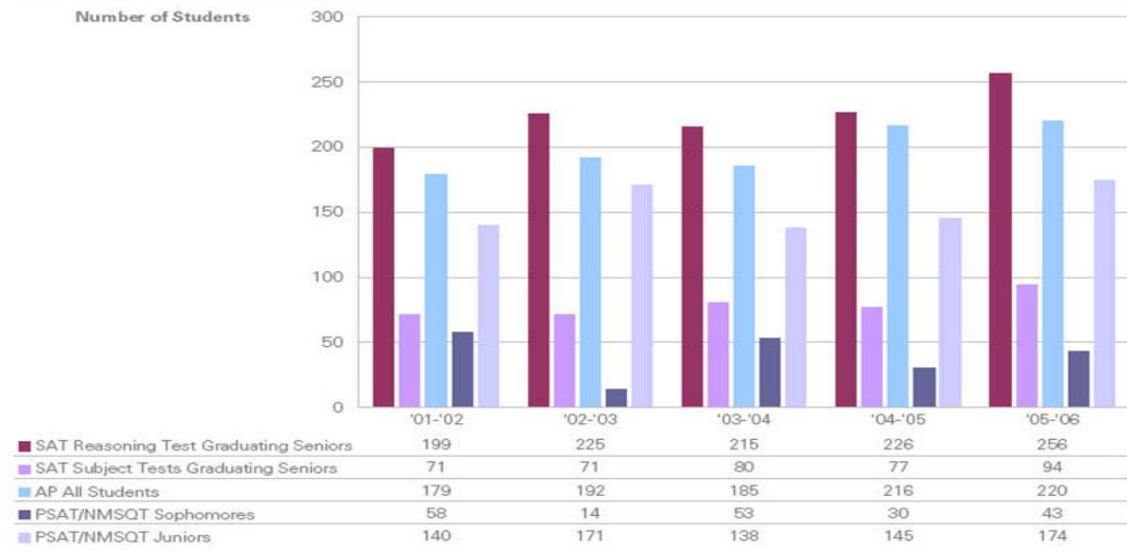


The data for World History remains consistent for the last three years. Currently 22% of students are scoring proficient or advanced. The majority of students that took the U.S. History CSTs scored at Basic or higher for the last three years. There is a decrease in the number of students scoring at the Advance level.

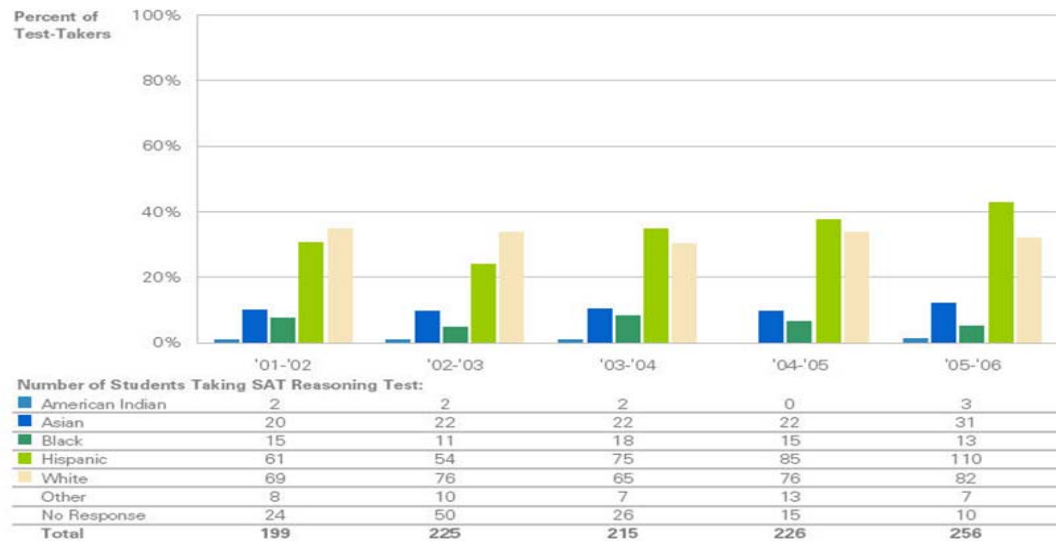


The majority of our English Language Learners speak Spanish as their primary language. The chart indicates that most of our English Language Learners fall within the Intermediate or above range of English language proficiency.

**OVERVIEW: Number of Students Taking SAT Reasoning Test, SAT Subject Tests, AP & PSAT/NMSQT**

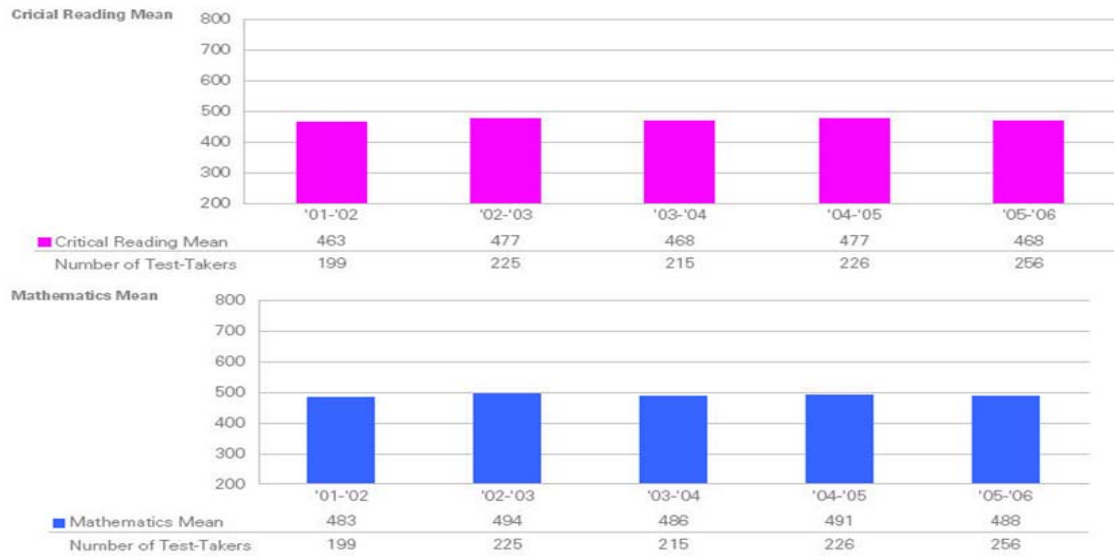


**SAT Reasoning Test: Participation by Ethnic Group**

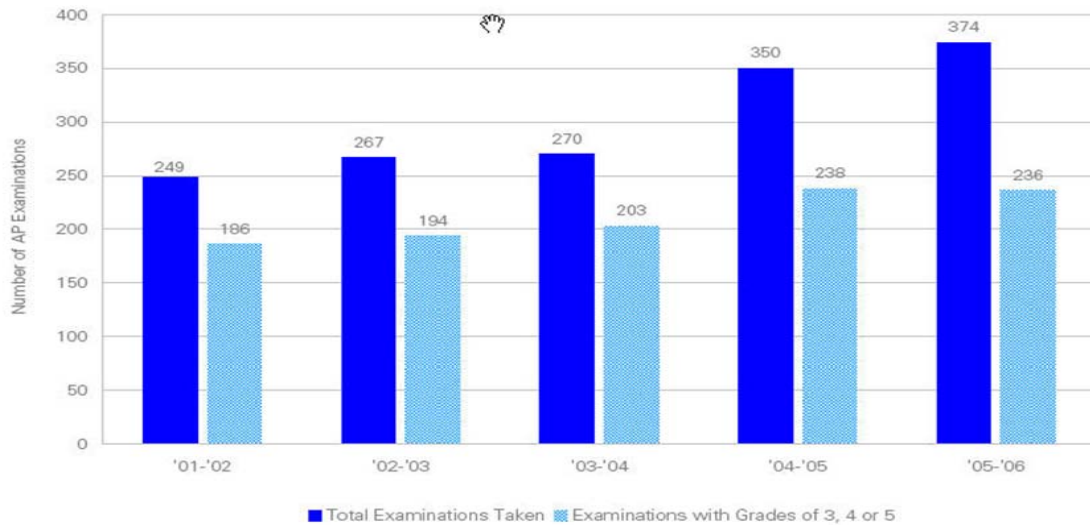


The number of students participating in the SAT Reasoning Tests, SAT Subject Tests, AP, and PSATs has increased at Chino High School. Overall, there are more students taking the SAT Reasoning Test in the last three years. There is a steady increase in the number of Hispanic students taking the SATs. There is also a decrease in the number of White students taking this exam.

