

**Accrediting Commission for Schools
Western Association of Schools and Colleges
Progress Report ~ Spring 2020**



Covina High School
463 S. Hollenbeck Ave.
Covina, CA 91723

COVINA-VALLEY
UNIFIED SCHOOL DISTRICT



Table of Contents

Chapter 1: Student/Community Profile Data.....3

Chapter 2: Significant Changes & Developments.....35

Chapter 3: Ongoing School Improvement.....57

Chapter 4: Progress on Critical Areas for Follow-Up.....60

Chapter 5: Schoolwide Action Plan Refinements.....80

Chapter 1

Student/Community Profile Data





Mission, Vision & Instructional Focus

Mission Statement

“Every Student, Every Day”

Vision Statement

Covina High School is a community inspiring passionate, innovative, and life-long learners.

Instructional Focus

All students at Covina High School will show measurable growth in their ability to express authentic ideas applied to real-world situations, through speaking, writing, and/or artistic expression, as measured by internal and external assessments.



Schoolwide Learner Outcomes

CHS Core Values

Compassion, Creativity, Determination, Integrity, Responsibility, Teamwork

Students who demonstrate *Compassion* by:

- Appreciating diversity by demonstrating tolerance and an open mind
- Learning and understanding different worldviews and cultures
- Being self-aware and demonstrating behavior that is respectful

Students who demonstrate *Creativity* by:

- Solving problems in innovative ways
- Showing their creativity through various projects and presentations
- Performing in various art programs such as band, drama, choir, writing, art, engineering, etc

Students who demonstrate *Determination* by:

- Persevering through failures and struggles
- Completing a rigorous high school curriculum successfully
- Showing resilience in extracurricular activities

Students who demonstrate *Integrity* by:

- Accepting responsibility for their actions
- Being honest about their learning needs, behavior, and performance with staff

Students who demonstrate *Responsibility* by:

- Completing goals and responsibilities they set out for themselves
- Being earnest in the work they complete and honest about their motivations and ability

Students who demonstrate *Teamwork* by:

- Working together towards common goals related to classwork and school activities
- Working together in diverse student groups



School Description and History

Covina High School, founded in 1897, is a public high school located in Covina, California. Covina High School is one of three comprehensive high schools within the Covina-Valley Unified School District (C-VUSD). Covina High School is located in the southwestern section of the city of Covina, which is a small, suburban residential community just east of Los Angeles. There is demographic and economic diversity in the city, which is reflected in the school.

Census Data from the city of Covina:

Areas in miles	7 square miles
Current Population	47,527 citizens
Median Age	36.8 years old
Median Household Income	\$69,449
Housing Costs	\$467,400
Educational Levels:	For population 25 years and over:
High school or higher:	86%
Bachelor's degree or higher:	27%
Graduate or professional degree:	7%

Covina High School serves the municipalities of Covina, West Covina, Charter Oak, San Dimas, Azusa, and Baldwin Park. As our school serves a diverse community, high-density housing, middle-class homes, and affluent neighborhoods all fall within our attendance borders. There are numerous community colleges, as well as public and private universities located in the vicinity.

Covina was the first high school in the school district in 1897 and opened its doors a few years before Covina became an incorporated city. The original Covina Union High School campus was located in what is now the downtown area off of South Citrus Avenue and West Puente Street. Currently, Covina High School is located just under a mile west of the early location and opened for classes in 1957. The current school population averages around 1,200 students. Our mascot is the Colt and our colors are cardinal and white. Traweek Middle School, located next door, is Covina's local feeder, and 4 elementary schools (Rowland, Grovecenter, Workman, and Manzanita) are also part of our track. Collectively, the district serves three high schools, three middle schools, eleven elementary schools, an adult transition program, a trade tech academy, and a child care center, which houses three programs: special education preschool classes, a general child care program, and county special education classes. The total student population for C-VUSD is just under 12,000.

At Covina High School, we strive to provide a relevant, high-quality education that inspires our diverse student body to be prepared for college or career opportunities in a global society. Our staff is committed to providing all students with the necessary skills and knowledge to become life-long learners, effective communicators, and responsible citizens. The school day consists of seven, 52-minute periods, five days a week. Content area teachers share a common planning



period for additional PLC collaboration time, as well as a daily teacher prep period for classroom planning. Twice a month on Tuesday mornings, a modified Late Start schedule allows for an additional 120 minutes of professional development. Each hour is specifically scheduled to allow meeting opportunities for the Instructional Leadership Team, Small Learning Teams, Departments, Pathways, All Staff, etc.

