

**PROGRESS VISIT
VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

FOR

CHINO HILLS HIGH SCHOOL

**16150 Pomona Rincon Road
Chino Hills, CA 91709**

Chino Valley Unified School District

May 16, 2019

Visiting Committee Member

Liz Oberreiter, Chairperson
ACS WASC Southern California Director

I. Introduction

Chino Hills is a city well known for its high quality of life and beautiful rural atmosphere. The community, with its growing population of 80,676 boasts 3,000 acres of publicly-owned open space, 43 parks, 47 miles of trails, and five community buildings.

Chino Hills' reputation is known in the national arena as well, the City of Chino Hills has been ranked #34 on Money magazine's 2012 list of the "100 Best Places to Live." According to the CNN/Money website, the list includes "the top 100 terrific cities that offer what American families care about most - strong job opportunities, great schools, low crime, quality health care, plenty to do, and a true sense of community." Cities with a population between 50,000 and 300,000 were considered. Chino Hills appeared on the list before -- in 2005 with a ranking of #68.

America's Promise Alliance announced that Chino Hills was named as one of the "100 Best Communities for Young People" for 2012. Thanks to great partnerships and the hard work of many agencies and individuals who make a difference in the lives of young people, this is the second year Chino Hills made the list. The national award recognized our community for providing outstanding and innovative services and programs that make Chino Hills an outstanding place for youth to live, learn and grow. Not only is Chino Hills a place where people want to live, it's also a safe City in which to live. Based on FBI crime statistics for 2016, Chino Hills is ranked #4 safest city relative to violent crime and 13th safest city for property crimes. The ranking compared 106 cities in California with a population of 50,000 to 100,000.

Chino Valley Unified School District serves 32,000 students in Chino, Chino Hills and south Ontario. After years of rampant growth, enrollment has somewhat stabilized. The district supports thirty-three schools, including four comprehensive high schools, and two continuation schools. Community expectations for schools and their children include high academic achievement, a safe learning environment, and positive school atmosphere.

CHHS opened its doors to the freshman class of 2005 in September of 2001, as a two-story modular campus with 500 students and 35 staff members. Construction of tennis courts and a stadium, with 3,935 seats, restrooms and snack bar, completed the permanent facilities in September 2007. Construction of an aquatic complex that included permanent restrooms, locker rooms, and a snack bar was completed in the fall of 2013. This addition completed the campus facility plan set forth when the school opened. The school has dropped enrollment from an average of over 3100 students a year to 2800 students, 175 staff members, and the student body continues to reflect both ethnic and economic diversity. Although CHHS' attendance area covers the southern portions of the district's three cities, from the hills to the agricultural preserve, 90% of students come from Chino Hills. CHHS has been the largest high school in the district for the last six years.

Moreover, Chino Hills High School currently offers 21 Advanced Placement (AP) courses and in the Fall of 2019 that number will increase to 23. The school has two academies, the Health Science Academy (HSA) and Business Academy of Hospitality and Tourism (BAHT). However, despite a variety of course offerings for students that are interested in taking courses in an academy or students that wish to take AP courses, as a school we still have plenty of room for growth in the area of academic achievement particularly, with our students that qualify for special education, English language learners, African American students and our socioeconomically disadvantaged students.

Significant Changes and/or Developments

On Wednesday, October 31, 2018 Superintendent, Norm Enfield Ed.D attended the CHHS staff meeting to notify all staff in attendance that he would be taking Isabel Brenes, our sitting principal to the School Board to recommend her for a Director of Human Resources. Dr. Enfield ensured the staff that Mrs. Brenes would be with us until a thorough search was completed and that is what was done. The job flew twice prior to Dr. Enfield recommending Randal Buoncristiani to the School Board. Mr. Buoncristiani is currently an elementary principal in our district and his appointment begins on June 3, 2019. The staff has met Mr. Buoncristiani and he has made a valiant effort to be collaborative with the current administration when it comes to making decisions for the 2019 – 2020 school year.