**SAT Reasoning Test: Performance and Number of Test-Takers (Part 1 of 2)**



**AP: Number of Examinations & Number of Examinations with Grades of 3, 4 or 5**



While more students are participating in the SAT Reasoning Test, the score have remained relatively the same over the last three years. While there is a steady increase in the number of students participating in the AP exam, the percentage of students scoring 3, 4, or 5 has steadily increased and is now relatively stable.

Number of Students Meeting University of California A-G Requirements High School Graduates Meeting All A-G Requirements

	03/04	04/05	05/06	06/07
American Indian or Alaskan Native	0	None	0	1
Asian	3	None	4	6
Pacific Islander	1	None	1	0
Filipino	1	None	1	7
Hispanic	10	None	44	23
African America	1	None	3	2
White (not) Hispanic	44	None	71	44
Multiple or No Response	1	None	7	17
Totals	61	None	131	100

High School Graduates

	03/04	04/05	05/06	06/07
American Indian or Alaskan Native	0	None	1	1
Asian	14	None	15	10
Pacific Islander	4	None	3	0
Filipino	12	None	10	13
Hispanic	245	None	331	278
African America	34	None	40	17
White (not) Hispanic	266	None	237	113
Multiple or No Response	9	None	23	121
Totals	584	None	660	568

Drop out rate and four year derived Drop-out rate 2003-2004							
	9	10	11	12	Total	1-Year Dropout Rate	4-year derived rate
Hispanic	0	0	0	2	2	.1%	.6%
White	0	0	1	0	1	.1%	.4%
Total	0	0	1	2	3	.1%	.1%

2004-2005							
	9	10	11	12	Total	1-Year Dropout Rate	4-year derived rate
Hispanic	1	0	0	5	6	.4%	1.6%
White	0	0	1	1	2	.1%	.4%
Total	1	0	1	6	8	.2%	1%

2005-2006							
	9	10	11	12	Total	1-Year Dropout Rate	4-year derived rate
Hispanic	3	4	3	8	18	1.1%	4.6%
White	0	0	2	3	5	.6%	2.3%
Total	3	4	5	11	23	.8%	3.3%

2006-2007							
	9	10	11	12	Total	1-Year Dropout Rate	4-year derived rate
Hispanic	4	5	4	13	26	1.4%	
White	0	0	1	5	6	.71%	
Total	4	5	5	18	32		

The information in the graphs above was obtained from CBED data supplied by the State of California. Ultimately, the information on student drop-outs is reported to the school district by the school site. The school district calculates the drop-out rate and reports the information to the state.

# CHINO HIGH SCHOOL

## CHAPTER 2

### Significant Developments

There have been several major changes at Chino High School since the 2005 WASC visit. First, there have been significant changes in site administration, staff, and faculty. Second, there have been significant changes across all levels of district administration. Finally, CHS was designated as a Williams school.

#### Changes in Administration, Faculty, and Staff

Since the previous WASC visit in 2005, there have been a series of administrative changes at Chino High School. These changes include three new principals and eight assistant principals. The current administrative team is completely new to the campus as of the 2007-2008 school year. The administrative changes have created a lack of continuity campus-wide due to a difference in philosophical approaches to school management and program priority. The multiple changes in the administration have left voids in the leadership guidance necessary to perpetuate the direction needed to fully implement the action plan.

There have also been a number of changes among the student support staff and counselors at Chino High School. These changes include the school Registrar, the head of the attendance office, as well as a number of administrative secretaries. A positive development in this area is the addition of an “At Risk” counselor.

At the conclusion of the 2007-2008 school year, there will be a total change in the certificated staff of approximately 34 percent since the last WASC review. This fluctuation in the staff has contributed to the lack of continuity in the school-wide programs.

#### Changes in CVUSD policy and personnel

A number of changes have been made at the site level due to changes in district policy and personnel. There have been three superintendents since the previous WASC review. The district management has expanded and changed with the creation of new positions and restructuring. Included in the changes have been the implementation of the 2.0 GPA requirement and the three year math requirement; both necessary for graduation. The district has also changed policy regarding weighting grades in honors and AP classes and the necessity of community service hours for 12<sup>th</sup> grade students. Each change has brought a new philosophic approach to management and program priorities.

The district has implemented a district-wide data-driven philosophy which includes the use of the Edusoft program to monitor student academic progress and identify areas of need. The program is also being utilized to develop benchmark assessments, pacing guides, to align district curriculum, and promote common instructional strategies. During the previous two years, the district has taken an active role in promoting attendance by establishing a goal of 97 percent attendance district-wide.



## Williams School

In 2007 Chino High School was designated as a Williams school due to significant decrease in test scores from the 2005-2006 school year. There was a nine-point drop from 2005 to 2006 in addition to not meeting the target API growth. The API score for Chino High School increased by 29 points at the conclusion of the 2006-2007 school year surpassing the targeted base rate increase of 5 points. During the current school year, CHS earned a compliant rating in the area of supplies, facilities, text books, and teacher credentialing. Chino High continues to be under review for two additional years while the school meets total compliance per the Williams Act.

### Implementation and Monitoring of the School Wide Action Plan

To prepare for the 2008 WASC review, the WASC Chairperson at Chino High School coordinated a meeting with Mr. Ben Furuta and the new administration. The meeting was held on August 14, 2007. The purpose of the meeting was to inform administration about WASC and the WASC process. After the informative meeting, two WASC training days were scheduled for the administration and the teachers. Invitations and phone calls were made to a select group of teachers during the summer to invite them to the training. Prior to the training, Mr. and Mrs. Rosendahl opened up their home to the Chino High School staff on August 17, 2007 for a WASC Kick-Off Rally. The training for administration with Mr. Furuta occurred on August 20, 2007. He reviewed the requirements for all chapters in a WASC report and other relevant information. A repeat of that training was held for invited teachers on August 21, 2007. Per the suggestion of Mr. Furuta, a timeline for the WASC process at Chino High School was developed and later shared with all staff.

On August 28, 2007, a meeting was held with classified staff to inform them about the WASC process at Chino High School. Teachers returned to work from summer vacation and were briefly informed about the WASC at a staff meeting on August 30, 2007. Thereafter, several WASC meetings were held with staff, including on the following Late-Start Mondays: October 15, October 22, October 29, November 19, November 26 and December 17. Many department meetings were also used to discuss WASC and to gather data.