Staff Description

The faculty of Covina High School consists of a Principal, two Assistant Principals, a Dean of Students, an Activities Director, three counselors, a School Site Psychologist, and 60 full-time teachers. The support staff includes over 35 positions that serve the school as administrative assistants, custodians, food service personnel, campus security, and a part-time health clerk. Pupil Service positions include counselors, a school psychologist, and a school resource officer from the Covina Police Department, who is helpful in maintaining a safe and secure school environment.

Covina High School's staff consists of conscientious professionals who have dedicated time to establish and maintain high levels of teaching and learning. On average, teachers have over 14 years of experience in education and many have taught at Covina for over 10 years. A large number of staff are CHS alumni themselves, and/or have children who have attended, currently attend, or will attend CHS. Covina High School has a highly educated and dedicated staff, with a high teacher retention rate. Of the 60 full-time teachers, many hold advanced degrees in education, leadership, law, etc. Additionally, one administrator holds a doctoral degree.

The current Professional Development Program at Covina High School was implemented with the current administration and staff to help build capacity for professional learning and to serve as a catalyst for positive changes to our school and culture. For the past three years, the staff has worked collectively to write the annual Single Plan for Student Achievement (SPSA), thereby aligning our WASC, district, and school goals. All professional learning is intended to address these goals. At the heart of our Professional Development Program is the Instructional Leadership Team (ILT). This team consists of administrators, department chairs, PLC leads and our counselors. Student performance data, survey feedback, and evidence of best practices have helped to create a culture and foundation for sustained growth and improved achievement.

Staff Summary and Demographics

School Year 2019-2020	Number	Male	Female	Asian	Filipino	Hispanic or Latino	African American Not Hispanic	White Not Hispanic	2 or more races
Administrators	4	3	1	1	-	1	1	1	-
Counselors	3	2	1	1	-	1	1	-	-
Psychologist	1	1	-	-	-	-	-	1	-
Teachers	60	31	29	5	-	13	2	39	1
Classified Staff	35	4	31	1	1	15	1	17	-



Teaching Staff Qualifications

Covina-Valley Unified School District recruits, employs, and retains highly qualified credentialed teachers. The staff is experienced, with the average number of years in education at 14 years. This wealth of experience and diversity of backgrounds benefits CHS students.

Number with Clear Credentials	96%
Number with Advanced Degrees	40%
Number who are CLAD certified	45%
Average Number of Years in Education	14 years

Student Population By Grade Level

Grade	Number of Students		
	2017 - 2018	2018 - 2019	2019 - 2020
9th Grade	300	340	309
10th Grade	314	303	334
11th Grade	275	285	278
12th Grade	328	270	280
Total Enrollment	1217	1198	1201