This change has been met with mixed feelings, angst would be the most appropriate noun to describe the feeling. Overall, staff was prepared to embrace this change as it was originally thought that Mr. Buoncristiani's appointment would commence on February 22, 2019. The date for Mr. Buoncristiani's appointment to commence was then pushed back to April 5, 2019. Ultimately, in collaboration with the School Board Dr. Enfield decided it was in the best interest of students at each site that both Mrs. Brenes and Mr. Buoncristiani remain in their current principal seats through the end of the academic year and begin their new positions on June 3, 2019. The back and forth of Mr. Buoncristiani's start date left the CHHS staff frustrated and confused; however, the current principal and administration team addressed the staff's worries and assured them that we are still here to carry out our mission of being a school that encourages personal and academic achievement and integrity for all students in a rigorous, safe, and supportive environment.

Additionally, there has also been turnover at the assistant principal positions this academic year. CHHS's longest tenured assistant principal is in his second year at the site and in the district. The other two assistant principals are new to the site and the district this year. One started the year in August and one did not begin until November. Along with the changes in administration, CHHS also hired 15 new teachers and ten classified staff members for the 2018 – 2019 school year.

Despite the changes in administration, teacher turnover, and the myriad of demands in public education the CHHS staff has remained committed to academic achievement and integrity for all students in a rigorous, safe, and supportive environment. The feedback on areas of growth from our last WASC full visit have been embedded into both our School Plan for Student Achievement (SPSA) and our Local Control and Accountability Plan (LCAP). This work was completed by administration over the summer in an effort to provide staff with an explicit plan on how we would work collaboratively to address the feedback from our WASC visit in 2018.

II. Progress on Critical Areas for Follow-up/Schoolwide Action Plan

Standards-Based Student Learning: Curriculum

In the CHHS self-study from 2018, the visiting team identified four areas of strength regarding curriculum. Students have access to a viable, meaningful, relevant, and rigorous standards based curriculum. Additionally, opportunities are available for students to be involved in career-based academies, CTE pathways, and practical vocational experiences. Resources are available to help students and parents understand graduation requirements and post-graduation educational options. Lastly, there are a number of electives and world language courses providing students a wide variety of high interest courses (WASC Self-Study, 2018).

While there were plenty of strengths in the report, there were also four key issues identified in the report. The first key issue identified in curriculum was to increase access and implementation of technology to support curriculum. Although technology on campus is limited,

in an effort to address this CHHS teachers have enabled students to utilize their own personal devices in class. Additionally, within PLC time teachers are collaborating on how to imbed technology in their lesson plans. Moreover, both the Math and English departments have adopted new textbooks, these new adoptions have a technology component imbedded. In fact, during the adoption process one of the main areas of feedback was the need for more access to technology for our students and the district has been open to this feedback as we work collaboratively on addressing this need. To assist us with our technology needs, the district office has supplied us with portable laptop carts to be used for testing as well as daily instruction.

Another area of growth in terms of curriculum was for the CHHS staff to increase the effectiveness of PLC and department time to ensure implementation of rigorous, standards-based curriculum. PLC effectiveness has been a site specific focus this year as well as a district focus. A year ago, the whole staff received professional development from Solution Tree, specifically targeted on ensuring that PLCs were effective. Additionally, the department chairs have been collaboratively working with administration to ensure that PLCs are done with fidelity. This process has been supported by the district's overall focus on PLCs at Work initiative. The district's department of Curriculum, Instruction, Innovation, and Support (CIIS) has even provided all administration with professional development and a detailed plan and graphic organizer on how to ensure that the PLC process is tight. They have also provided us with accountability checkpoints for this process with areas that shall be implemented this year, non-negotiables, and areas where teachers will have more autonomy. **The work began this year will continue to be an area of emphasis as the commitment for the district office, site administration, and staff to dive deeper into PLCs . To further the work this will be done through expanding the Instructional Leader ship Team (ILT) and ensuring new** Moreover, while the collective bargaining contract does not allow for administration to require that minutes and attendance be taken at PLC meetings there are some PLCs that are doing this online and sharing it with administration via an online folder in OneDrive. Also, some of the PLCs have also adopted a fillable PDF graphic organizer for taking their PLC minutes.