Meetings were held with other stakeholders to keep them informed about the upcoming WASC visit in March. A WASC Parent Night was held on October 2, 2007. This was a PowerPoint presentation that was actually conducted by one of our parents, who is a school administrator in another district. He did this voluntarily. WASC was also discussed with parents at the ELAC meeting on October 10, 2007. The meeting was held in both, Spanish and English. WASC was reviewed with parents at Back-To-School Night on October 24, 2007, at a CAHSEE parent meeting on January 17, 2008 and at least two School Site Council meetings.

One of the Assistant Principals held a WASC meeting with ASB students on December 17, 2007. She explained the WASC process with students and reviewed the ESLRs. The students took turns, reading the ESLRs out loud. The students agreed that the ESLRs were taking place in their classrooms. They shared out on the different ways teachers were addressing the ESLRs in their classrooms. The ASB students were encouraged to communicate the ESLRs to all students. They are conducting a contest through the school bulletin about ESLRs. On January 30, 2008 and January 31, 2008, the ASB students conducted a contest about the ESLRs during lunch and gave out tickets to the Winter Formal as prizes.

Many productive steps have taken place at each of the WASC staff meetings. Dr. Zepeda, Director of Assessment, made two presentations in October and thoroughly reviewed data with

staff. He asked essential questions and conducted an activity using a rubric to measure how data is currently being collected, analyzed, and reported by teachers. The WASC Coordinator gathered recommendation for evidence and developed a chart. She later asked the teachers to go on a “treasure hunt” to gather supporting evidence on the six school-wide critical areas for follow-up. Staff was asked to review the ESLRS. An online survey was given to teachers to determine if there was a need to revise any of the ESLRS. Student, parent, and teacher surveys were conducted. Dr. Bryan met with Department Chairs to discuss literacy and provided all staff with handouts for them to use to implement reading in their classes. Departments were asked to submit information on how teachers are promoting literacy in their classes.

Three teachers volunteered to be a part of the WASC writing team. The team includes: April Rosendahl, Imelda Carrizosa-Robledo, John Rosendahl, Mark Hunter and Ryan Cummins. From November 27, 2007 to February 1, Tuesdays and Thursdays were used to gather additional data, meet with staff, and write the WASC progress report. Several contacts have been made to Mrs. Berman, WASC Chairperson, throughout this process.

Up to the present year, annual progress reports have been reported by administration at staff meetings. In the future, the WASC team and the Strategic Planning Committees (SPC) will monitor and update the progress of the school on a continual basis, during late start Monday meetings. All stakeholders will participate in the revisions and implementations of the annual school wide action plans.

# CHINO HIGH SCHOOL

## CHAPTER 3

### School-Wide Action Plan & Response

#### Previous Action Plan Implementation and Application

During the WASC process of 2005, the site committee developed an action plan to address areas of need at Chino High School. Within each area of need, the staff developed specific goals to address these needs. The areas identified for improvement per the site committee were:

#### 1. To improve reading comprehension scores across the curriculum

##### **Organize a staff development committee**

There have been many ongoing attempts to implement a school wide content literacy plan program at Chino High School. Unfortunately, this plan was never approved and therefore never implemented. The plan was initiated through the development of the Literacy Based High School Committee (LBHS) leading up to the WASC process during the 2004-2005 school year. The proposal included strategies to be implemented throughout all subject matters. During the 2005-2006 school year, the district and site utilized an outside consultant to in-service the staff of Chino High School regarding school wide literacy. The LBHS committee was revisited during the fall of the 2007-2008 school year but, due to a divergence of opinion with the school district, the LBHS committee does not currently have a chairperson.

Although there is no school-wide literacy plan in place at this time, several of the language arts teachers on campus use the Accelerated Reading program. In addition, the school librarian has explored options of increasing literacy across the curriculum in a variety of ways including a school book fair. Our next step is to work with the staff and school district to develop and strengthen the committee to meet the needs for the school-wide content literacy plan.

##### **The Staff Development Committee will plan staff in-services with an emphasis on strategies to improve student literacy**

The staff utilized district in-services on reading strategies during previous school years. However, a comprehensive reading strategy was not developed. Individual teachers have continued to implement strategies throughout the curriculum. When a committee is formed and functioning in cooperation with the district vision, in-services will be implemented to begin development of the site plan.

##### **Improve instructional strategies for reading comprehension and critical thinking skills by implementing the Literacy Based High School program**

Reading classes are available to the students at Chino High School based on identified reading and comprehension levels. The reading department is affiliating with the International Reading Association to provide current research in the area of reading and literacy. As previously

mentioned, several unsuccessful attempts have been made to implement the Literacy Based High School Program at Chino High School. The staff continues to implement individual strategies throughout the curriculum. The current administration is in the process of including reading comprehension through the development of a curriculum and instruction planning committee.

**Continue to disseminate the disaggregated student test data through Dr. David Ramirez. The data will be used to adjust the plan.**

Students are placed in the reading classes as a result of test data. This data is now available to teachers via Edusoft and will be utilized in the development of the future plans to develop literacy and vocabulary strategies across the curriculum.

**Chino High School**

**Focus on Learning School-Wide Action Plan (Fall 2007)**

AREA FOR IMPROVEMENT: To improve reading comprehension scores across the curriculum.

RATIONALE: The results of current literacy assessments require focused and ongoing staff development program.

EXPECTED SCHOOL WIDE LEARNING RESULTS ADDRESSED: Creative Thinker and Problem Solver

	Identification of the Task	Activities to Accomplish the Task	Timelines	Resources	Person(s) Responsible	Measurable Evaluation
	<p>Improve reading instruction by providing time for curriculum development between/within departments to promote the ESLRs and state standards.</p>	<p>Organize a staff development committee.</p> <p>The Staff Development Committee will plan staff in-services with an emphasis on strategies to improve student literacy.</p> <p>Improve instructional strategies for reading comprehension and critical thinking skills.</p> <p>Continue to disseminate the disaggregated student test data utilizing the Edusoft program. Data will be used to adjust the plan.</p>	<p>Spring 2008 – Fall 2011</p> <p>May - Sept 2008</p> <p>Fall 2008 – Fall 2011</p> <p>Spring 2008- Fall 2011</p>	<p>Staff time</p> <p>Staff time</p> <p>Planning time, release time, sub. time</p> <p>District Contract</p>	<p>Adam Bailey</p> <p>Adam Bailey Staff Development Committee</p> <p>Eddie Bustamante All Teachers Curriculum &amp; Instruction Committee</p> <p>Imelda Carrizosa-Robledo Data Committee</p>	<p>By Oct. 2008, a staff development committee will be in place.</p> <p>Present plan to staff and school site council for approval by October, 2008.</p> <p>5% increase in reading comprehension scores on CST/ELA by 2007. 10% increase by 2011. Review and evaluate.</p> <p>Data used to adjust the plan</p>

## 2. Increased English proficiency of ELL (English language Learners) students.

### **Increased English Proficiency of ELL (English Language Learners) Students**

Chino High School developed a plan to increase the English proficiency of English Language Learners (ELL) students. The rationale was to provide ELL students with more access to the core curriculum. The school-wide expected result was that each year, 30% of ELL students would break a quartile performance level on the language arts portion of the California Standards Test (CST). The goal was to continue to develop strategies to increase the number of ELL students reclassified as Fluent English Proficient (R-FEP). We were to achieve the goal by the following methods: Using the Late-Start meeting times to educate staff about assessment results and their implications, use Focus Group meetings to reinforce SDAIE strategies across the curriculum, and increase the number of teachers who have CLAD or BCLAD credentials.