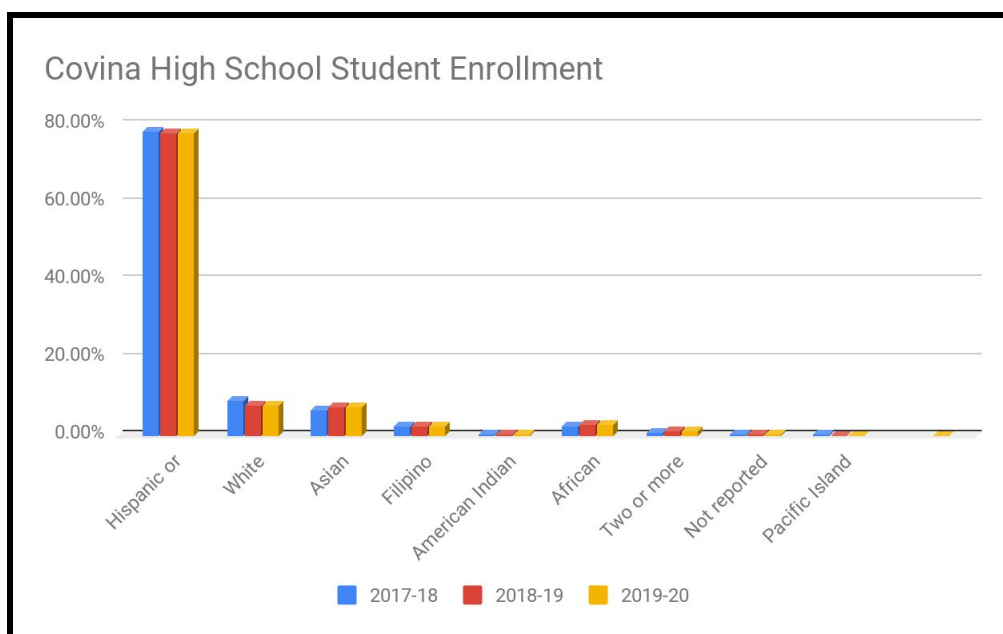
Enrollment by Subgroup

Year	2017 - 2018		2018 - 2019		2019 - 2020	
Subgroup	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
English Learners	37	3.0%	37	3.1%	34	2.8%
Foster Youth	12	1.0%	5	0.4%	4	0.3%
Homeless Youth	82	6.7%	32	2.7%	41	3.4%
Students with Disabilities	164	13.5%	153	12.8%	151	12.5%
Socioeconomically Disadvantaged	854	70.2%	838	69.9%	849	70.4%



School Enrollment by Ethnicity

Year	2017-18		2018-19		2019-20	
Ethnicity	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
Hispanic or Latino	950	78.1%	931	77.7%	933	77.4%
White	108	8.9%	95	7.9%	85	7.0%
Asian	80	6.6%	89	7.4%	88	7.3%
Filipino	31	2.5%	30	2.5%	45	3.7%
American Indian or Alaska Native	3	0.2%	4	0.3%	5	0.4%
African American	28	2.3%	33	2.8%	31	2.6%
Two or more races	9	0.7%	13	1.1%	14	1.2%
Not reported	6	0.5%	3	0.3%	5	0.4%
Pacific Island	2	0.2%	0	0.0%	0	0.0%





English Learner (EL) Enrollment

Student Group	2017 - 18		2018 - 19		2019 - 20	
	Number of Students	Percent of Students	Number of Students	Percent of Students	Number of Students	Percent of Students
English Learners	34	2.7%	31	2.5%	32	2.6%
Fluent English Proficient (RFEP)	310	25.4%	317	26.4%	296	24.6%
Reclassified Fluent English Proficient (iFEP)	93	7.6%	72	6.0%	76	6.3%

English Language Learners

The ELL population at Covina High School is roughly 3% of the total school population. Over the past three years, we've experienced a decline of approximately 20 total students. In the 2018-19 school year, 37 students were designated as English Learners (EL), 396 were designated as FEP, and 6 were designated as RFEP. Over the last two years, Covina High School has seen the number of students in the advanced and beginning levels either remain steady or decrease, while intermediate level students show an increase. We continue to analyze the fluency levels of our EL students, especially those falling into the intermediate level, to specifically address individual student needs.

In the Spring of 2018, the state moved to implement the new and more rigorous English Language Proficiency Assessment for California (ELPAC) to replace the CELDT, in order to assess English Learners who are new to California or the United States. In conjunction with the CAASPP (SBAC) and District Writing Assessments (DWA), the ELPAC allows us to see English Learner comprehension and how the students' needs can best be met.

Our EL students have been scheduled in their respective courses based on their current (ELPAC) scores. The students receive help throughout the day through their English Language Development (ELD) teachers. The ELD teachers collaborate with their students' content teachers to help ensure that the students get the support needed in their content area classes. Collaboration between teachers takes place during staff meetings, PLC time scheduled for all EL teachers and via email/phone calls. Our ELD teachers are also in consistent contact with the district's EL Teacher On Special Assignment (TOSA) and EL site counselor.



School Culture

Covina High School has a rich and dynamic school culture that includes a variety of diverse clubs, co-curricular activities and competitive sports teams that all students are encouraged to participate in. We believe a connection to our school, outside the four walls of an academic classroom, has a positive impact on motivation, engagement, and student achievement. Students have the opportunity to develop social skills, be creative, and to take on positions of responsibility and leadership with their involvement in these respective activities.