There was also a recommendation to provide staff with further training and support in how to integrate MTSS-A Tier one strategies into curriculum to meet enrichment and intervention goals for all students. This has been an ongoing process. While there has been extensive research that shows that intervention is best delivered when it is imbedded in the class and not a separate period, that was a paradigm shift for CHHS as there was once a period devoted to intervention. Administration collaborated extensively with department chairs to come to a consensus that intervention is best delivered when it is imbedded in class and not as a separate period. Furthermore, with department chairs leading this paradigm shift they have led the charge of assisting their departments with imbedding intervention into their classes. Additionally, the instructional coaches have also been a resource that teachers have used to assist with this process too. Another resource that has been made available to all department chairs is a multiple page PDF with a myriad of tier one interventions focused on behavior and academics that they are using to help support their departments.

The final area of growth in curriculum was the reality that despite changes to the curriculum, student subgroups (ie. EL and SPED) are still not increasing in performance level as evidenced from our CAASP data and our Dashboard data. As a result of this, there is a need to reevaluate the scaffolding of curriculum across departments. There are some departments doing this at a high level in their PLCs. But there are departments where new standards are being adopted so this is a work in progress. One solution from administration to address this area of growth is to make it a priority in our master schedule. Mrs. Brenes has specifically emphasized the importance of ensuring that we schedule our teachers that teach collaborative classes in core

subjects to have a common prep. By doing this the subject area teachers and special education teachers are able to meet, regularly discuss student data, and collaboratively plan how to best support all students.

Standards-Based Student Learning: Instruction

Per the 2018 self-study the feedback on the areas of strength in instruction were as followed. CHHS's academies, CTE pathways, and electives allow students to have real world, beyond the classroom experiences, including the use of technology, service-learning, and career research/experience opportunities. The visiting committee also pointed out that some staff were utilizing innovative instructional strategies. There was also specific positive feedback on the effectiveness of our Collab and PLUSS courses in English and Math that were established to provide differentiated instruction for specific student groups.

In terms of key issues with instruction, the visiting committee left us with three areas of growth. The first being that teachers need more training and development in varied instructional strategies that include differentiation to address the needs of all students, including SPED, English Learners, and low performing students. This has also been a key issue that was discussed extensively in department chair meetings. Teachers were approaching their department chairs asking how to maintain rigor but still scaffolding to meet the needs of their most vulnerable students. The department chairs agreed to support teachers on an as needed basis based on teacher requests. The support was provided by referring to the tier one interventions shared on the one drive folder. Also, department chairs have used coaching cycles to assist teachers with this area of growth.

There was also a recommendation to provide teachers with more focused professional development in order to analyze the effectiveness of instruction for academic success for all students. While this is still a work in progress, there has been an extensive emphasis on PLCs and the PLC questions: What do we want students to learn, how will we know they are learning it, how will we respond when students are not learning it, and how will respond when student are learning it? This process ignited teachers to identify essential standards, clarify those standards, create learning targets, use common assessments, differentiate instruction, and imbed intervention. While this is still an ongoing process, with the guidance of the district's CIIS department there has been growth in this area and subjects have identified essential standards, teachers are posting learning targets, scaffolding curriculum, and providing intervention. There is still work left to do but the ball is definitely rolling in the right direction.

Again there was feedback that in terms of instruction, teachers need more specific school wide MTSS-A tier one interventions to support classroom instruction. As previously stated, this has been an ongoing process. As a site we are now collectively in agreement that intervention is best delivered when it is imbedded in the class and not a separate period. Furthermore, our department chairs are leading this paradigm shift and have led the charge of assisting their departments with imbedding tier one supports into their classes. Additionally, the instructional coaches have also been a resource that teachers have used to assist with this process too. Another resource that has been made available to all department chairs is a multiple page PDF with a myriad of tier one interventions focused on behavior and academics that they are using to help support their departments.