Chino High School also set the goal that 80% of students who as freshmen were at the Beginning CELDT level and continuously enrolled at CHS would be reclassified as English proficient in 4 years. It is too early to determine the results of this goal at this time. Those students who were freshman in the 2004-2005 school year are currently in the twelfth grade and their CELDT scores have not arrived. The current data we have on this class is that of 38 seniors that are English Language Learners (ELL), 19 scored at the Early Advanced level of English proficiency on the 2006 CELDT test. Four seniors scored at the Advanced level of English proficiency in 2006. Of those 23 students who were at Early Advance or Advanced, three were reclassified as Fluent English Proficient (R-FEP). Also from that group, two more were recommended for reclassification this year. Even though we do not have the data we need to determine if the four year goal was met, we can state that at least 61% of those students are now scoring proficient in English, even though they have not been reclassified. Reclassification requires other data other than just the CELDT results, such as: a 2.0 grade point average, a score of 3 or higher on a writing prompt, and a score of proficient on the CSTs for English language arts. (Prior to this school year, the CST requirement for English language arts at the Chino Valley Unified School District was basic.) Students not meeting these other requirements may explain the low number of twelfth grade students reclassified so far. Another possible contributing factor has to do with problems in the placement of Chino High School ELL students that were discovered. Chino High School is now working on making the necessary changes to make sure ELL students are placed in accordance with the Chino Valley Unified School District's Master Plan for English Language Learners.

### **Use Some Late-Start Meetings to Continue to Educate the Staff about Assessment, Results, and their Implications**

Since the last WASC review in 2005, Chino High School has used some Late-Start Mondays for staff, department, and WASC meetings. Some of the meeting time has been dedicated to looking at school-wide data results on the California Standards Test (CST), California High School Exit Exam (CAHSEE), and the California English Language Development Test (CELDT). The results of our data analysis, using Edusoft, indicate that the school-wide learning result mentioned above was not met. However, at least 20 percent of ELL students did move up a performance level on the language arts portion of the CSTs. There was no change in the performance level of 51 percent of ELL students.

Based on our results, we have determined that more time needs to be spent on in-depth analysis of student data. For example, it would be helpful to start comparing how ELL students score on

the CSTs and the CELDT. As a staff, we need to go beyond just looking at data. The Administrative team can be a support in guiding discussions about the data to help teachers provide prescriptive lessons that lead to academic achievement and English language proficiency. Also, we must continue to teach to both the ELD and English language arts standards. The district has developed pacing guides that cover the essential standards as a tool for teachers to use and stay on task. The adopted text that is used for ELL only goes up to the eighth grade. There is a need for another text and our district is looking into piloting a new text at Chino High School, pending financial resources.

### **Use Some Focus Group Meetings to Reinforce SDAIE Strategies Across the Curriculum**

Focus Group meetings are not being used to reinforce SDAIE strategies across the curriculum. However, the ELD teachers frequently attend trainings and workshops to help strengthen their knowledge of SDAIE strategies. The trainings include class observations by the trainers. To provide ELL students with more access to the core curriculum, we would like to expand the ELD department by offering transitional or sheltered classes. If this occurs, we will plan on more staff development on SDAIE and differentiated instructional strategies across the curriculum. Our school district is aware of the need for transitional classes at Chino High School and will be looking into it further as they revisit the district's master plan for English Language Learners.

### **Increase the Number of Teachers who have CLAD or BCLAD Credentials**

As mentioned above, there is a need for transitional classes at Chino High School. If sheltered classes are offered in the future, the school will need more teachers that are CLAD or BCLAD certified. In 2005, Chino High School set a goal that by fall of 2007, there would be a 50 percent increase in the number of credentials awarded. This means that 57 percent of our teachers should be CLAD or BCLAD certified for the current year. Our current data shows that 53 percent of our teachers have the credential. This needs to be increased to meet the goal that was set for 2011, which is a 70 percent increase in the number of credentials awarded.

**Chino High School**

**Focus on Learning Schoolwide Action Plan (Fall 2007)**

AREA FOR IMPROVEMENT: Increased English Proficiency of English Language Learners (ELL) students.

RATIONALE: Access to the core curriculum is critical to meeting the academic needs of ELL students.

EXPECTED SCHOOL WIDE LEARNING RESULTS ADDRESSED Each year, 30% of ELL students will break a quartile performance level on the Lang. Arts portion of the Eng. Language Arts section of the CST: Proficient Communicator

	Identification of the Task	Activities to Accomplish the Task	Timelines	Resources	Person(s) Responsible	Measurable Evaluation
	Implement a comprehensive ELD program that will improve student performance on the CELDT, CAHSEE and CSTs, and increase the number of students that are reclassified.	<p>Align the ELD program at Chino High School to the Chino Valley Unified School District's Master Plan (Attend district ELD Coordinator meetings to keep informed of policies and changes to the master plan, curriculum and materials. Hold meetings keep staff informed.)</p> <p>All ELL students will be appropriately placed in ELD classes based on the District Master Plan.</p> <p>Accurate records of reclassifications, placement by parent waivers, and annual reviews will be maintained.</p> <p>ELL students will be placed in classes with teachers that have the CLAD/BCLAD</p> <p>ELD teachers will continue participate in district and other trainings, conferences or workshops designed to improve the learning of ELL students.</p>	<p>Fall 2008 – June 2011</p> <p>Fall 2008, Fall 2009, Fall 2011</p> <p>Fall 2008 – June 2011</p> <p>Fall 2008 – June 2011</p> <p>Fall 2008 – June 2011</p>	<p>Substitute Teacher Staff/Department/Management meetings</p> <p>ELD Master Plan Class Schedules</p> <p>Excel Spreadsheet, LEP folders, Aeries</p> <p>Master schedule</p> <p>EIA funds, site funds, Go Sign Me Up, CABE, substitute teachers, other conferences</p>	<p>Imelda Carrizosa-Robledo, Assistant Principal</p> <p>Yvonne Levy, ELD Counselor; Ben Valenzuela, ELD Coordinator</p> <p>Imelda Carrizosa-Robledo, Assistant Principal;</p> <p>Eddie Bustamante, Assistant Principal;</p> <p>Yvonne Levy, ELD Counselor</p> <p>Imelda Carrizosa-Robledo, Assistant Principal</p>	<p>The ELD sections of the Single Plan and WASC action plans are aligned to Master Plan. Copies of agendas and minutes.</p> <p>100% percent of ELD students will be correctly placed in classes as measured by class schedules.</p> <p>100% of data on the Aeries language screen will be correct.</p> <p>Copies of the master schedule, class lists, student schedules</p> <p>Class observations, formal and</p>



		Teachers will look at ELL student results on the CELDT, CSTs, and CAHSEE exams to develop targeted lessons, based on pacing guides, ELD and ELA standards.	Fall 2008 - June 2011	Edusoft, staff and department meetings, prep periods, ELD and ELA standards, test blue prints and release items	Laura Araujo-Salinas, ELD Department Chairperson; Imelda Carrizosa-Robledo, Assistant Principal	informal; copies of conferences attended Hard copies of data, intervention groups on Edusoft, lesson plans
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### 3. Organizing staff development which is centered on student needs.

#### **Designate Late Start Meetings to Address Instructional Strategies**

The specific task in the area of organized staff development is to provide time for curriculum development between/within departments to promote the use of state standards and the use of ESLRs throughout instruction. Areas that were directly addressed and accomplished include the development of a designated allocation of time devoted to staff development. Currently, the staff meets before school every Monday for one hour. The late-start format began several years ago as a monthly meeting but has since increased in frequency to the current weekly status. The meetings are separated into whole-staff meetings, department meetings, and staff development. This time allows the staff to interact and collaborate on important issues such as student achievement, campus climate, curriculum development, etc.