- **Athletics:** Covina High School is a proud member of the Valle Vista League and competes in the 'Mt. Sac' area of the CIF Southern Section. As a school, our athletic programs are competitive and we take pride in supporting scholar athletes. Our competitive sports teams include:
 - *Fall:*
 - Boys and Girls Cross Country
 - Girls Tennis
 - Football
 - Girls Volleyball
 - *Winter:*
 - Boys and Girls Basketball
 - Boys and Girls Soccer
 - Boys and Girls Wrestling
 - Competitive Cheer
 - *Spring:*
 - Baseball
 - Boys and Girls Swim
 - Boys and Girls Track
 - Boys Tennis
 - Softball
 - e-Sports
- **ASB:** Covina High School's Associated Student Body (ASB) is responsible for providing student activities and being the voice of our students. Our ASB staff includes students from all four grade levels and seeks to represent all CHS subgroups. ASB students work to create events to raise school spirit and encourage positive school culture. Under the supervision of our ASB director, ASB organizes dances and rallies each year, as well weekly lunchtime activities in our quad. ASB is also responsible for conducting meetings twice a week to diligently discuss and approve how student resources are allocated. Our ASB plays a crucial role in maintaining and adding to our positive school culture.
- **Colt Link:** Colt Link is a high school transition program intended to welcome students and to high school and assist with the acclimation process. Colt Link is composed of multiple advisors and 11th/12th grade students, who seek to use positive relationships to support 9th grade students. Colt Link is a year-long program, beginning with training in the spring/summer and begins with freshman orientation, followed by academic and social follow-ups throughout the year. The main goal of Colt Link is to successfully



transition freshmen by addressing several areas of concern: safety, information, and connection to CHS.

- **Student Clubs and Organizations on Campus:** At Covina High School we understand the importance of student engagement for their overall success in school. One way we encourage students to feel connected at school is by joining a club on campus. With over 16 clubs for students to choose from, many students take active roles and find their home at CHS. Below is a list, with descriptions included, of our diverse clubs and organizations:
 - **Advanced Placement Scholars Club:** AP scholars club supports students enrolled in Advanced Placement (AP) classes by promoting, recognizing, and celebrating students' academic achievements in the AP program. Our goal is to strengthen overall student participation in the CHS AP program, as well as building a connection between different AP subjects.
 - **Art Club:** Art Club gives students the opportunity to meet regularly in a relaxed setting to discuss and work on art. Students may work on projects of their own interest or may use the time as an extension of an enrolled art class.
 - **Band:** Students perform year-round and participate in marching band and competitions through the Southern California School Band and Orchestra Association, the Marching Band Open Series, and the Bands of America organizations. BOA & MBOS provide both in-state and out of state tournaments. Students have the opportunity to collaborate with the concert band, jazz band, and a variety of musical activities.
 - **Cheer:** The spirit squad contributes year-round and encourages a positive school spirit. Most recently, our cheer team earned a first place mark in the 2020 JAMZ National Championship, in addition to winning other top prizes during their competitive season.
 - **Choir:** Choir is a club and a class that meets every day. Students participate in community and nationally ranked competitions and performances. All students are welcome, it just takes enthusiasm to make music!
 - **Christian Club:** A group of students who study the Bible, worship, and spread the love of Christ across campus.
 - **Color Guard:** Color Guard is a performance group that combines the use of flags, sabers, mock rifles, and other equipment along with dance and interpretive movements. Color Guard performs with our marching band in the fall and winter, and competes competitively throughout the California color guard circuit.
 - **California Scholarship Federation:** The California Scholarship Federation (CSF) is a state-wide academic honors organization whose purpose is to recognize students who have demonstrated outstanding academic achievement. CSF Membership is based on qualifying grades that are earned each semester.
 - **Covina FFA: The National FFA Organization:** Covina FFA is a co-curricular component of the Covina Agriculture Science Department. The FFA Mission is to make a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education.