Standards-Based Student Learning: Assessment

In terms of the 2018 WASC visit, there were five areas of strength in terms of student learning. First there is regular use in some departments of a variety of assessments, and the school is developing and refining whole-school academic and behavioral assessments and

supports. Additionally, we have consistently seen an increased number of special population students in upper level course, an increased offering of AP courses, and increased number of students passing AP exams. The school also ceases the moment to showcase and celebrate student assessment growth. Also, there are opportunities for parents and students to learn about academic goals, state assessment data, and college readiness. Moreover, some intervention strategies have been implemented to increase student academic performance including intervention cohorts (PLUSS, Math 180, English Intensive) and the school has an intervention counselor that specific looks at the data of these programs.

In an effort to continue making positive growth in this area the following areas of growth were suggested. The first was a need for the school to update assessments and communication of assessment data across disciplines. There were some departments that heavily relied on multiple choice assessments. While this is convenient and easy to provide immediate data they do not show students full understanding and grasp of the standards. In response to this, department chairs and then teachers were provide PD on using varying levels of DOK for their questioning. Also, department chairs were guided through the process of unpacking a standard and examining the various levels of questioning on the CAASP assessment and how the texts used on that assessment were pulled from various subjects.

There was also a recommendation for staff to create a schedule of analyzing student work and data more consistently and frequently use PLC time to determine best practices that drive instruction. This area of growth has specifically been address in PLCs this year. The CIIS department has been a great guiding force behind this area of growth, as a district we have are focused on making the following areas “tight” in terms of the PLC process: analyzing data from common assessments, respond with appropriate intervention and extension for the learning targets. Continuing on this path will be paramount in CHHS ensuring that we are providing our students with the opportunity to experience high levels of learning.

Another area of growth was that although staff uses a variety of methods to communicate student performance, the staff does not use a uniform system to report student progress (i.e. all students not having access to student grades, parents having to navigate multiple reporting systems to access grades, etc.) As a district we use Aeries to communicate and track student data. However, the current reality is that per the collective bargaining contract, teachers only have to use Aeries to update grades once every six weeks. CHHS as a staff collectively agrees that parents and students need to know progress more frequently than once every six weeks. With feedback from departments via the department chairs, administration has provided additional training for the staff on using Aeries. This was done in an effort to encourage staff that if they have not made the switch to using Aeries as their primary grading system to do so. There are still some staff using grading platforms that they feel more comfortable using but more teachers are using Aeries than ever before.

Lastly, there was a recommendation for departments, course-alike teams, and individual teachers to identify and implement checks for understanding that engage all students and measures student progress during class. Again, this is an area of growth that has been emphasized in the PLC process as we ask ourselves, “how will we know that our students have learned the content?” Additionally, purposely imbedding checks for understanding has been site focus that has been addressed extensively in department chair meetings. The department chairs also conducted a site based collaborative learning rounds visit where checking for understanding was a specific strategy that we looked for. The instructional coaches have also been an excellent source providing teachers with feedback on checking for understand and providing teachers with additional methods to check for understanding.

School Culture for Student Personal and Academic Growth

When you step on the CHHS campus the overall positive school culture is an asset that stands out. Per the 2018 WASC visit, CHHS has created a campus of inclusion through school spirit, and a variety of activities and student involvement. There are clubs, sports, performing arts, and activities to provide something for every student on campus. This starts with our outstanding Activities Director, Michelle Chiotti she is the heartbeat of our school culture and her ASB and Leadership students embody her passion and spread it throughout our campus. Additionally, CHHS has staff and parents that dedicate time and energy to go above and beyond expectations for students. This is evidence by our excellent attendance at sports games, theatre productions, band performances, etc. Students understand the idea of giving back to the community and participate in various community service programs, opportunities, and fundraisers. Lastly, CHHS has support structures, systems, and personnel that ensure a safe campus and learning environment for all students. At CHHS we are a family that truly strives to embody the spirit of always showing our Husky PRIDE.

While this was an overall strength for CHHS as a whole, there were some suggestions for improvements. It was recommended that we increase and refine communication at all levels, and eliminate barriers to information and data for students, staff, and the community. In an effort to address this, we have increase the usage of Aeries Communications. Also, we have made a conscious effort to keep the website updated. There has been an increase use of social media from administration, counseling, and especially in our activities and athletics department We also have a marquee that is updated bi-weekly.