#### **Improved Instructional Strategies for Improved Reading Comprehension**

A specific activity suggested under the area of staff development pertained to need to advance reading comprehension through the implementation of improved instructional strategies. Despite best efforts, a site-wide literacy plan was not implemented. The initial literacy plan proposal was convened for approval during the 2004-2005 school year and coincided with the WASC visit during the same year. Various drafts and proposals were put forward by the Literacy Based High School Committee (LBHS) but were met with various obstacles at the site and district level. The current proposal from the LBHS has stalled at the district level and is therefore unable to be implemented at Chino High School. The current administration is working to establish a Curriculum and Instruction Strategic Planning Committees (SPC) to explore options and develop relevant goals for a school wide literacy plan.

#### **Increased Understanding of Student Data**

Under the direction of the Chino Valley Unified School District (CVUSD), Chino High School (CHS) is working towards making data driven instruction a school norm. Last year the district purchased the Edusoft Software which allows teachers to review and analyze student performance data on standardized and formative tests. It is also used as a tool to develop tests and scan answer documents for faster results. As a response to the student data, specifically in the area of Algebra, the math department now offers after-school tutoring programs available to all students. The district is in the process of working with the site math department to develop benchmark assessments to monitor student progress and pacing guides to maintain sequential order through the curriculum in all math classes while progressing through the essential standards. All math instructors at CHS are administering the end-of-semester benchmark assessments developed at the district level. In addition to the variety of assessments, a series of Algebra Academy classes have been instituted to provide a smaller teacher-to-student ratio based on student scores on the district assessments as well as teacher input.

Over the past three years, the achievement of students in the social science classes has remained somewhat static according to the data. In a response to this, several changes have taken place and additional changes are planned to increase student progress in the social sciences. Prior to the 2007-2008 school year, changes were made in the master schedule to expose all students to various teachers with experience teaching AP and honors courses. Teachers in the social science department are currently teaching a variety of courses with students at all academic levels. During the 2008-2009 school year, social science classes such as Geography will be offered to at

the 9<sup>th</sup> grade level to increase students' academic foundation and prepare them for higher level social science courses.

### **Planned Programs for the SLC**

Various options have been explored at Chino High School over the past few years regarding the implementation of Smaller Learning Communities (SLC), Pathways, and Academies. A number of staff members and administrators worked on the implementation of campus-wide SLCs but the program never advanced at the discretion of the previous administration. However, the present administration is in the process of re-visiting the SLC format.

### **Create Project-Based Learning Opportunities**

CHS students have participated in a variety of project-based learning opportunities. A number of the opportunities were made possible through the Academy Act which promotes using theatre techniques to strengthen academic progress across the curriculum, in core subjects, and through the use of interpersonal communication skills. The Associated Student Body (ASB) utilizes project-based opportunities through the coordination, planning, and implementation of school activities. The social science department also provides project-based opportunities through the sponsorship of a mock economic summit for 12<sup>th</sup> grade students. Career/Technical students also utilize project-based opportunities on a regular basis catering events, fashion shows, graduation videos, senior videos, etc.

### **Increase Staff Participating in District Buy Back Days**

Several of the recommended activities under the area of staff development can be addressed during the late-start meetings. In order to increase staff understanding of student data, representatives from the Chino Valley Unified School District have presented specific assessment data to the staff in a detailed manner on multiple occasions. In addition to the late-start presentations of data, the district has also provided in-service training at the site level to guide teachers through the process of accessing student data and how to interpret the data and utilize it to contribute to instruction in the classroom. Staff development has also been made available to teachers to attend meetings designed to familiarize instructors with state standards as well as blueprint guides adhered to state assessments. Subject matter in-service conferences are available to various departments that cover a variety of issues. Although staff development opportunities exist through the district, county, and state, the Buy Back days previously available to staff are no longer offered.

### **Continue to Provide New Teacher Support through BTSA**

Over the past few years, the number of teachers participating in the district BTSA program has increased. Currently, 10 teachers are participating in the program for the 2007-2008 school year. Through the two-year BTSA program, the district provides staff support to new teachers on a regular basis through individual supervision as well as with intensive staff development opportunities. Since the 2004-2005 school year, 33 teachers at Chino High School have participated in the BTSA.

### **Continue to Focus on ELL Program Development**

The ELL Department has focused on making sure that students are appropriately placed based on the Chino Valley Unified School District (CVUSD) Master Plan for English Language Learners.

The ELL Department is continuing with a student monitoring program for ELL students that are at-risk of not passing core-academic classes, particularly English language arts and mathematics. The ELL Department is in the process of implementing an after-school home work club for students with failing grades. They are also planning on starting an after school program next semester that utilizes Rosetta Stone, a language learning software. The school counselor is currently in talks with the Mount San Antonio Community (MSAC) College Bridges Program which provides students with guidance for college. The ELL department has other projects in the works, such as the development of benchmark exams and pacing guides for the ELD classes. This year, the department has started to use glossaries in the classroom to assist students with instruction and on state tests, such as the CAHSEE and STAR.

The current administration is in the process of establishing a staff development committee which has not been implemented since the previous WASC process.

## Chino High School

### Focus on Learning School-Wide Action Plan (Fall 2007)

AREA FOR IMPROVEMENT: Organized staff development which is centered on student needs.

RATIONALE: The new technology and the results of current educational research require an organized and ongoing staff development program.

EXPECTED SCHOOL WIDE LEARNING RESULTS ADDRESSED: Creative Thinker and Problem Solver

Identification of the Task	Activities to Accomplish the Task	Timelines	Resources	Person(s) Responsible	Measurable Evaluation
Provide time for curriculum development between/within departments to promote the ESLRs and state standards.	Organize a staff development committee to address student needs and enhance staff support.	Spring 2008 – Fall 2011	N/A	Adam Bailey	Staff development plan in place.
	Designate Late Start/Strategic Planning Committees (SPC) to address instructional strategies with an emphasis on:	Fall 2008 - ongoing	N/A	Adam Bailey, Staff Development Committee, All Dept Chairs	Completed staff development.
	Improved instructional strategies for improved reading comprehension.				
	Increased understanding of student data.	Fall 2007 - ongoing	N/A		Benchmark assessment, end of course exams
	Planned programs for SLC, pathways, Academies			CASTLE project (County office)	
	Created Project-based learning opportunities.				
	Continue to provide new teacher support through Beginning Teacher Support Association (BTSA) or similar programs.		Spring 2004-ongoing	N/A	Adam Bailey Dept. Chairs BTSA Coordinators
Increase staff participation in staff development.		2005 – ongoing		Adam Bailey Staff Development	Increased participation.
Continue to focus on the ELL program development, by increasing number of students reclassified as Redesignated English Proficient Learners.		Ongoing		Imelda Carrizosa-Robledo, ELL Coordinator, ELL Dept. Chair	Number of Redesignated students increased yearly.

#### 4. Enhancing communication among staff, students, parents, and the community.

##### **Continue development of Late Start agenda to facilitate communication**

Chino High School continues to hold late-start Monday meetings as suggested in 2005. Students start their classes an hour late every Monday to allow time for department meetings, staff meetings, and WASC meetings. Currently, the teachers are exploring alternative bell schedules and plan on voting on a schedule soon. The persons responsible for the late- start Mondays at this time are the administrative team. The administrative team is looking to start strategic planning committees that will include a staff development committee, as suggested in 2005. The persons that attend the Monday meetings include certificated staff, classified staff and administrators. Copies of the sign-in sheets, agendas, and minutes are kept by the principal.