- **Gay-Straight Alliance:** Gay-Straight Alliance (GSA) organization provides a safe place for LGBTQ students on campus, raises awareness for LGBTQ issues, and participates in events such as the AIDS walk and Day of Silence.
- **Human Anatomy:** The Human Anatomy Club fosters student interest in the medical field. Club activities focus on educating students on the human body as well as providing various fun activities including our annual Fear Factor lunchtime event.
- **Interact:** Service organization with partnerships in the local business community through Rotary, whose volunteers have a large impact on the Covina community and beyond.
- **Latino Culture Club:** In the Latino Culture Club one can celebrate Hispanic holidays, learn about different customs, and experience the food, music, and art of Spanish-speaking cultures. The club also honors the importance of helping the community by participating in community service projects.
- **Ping Pong:** The CHS Ping Pong club gives students and staff an opportunity to learn and practice their skills playing table tennis. During club meetings, twice a week and after school on Fridays, the CHS community engages in fun, friendship, and friendly competition while playing ping pong.
- **Robotics:** Members learn about and experiment with robotics and technology, and participate in competitive tournaments through Vex, etc.
- **Theatre Arts:** Theatre Arts provides students with an opportunity to interact with each other in fun and meaningful ways while learning about theater, music, and dance. It is one of the most engaging clubs on campus. Theatre Arts competes in events with other Southern California schools through the Drama Teachers Association of Southern California (DTASC)

Facilities

Since the bond measure was approved by our community in 2012, our campus has undergone numerous upgrades and renovations. Funds from Measure CC, as well as other facility improvement grants, have been used to efficiently and effectively renovate, modernize, and maintain our school facilities. Renovations have included upgrades to classrooms campus-wide with improvements to technology, flooring, paint, lighting, and ceiling tiles. Classrooms that house our main pathways have also undergone reconfiguration and/or complete remodeling. Two lecture halls on campus were transformed to house our S.H.O.E Program (Medical Pathway) as well as a Black Box Theatre for the Theatre Program. Our Agriculture/FFA and Project Lead the Way (PLTW) classrooms underwent a complete overhaul during the summers of 2017-18.

There have also been many upgrades to campus with the installation of an artificial surface for our main football/soccer field, a six-lane track, scoreboard, solar panels, and a complete remodel of our central quad and student eating area. Our network and wireless infrastructure have been completely replaced to allow for our students and staff to take advantage of the digital devices our school and district have provided. The intercom, clock, and bell systems have been upgraded to digital displays and a web-based control system. Security cameras have been



installed throughout campus at various locations and entrances to provide an extra layer of safety and security.

The final installment of the bond has been approved for the construction of a new pool, athletic building, and athletic fields on our campus. We hope to break ground in the Spring of 2020 on these final facility improvements. We believe that school culture and academic achievement are maximized when students have access to first-class facilities.

A Focus on Collective Teacher Efficacy

Collective teacher efficacy is the belief that together, teachers have an increased ability to positively impact student achievement. John Hattie's research has defined *collective teacher efficacy* (effect size of $d=1.57$) as the single most significant practice to accelerate the rate of learning. At Covina High School, we are relentless in our efforts to encourage our stakeholders to share this belief, thereby creating a school culture that places the highest priority on student learning.

- **Focused Schools / Instructional Leadership Team (ILT):** Covina High School has partnered with Focused Schools to provide professional development to support the implementation of Professional Learning Communities (PLC), establish an Instructional Leadership Team (ILT), create a school-wide instructional focus, and help build capacity with school leadership. The team consists of administrators, department chairs, counselors, and teacher leaders. The training also provides tools and protocols to help create strong structures and systems that support the framework for school improvement and sustainable results in student achievement. Through this process, our ILT has established an Instructional Focus and research-based practices to support *collective teacher efficacy*.
- **Achievement Teams/Common Planning:** Our seven-period day allows for teachers to share a common planning period for PLC collaboration. The use of Achievement Teams in our subject-alike PLCs is intended to contribute to our beliefs in *collective teacher efficacy*. The Achievement Team framework provides a structure for teachers to reflect on teaching between pre/post assessments while identifying areas of student needs.
- **Bell Schedule:** Our staff is dedicated to ensuring all students achieve their highest potential. The seven-period day enables teachers and staff the time they need to meet and collaborate. In our Regular Bell Schedule, classes are 52 minutes. Twice a month, we have a two-hour professional development late start. These meetings are held on Tuesdays with a Late Start/Staff Development Bell Schedule. On these days, our staff rotates between Small Learning Teams, ILT, Department, and All Staff Meetings for two hours. Students arrive at approximately 9:50 a.m. and class periods are 34 minutes.
- **Small Learning Teams (SLT's):** Small Learning Teams were designed to give grade level teachers an opportunity to work together in vertical teams to address the academic needs of students in that grade level. Small Learning Teams meet monthly during our



Late Start Tuesdays to discuss the academic needs of their students. In these meetings, grade-level teams collaborate on the integration of common best practices in their classrooms focusing on *metacognitive strategies*.