There was also a recommendation to continue developing and refining MTSS intervention systems and complete implementation of PBIS to meet the needs of all students. This has been an ongoing process this school year. Administration kicked off the year defining PBIS and providing staff with an overview of what it is and how it will positively impact the site as a whole.

Lastly, there was a recommendation to increase the custodial staff to address campus cleanliness concerns from staff and student. To start the year, Superintendent Dr. Enfield specifically provided our campus an additional custodian. This custodian's only job all day was to ensure that student restrooms were clean. The students saw this, acknowledged it, and appreciated it. However, as the year continued this additional staff member to the custodial staff started to disappear because it was a substitute position. But in response to this, Mrs. Brenes has addressed this with our site custodial staff and they have been diligent in ensuring that our students and staff have a clean campus.

III. Commendations and Recommendations

Commendations

Overall, the growth in PLC work as a whole site has been an effort that positively impacts every student on our campus. Our teachers have truly been rolling up their sleeves and embraced this process with passion. Specifically, focused on the four PLC essential questions of: What do we want our students to learn, How will we know they are learning it, How will we respond when students are not learning it, and How will we respond when students are learning it? Focusing on these four essential questions has ignited our teachers to collaborate on identifying essential standards by department, unpack standards and turn them into learning targets, create common assessments, analyze data from common assessments, differentiate instruction, and adequately provide intervention or enrichment.

Additionally, it is equally important to point out that even though we have not fully implemented PBIS our discipline data is improving. At the beginning of the school year, we made a school-wide smart goal that we would reduce the number of office referrals for K violations by 20% for semester one. At the end of semester one, we reduced our office referrals for K violations from 253 (semester of 17 -18 school year) to 188 office referrals for K violations a 25% decrease. This was done by educating staff on PBIS, communicating our school wide expectations (be safe, be responsible, be respectful, and be ready to learn), we also had to maintain high expectations for all students, and provide rigorous curriculum as high levels using a variety of instructional strategies. Our teachers did an excellent job of embracing this goal and then exceeding expectations by using other means of correction.

Lastly, our other smart goal for the year was that all departments would reduce the D/F rate by 10%. The four core departments and foreign language have all met this goal. The visual and performing arts department determined that this goal was not applicable to them as they have such a small sample size of D's and F's to begin with. Our teacher have truly embraced trying to imbed tier one interventions in their class. Additionally, there is an urgency to ensure that a learning target is not just posted but that there is some form of measurement by the end of the period. Also teachers are diligently using data to make meaningful instructional changes for students in an effort to support the diverse learners that we have on campus.

Recommendations

While CHHS has made great strides in ensuring that we provide students a rigorous, standards based education, in a safe and welcoming learning environment there is always room for growth. As our CAASP and Dashboard data exhibits, we still need to make strides in supporting our SPED students, English language learners, and underachieving subgroups. Tier one interventions are being imbedded regularly. But now there is a need to provide our teachers with tier two and three supports to assist them in ensuring that we provide a learning environment conducive to all learners. Moving forward, we will start with our data and begin this process with discourse between administration and the department chairs to determine how to provide our teachers with these supports.

Additionally, our master schedule has to continue to be student driven. There is a need for more collab courses across more content areas such as, Science and Social Science. CHHS currently has three collab freshman English classes, three collab Integrated Math One classes, two collab sophomore English classes, two Integrated Math Two courses, two collab junior English classes, two Integrated Math Three classes, and one collab World History class. As CHHS continues to enroll more and more diverse learners we will need to be able to adequately support our diverse learners. There is definitely a need open more collab classes on our master schedule.

The final recommendation for CHHS to continue to provide our students with a safe and welcoming learning environment, PBIS needs to be fully implemented. Per our recent Tiered Fidelity Inventory, an assessment on the implementation of PBIS we are at 40%. There is a need for more PBIS PD and administration has to ensure that they are communicating discipline data to staff. As an administration staff we often focus on learning and teaching in our staff meetings; however, it is imperative that staff know, that rigorous, standards based curriculum and instruction does not happen if we have not established and articulated clear behavior expectations. It is also important that all staff hold all students accountable for adhering to the established behavior expectations.