##### **Improve staff and student training for emergency situations. Include parents and community in the planning**

Chino High School has not been consistent in their training of staff and students for emergency situations. A real lock-down drill was held this year and everyone did a great job; however, we are still in need of reviewing and updating the existing plan. A committee on school safety will also be developed as part of the strategic planning the administration is going to begin. The school safety committee will include parents, students and staff. The school safety plan will be reviewed this year, as is required every year, and will be presented to the School Site Council. Also, Chino High School will continue to participate in the district-wide disaster drill that is held annually.

##### **Promote existing programs and seek new forums for parents and students to learn of curricular options**

The staff at Chino High School continues to promote existing programs. For example, the career-technical departments, drama, choir and band departments each have promotional materials they have developed for their unique programs. They use these materials along with presentations and calls home to recruit students to their programs. Members of the staff developed a course description booklet a few years ago. The book has not been used for quite sometime, but we are hoping to begin to use it again next year for part of the orientation and registration process. Chino High School continues to hold parent-teacher conference nights to meet with parents and students about their progress on standards, grades, homework, projects and tests. The Superintendent held his annual community forum at Chino High School (CHS) on November 7, 2007. This is an opportunity for the community to share their concerns and receive current information about the school and school district. The school counselors at CHS continue to meet with students to develop their four-year plans for graduation. Also, CHS continues to promote their clubs and electives to incoming ninth graders through the Electives Fair that is held every year. A minimum of four English Language Advisory Committee (ELAC) meetings are held each year and School Site Council (SSC) meetings are held on a monthly basis.

This year, the school site held a Back-To-School Night at the request of parents. This time was used for parents to visit classrooms and become familiar with the curriculum, textbooks, syllabus, and other materials. We also held a WASC Parent Night on October 2, 2007 to inform parents about the WASC process. This presentation was actually conducted by a CHS parent who is also a school administrator at a local school district. The administration held two parent meetings on October 24, 2007 at two different times to try to increase parent participation. The

purpose of the meeting was to introduce the community to the new administration and to hear their concerns or comments about the school's progress and needs. A California High School Exit Exam (CAHSEE) informational meeting will be held for parents and students on January 17, 2008. A student council was formed this year to work on improving the school culture. The English Language Learners (ELL) counselor is working in conjunction with Mount San Antonio College (MSAC). On December 12, 2007, a MSAC representative made a presentation about college entrance and other programs to students and parents of ELAC.

### **Seek new funding sources**

The career-technology department applied for a grant this summer. They are still waiting for a response. The agriculture department was awarded a small grant this year. The Boosters for band and sports are constantly working on fundraisers. We learned that the funds for the (California High School Exit Exam) CAHSEE were not used last year; therefore we have doubled our funds and will be providing our students with test preparation services through a company named Adelante. The Foreign Language Department Chair coordinates a candy-sales fundraiser every year and collects recyclables to provide small scholarships for students. The administration is in the process of applying for a grant to establish smaller learning communities. The career center also accepts donations from the community on a frequent basis. The donations go to scholarships.

### **Explore ways to update campus technology to align student knowledge with state academic standards and ESLRs**

Last year, computers were ordered for the English Language Learners (ELL) department. The Rosetta Stone program was purchased to assist students in becoming proficient in English. The ELL department is using the program as part of their after school tutoring program. Due to lack of funding, we have been unable to provide staff with the level of technology we would like. The school no longer has the position of technology coordinator. We would like to look into bringing back that position to expand the use of technology at Chino High School.

### **Expand and publish scholarship opportunity lists**

A monthly list is sent to every teacher and posted throughout the site. Scholarships are updated on a daily basis and put into Daily Bulletin that is read aloud during our second period announcements over the school intercom system.

### **Instruct seniors in writing personal statements, completing financial aid forms and scholarship applications**

The counselors and English teachers are providing help with students in terms of writing personal statements, completing financial aid and scholarship applications. Site counselors conduct classroom presentations and then meet with students on an individual level to best meet their needs. Each year a college night is held targeting current juniors and their parents to help plan their senior year. This event provides college information, financial aid, and other essential information for students planning on attending post secondary education. A cadre of parents volunteer their time to work with students on filling out the forms as well. In January of every year, a Financial Aid Workshop is held to service parents and students. Brite Prospects Scholarship Foundation works intensively with individual students to develop personal statements and complete college applications.

### **Include career search information at all grade levels**

The Career Center at the site provides all students with information towards reaching their career goals. A website, [careercruising.com](http://careercruising.com), provides student with job outlooks, specialized training, and post secondary institutions. Career periodicals, college catalogs, college admission materials, college test prep information, and employment/volunteer information are available to students in the Career Center. Students access the center by individual interests and referrals from teachers, parents, and counselors. Teachers also schedule classroom visits for class career projects. Students register for ROP classes through the career center. During the Freshman Orientation, new students along with their parents attend and information session in the Career Center. The Counselors go into the classroom every spring to present career and college information prior to course registration for the next school year. Counselors then meet with each student individually to register them for classes that will best meet their career ambitions. A new counseling position has been created to help promote career explorations school wide. Site counselors have attended trainings at community college articulation conferences to learn about the articulation process and what current agreements. Counselors annually attend the Career Counselors Seminar which discusses current career trends and emerging careers specific to the Inland Empire.



**Chino High School**

**Focus on Learning School-Wide Action Plan (Fall 2007)**

AREA FOR IMPROVEMENT: Enhanced Communication among staff, students, parents and the community.

RATIONALE: Clear and frequent communication develops trust and inspires enthusiasm in all team players.

EXPECTED SCHOOL WIDE LEARNING RESULTS ADDRESSED: Proficient Communicator

	Identification of the Task	Activities to Accomplish the Task	Timelines	Resources	Person(s) Responsible	Measurable Evaluation
	Identify and address specific concerns with all stakeholders to better serve their needs.	Continue development of Late Start agenda to facilitate communication.	Fall 2007 – 2011	N/A	Adam Bailey, Staff Development Committee	Sign-in sheets, agendas
Improve staff and student training for emergency situations. Include parents and community in the planning.		Fall 2005 – 2011	N/A	John Miller, John Cervantes Disaster Drill Committee	Site plan, staff handbook	
Promote existing programs and seek new forums for parents and students to learn of curricular options. .		Fall 2005 – 2011	N/A	Ed Bustamante, Counseling, Vivian Stone Curriculum & Instruction Committee	8 <sup>th</sup> grade visitation, parent orientation	
Seek new funding resources.		Ongoing	N/A	Adam Bailey, Business Outreach Committee	SLCs, grants, business partnerships	
Explore ways to update campus technology to align student knowledge with state academic standards and ESLR goals.		Ongoing	N/A	All administrator, Dept. Chairs, Technology Committee	Technology committee, inventory current computer technology	

	Continue to support college-bound students.	<p>Expand and publish scholarship opportunity lists.</p> <p>Instruct seniors in writing personal statements, completing financial aid forms and scholarship applications and include career search information at all grade levels.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>N/A</p> <p>N/A</p>	<p>Eddie Bustamante; Carmen Martinez, Avid Coordinator; Counseling; Vivian Stone</p> <p>Eddie Bustamante; Vivian Stone, Career Center; Counseling;; Language Arts Dept.; Carmen Martinez, AVID Coordinator; Career/Technical Department</p>	<p>Scholarship opportunities further expanded and publicized</p> <p>College acceptance letters, completed FAFSA forms</p>
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## 5. Increasing integration of community resources to strengthen all students' educational needs.

### **Create a Method of Creating Graduate Feedback**

Last spring Career/Technical Education (CTE) programs started using a computer based system developed by a CHS teacher. All CTE students add their contact information and prospective college and career goals.

This year the CTE program will include email addresses of the graduating seniors to improve feedback. Letters are sent to students' homes, but the students are working, going to colleges and many times do not respond. The counseling department is working to expand the program to include all graduating seniors throughout the campus.

### **Implement Pathways Curricula**

Career Pathways are in place at Chino High School through a sequential series of Career Technical classes offered by the Career Technical department. A variety of these courses meet the UC/CSU requirements and the information regarding these classes is available to students through counselors, the career center, and through a number of printed materials. Career-specific pathways include: fashion, culinary arts, information technology, agriculture, and careers in teaching. Recent additions include digital video. Proposed courses include digital media and animation.

### **Publish Brochures & Fliers**

The counseling department published a course outline catalog available to all students and staff. Also, the Career/Technical department produced brochures and fliers to provide information to students and to promote the variety of programs.

### **UC/CSU Approval on A-G List**

The number of elective A-G requirements has increased through the addition of the digital video, developmental psychology of children, and the economic education for consumers classes. The above listed are all career/technical classes receiving elective A-G credit.

## Chino High School

### Focus on Learning School-Wide Action Plan (Fall 2007)

AREA FOR IMPROVEMENT: Increased integration of community resources to strengthen all students' educational needs.

RATIONALE: Since the community is an extension of the school, reciprocal participation is crucial to the student becoming a responsible member of society.

EXPECTED SCHOOL WIDE LEARNING RESULTS ADDRESSED: Creative Thinker and Problem Solver

Identification of the Task	Activities to Accomplish the Task	Timelines	Resources	Person(s) Responsible	Measurable Evaluation
Expand collection data from Chino High School graduates to help improve CHS educational program.	Create a method of collecting graduate feedback through questionnaires of former graduates.	Fall 2007 – ongoing	Unknown	Imelda Carrizosa-Robledo, Technology Committee, Data Committee, Vivian Stone, Counseling	Collected survey responses.
Continue to implement Career Pathways, specifically:  Fashion Careers  Culinary Arts  Careers in Teaching  Business	Implement Pathways curricula  Publish brochures and fliers  UC/CSU approval on A-G list  Course approved for A-G list requirements  In place. Change of brochures/fliers need to be implemented.	Fashion/Careers, Culinary Arts Pathways in place. Careers in Teaching planned.      Implemented and ongoing Ongoing	N/A      N/A  N/A	Home Economics, Careers and Technology, Counseling      Ed Bustamante, Counseling Ed Bustamante, Counseling	Pathways in place          Numbers expanded
Continue to expand articulation between community colleges and Chino High School	Directors of High School relations at the community college CSU, and UC levels will be invited to attend Strategic Planning Committee meetings. CHS will continue to encourage contacts with Mt. SAC Early Starter Program and other local colleges.  Appoint staff members to coordinate letters of appreciation to business partners.  Expand good publicity for Chino High through existing community sources (newspaper, local, TV, web, etc)	2005-2006  Ongoing	N/A  N/A	All Admin Media/promotions Committee, Business outreach Committee	Numbers expanded

## Six Critical Areas for Follow-up

The WASC visiting committee outlined six school-wide critical areas of need for follow-up. The six areas identified were:

1. Making data driven instruction a school norm
2. Implementation of the school wide content literacy plan
3. Adopting common instructional strategies that all teachers will use
4. Making the academic rigor found in some classes the norm in all classes
5. Ensuring that all school programs reflect the diversity of the student body
6. Instituting a post-graduate survey to provide feedback on the success of the school's programs

### 1. Making Data Driven Instruction a School Norm

Under the direction of the Chino Valley Unified School District (CVUSD), Chino High School (CHS) is working towards making data driven instruction a school norm. Last year the district purchased the Edusoft Software which allows teachers to review and analyze student performance data on standardized and formative tests. It is also used as a tool to develop tests and scan answer documents for faster results. The district trained a few Chino High School teachers on the program last year. The goal was for those teachers to train other members of their department. This training did not occur, possibly due to lack of time and a means for allowing the training to occur.

To address our staff's need for training on the Edusoft software, the school administration met with the district's assessment department and set aside several days for training. Roving substitute teachers were made available for all four days of training. Each session lasted two hours. As of November 20, 2007, all of our core-academic subject teachers, ELD teachers, special education teachers and foreign language teachers are trained in Edusoft and have been looking at data, such as results from the California Standards Test (CST) and California English Language Development Test (CELDT).

In the summer of 2007, the CVUSD provided staff development for the language arts, math, and science departments. The departments identified essential standards, worked on pacing guides and looked at student data. The CVUSD is supporting the move to implementing benchmark exams that are used district-wide. Currently, the math departments are the first to have full implementation of benchmark exams. The English departments have benchmarks that are still in draft form and a work in progress. The foreign language department and the ELD department at CHS are taking the initiative to develop their own benchmark exams and pacing guides to measure student progress and guide their instruction. Our goal is to eventually use benchmark exams in all core-academic classes and to use Edusoft to analyze those results.

Chino High School is making progress on the steps toward making data driven instruction the norm. Much of our direction has come from the district. For example, we did have two staff development meetings this year that focused on looking at student data. Our Director of Assessment made the annual presentation to the staff regarding the Academic Performance Index (API) and Annual Yearly Progress (AYP) data. CST scores were reviewed by subject and performance levels. Staff development on data also included results from the CAHSEE, Physical Fitness test, SAT, PSAT, and AP tests.

Reviewing the school data resulted in positive dialogue among the staff on where we are as a school and where we want to be. It resulted in an honest self-evaluation. Staff will continue to collaborate on how to address areas of need as well as maintaining areas of growth. The staff will continue to develop standards-based lessons and exams to measure student progress.

As a school, CHS has taken the initiative to be more self-directed in this process. The staff is refocusing meeting time toward more staff development to better look at and analyze school-wide data results. The administration is actively guiding and supporting teachers through the process.

As school leaders, Department Chairpersons are also playing an important role in the process of analyzing and using student data with their department members. Currently, they are looking at students' scores on the CSTs. They have identified students that are a few points within the "Basic" performance band in language arts and mathematics and are asking their department members to use encouragement and other strategies to help motivate these students to reach the next level (proficient) or higher (advanced). Some of the teachers did this last year and found it to be effective. They believe that process may have contributed to the 24 point increase in API (Academic Performance Index) scores last school year.

Our Department Chairpersons and our Administrative team agree that student data is an important and useful tool for teachers to use. However, we also agree that it is just as important for students and parents to understand student test scores. We are in the planning stages of developing a questionnaire for parents and students to use to analyze their own results. We will be conducting this questionnaire school wide with students some time in April. Our administration will support students and teachers in the on-going process of making data-driven instruction the norm by providing more in-service on effective instructional strategies, benchmarks, and data analysis.

## 2. Implementation of the School-Wide Content Literacy Plan

There have been many ongoing attempts to implement a school wide content literacy plan program at Chino High School. Unfortunately, this plan was never approved and therefore never implemented. The plan was initiated through the development of the Literacy Based High School Committee (LBHS) leading up to the WASC process during the 2004-2005 school year. The proposal included strategies to be implemented throughout all subject matters. During the 2005-2006 school year, the district and site utilized an outside consultant to in-service the staff of Chino High School regarding school wide literacy. The LBHS committee was revisited during the fall of the 2007-2008 school year but, due to a divergence of opinion with the school district, the LBHS committee does not currently have a chairperson.

Although there is no school-wide literacy plan in place at this time, several of the language arts teachers on campus use the Accelerated Reading program. In addition, the school librarian has explored options of increasing literacy across the curriculum in a variety of ways including a school book fair. Our next step is to work with the staff and school district to develop and strengthen the committee to meet the needs for the school-wide content literacy plan.

## 3. Adopting Common Instructional Strategies That All Teachers Will Use

Teachers at Chino High School use a variety of instructional techniques and strategies to meet the various learning styles of students. Some of the strategies observed by the administration

include, but are not limited to: graphic organizers, note-taking, Cornell notes, groups, pairing, PowerPoint, presentations, role-play, scaffolding, lecture and inquiry. Students with Individualized Educational Plans (IEPs) or 504 plans receive accommodations or modifications based on their individual needs. The special education department follows the collaborative model for the Resource Specialist Program (RSP) students. Through the program, teachers keep students in mainstream classrooms and provide additional support from a special education teacher or instructional aide. Special education case-carriers also collaborate with teachers for instruction and help modify lesson plans. The English Language Learner (ELL) students receive Specially Designed Academic Instruction in English (SDAIE) and primary language support for those that need it.

The staff at CHS believes professional growth is an on-going process to ensure student success. Our staff has attended trainings, conferences, and workshops for the Advanced Placement (AP) programs, Early Assessment Program (EAP), High School Counselors conference, UC Counselors conference, Advancement Via Individual Determination (AVID), Career/Technical conferences, etc. The Chino Valley Unified School District (CVUSD) frequently offers trainings at no cost to teachers. Some of our staff has taken advantage of these trainings. Currently, our ELD teachers are participating in the series of ELD training for secondary teachers.

The various trainings that our staff has received have been of benefit to individual teachers and their students. CHS is aligning best practices to common instructional strategies that all teachers will use and all students will benefit from. This will be accomplished by pursuing more training at the site level on topics, such as the collaborative model for special education, Marzano strategies and differentiated instructional strategies. We will be developing a needs assessment to determine what other topics staff is interested in or in need of. We believe we have the expertise and leadership on our campus to provide staff development. If necessary, the administration will look into hiring consultants. Simultaneously, we will increase teacher collaboration, implement common benchmark exams, and pacing guides. All lessons for core-academic subjects will continue to be standards-based and more data driven. All core-academic teachers received copies of the California Standards Tests (CSTs) blue-prints and test release items in the fall to assist in their lesson planning for the year.

#### 4. Making the Academic Rigor Found in Some Classes the Norm in all Classes

Teachers at Chino High School meet monthly through department meetings to discuss student data, lesson plans, instruction, projects, standards, textbooks, assessments, pacing guides and other issues that pertain to their departments. This is part of the ongoing drive towards common assessments, pacing guides and data driven instruction. The discussions have also been helpful in determining what school-wide academic rigor looks like at Chino High School. We envision high expectations of all students by using some of the same curriculum and same materials, despite the various backgrounds and levels of students. For example, English Language Learners (ELL) and Special Education (SPED) students should be exposed to the same curriculum as general education students with differentiated instructional strategies. Our current master schedule does not give us the ability to fully meet these needs at the level we would like as a school. To address this, the SPED and ELL departments will play a greater role this year in the development of the master schedule for their particular departments.

The Chino Valley Unified School District is in the process of creating pacing guides and benchmark exams for the core academic departments. Some of the teachers at Chino High School have participated in the development of these tools. The mathematics department has pacing guides in place, but is still working on the benchmarks. The science department also has

pacing guides and benchmarks for biology and chemistry. There are partial benchmarks completed for physics. Earth science and physical science are in progress. The district has pacing guides and benchmarks in draft form for the English and social science departments. The goal is to have the benchmarks in full implementation by next school year. The use of pacing guides and benchmarks will add to our academic rigor. Teachers will be held accountable to teaching the essential standards in a timely manner consistent with other teachers. The Edusoft program, which is software used as a tool to analyze student data, will help to teachers receive and give immediate feedback on student progress. Teachers have the ability to analyze data on test results to determine if learning occurred and when re-teaching is necessary. Students will be kept informed on their progress and will know what they need to do to achieve mastery of standards. Teachers that teach the core-academic subjects, ELL, special education and foreign language were trained this year in the use of Edusoft to obtain student data. The administration encourages teachers to use Edusoft and look at data throughout the year. This data allows staff to identify successful strategies and increase rigor across the academic spectrum.

More support and guidance is needed from the new administration to make academic rigor the norm in all classes. The administration will work on providing staff development and training on effective teaching strategies that will enhance our academic rigor. There is a misunderstanding that academic rigor means simply assigning more homework and longer assignments. For that reason, we need more department time to collaboration on best practices for student learning. The administration is developing strategic committees that will analyze, develop, implement and evaluate school-wide programs. There will be committees for WASC, curriculum, testing, parent participation, staff development, school safety and other topics. All stakeholders will be asked to participate. The purpose is to get a program in place that will be so well organized and structured that it will constantly be in place regardless of staff turn-around. This, we believe, will result in a school that consistently makes academic rigor the norm.

##### 5. Ensuring that all School Programs Reflect the Diversity of the Student Body

A shift in demographics over the past few years has expanded existing avenues for the students at Chino High School (CHS). The increased diversity amongst our student body is reflected in the variety of school programs, including student organizations, extracurricular activities, and Advanced Placement (AP) classes. Increased student participation in school programs promotes the Chino High School Expected School-wide Learning Results (ESLR) that address teaching students to become responsible members of society. Community involvement within Chino High School activities sets a foundation for leadership skills, gives the students a feeling of belonging, teaches respect for individuals and cultural diversity, and an understanding of the rights and responsibilities of life in a democracy.

The number of students enrolled in AP courses has increased. For example, the number of minorities enrolled in advanced math courses increased from 50 percent to 67 percent over the last three years. In addition, minority enrollment in chemistry increased from 66 percent to 76 percent. The current administration, along with the counseling staff, has changed its approach as far as AP enrollment procedures. Classes are now open to all students at both the College Prep (CP) and AP levels. Previously, students were enrolled based upon staff recommendation and/or placement tests.

The site currently has the largest Advancement Via Individual Determination (AVID) program within the district. The goal of AVID is to help under achieving students prepare for and succeed in colleges and universities. During the WASC visit in 2005 there were 90 students enrolled in the program. There are currently 209 students participating in the program.



Extra-curricular activities continue to enhance the students' high school experience at CHS. The athletic department has been expanded to include female students' and their access to athletic skill development in the 9<sup>th</sup> and 10<sup>th</sup> grades. Chino High now offers additional levels of competition (Frosh/Soph) to the existing Varsity and Junior Varsity levels.

Currently, there are thirty eight different clubs offered on campus to enrich student experience. These programs include everything from academic enrichment to cultural interests. Each of these groups has a staff member to serve as an adviser.

6. Instituting a post-graduate survey to provide feedback on the success of the school's programs.

One of the most difficult things to do is gather a comprehensive feedback of students' success. Many students go in different directions and are very difficult to track down. Chino High School has a web site that includes an alumni page. This page is administered by a teacher on site.

Computer technology classes send out post-graduate surveys. This information is compiled into a document about students to provide feedback on the success of school programs such as Career/Technical classes.

Last spring CTE programs started using a computer based system developed by a CHS teacher. All CTE students add their contact information and prospective college and career goals. This year the CTE program will include email addresses of the graduating seniors to improve feedback. Letters are sent to students' homes, but the students are working, going to colleges and many times do not respond. The counseling department is working to expand the program to include all graduating seniors throughout the campus.