- **Learning Walks:** At the end of the 2018-19 school year, the ILT outlined *Learning Walks* as a focused practice to continue our growth of *collective teacher efficacy* and reflect upon our teaching practices. As a staff, we conducted three *Learning Walks* during the 2019-20 school year. Each iteration was organized from a different perspective, but the focus on instructional practices remained the same. The most important part of this process is reflection and feedback. We focused our observations on looking for evidence of our instructional focus and best practice (*meta-cognitive strategies*), specifically: *teacher clarity, classroom discussion, making connections, and peer feedback*. While participating, staff members have the option to record feedback on an agreed-upon Classroom Observation Feedback Form that encourages members to take evidence-based notes and share *celebrations*.
- **All Staff Meetings:** Once a month, our entire staff meets during a Late Start Tuesday to share information on school activities, events, etc. While professional learning as it relates to instruction is a priority, we also focus on building a positive culture and ensuring all stakeholders feel as if they have a seat at the table. These meetings allow for collaboration as a team by providing feedback, sharing ideas, and asking questions.

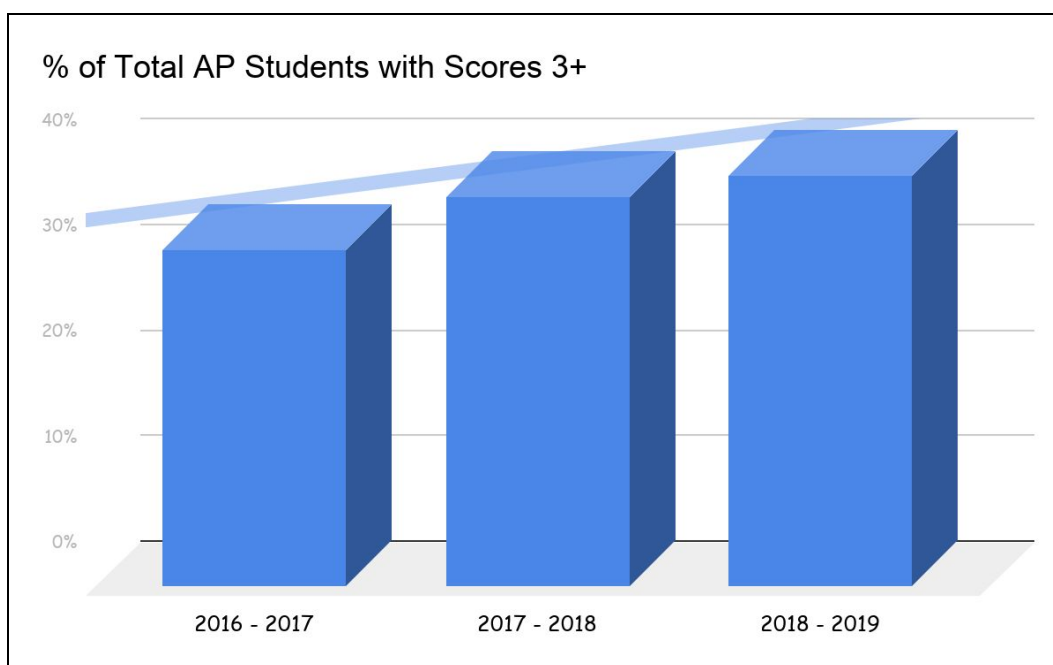
Academic Programs

Covina High School is dedicated to ensuring all students have access to each of our established academic programs. Through participation, we believe students will develop into responsible citizens, effective communicators, critical thinkers and 21st-century learners. Our rich learning environment includes:

- **Advanced Placement:** Covina High School offers Advanced Placement (AP) and Honors courses for all students. Students can select from 16 rigorous AP courses and work towards a qualifying score on the AP exam. Covina High School supports open access and encourages students to experience an AP class at some point in their high school career. AP courses currently offered at CHS include Art, Biology, Calculus AB, Calculus BC, Chemistry, Chinese, Computer Science, Computer Science A, Environmental Science, Human Geography, Language & Composition, Literature & Composition, Macroeconomics, Physics 1, Spanish, U.S. History, and World History. We continue to analyze enrollment to ensure our AP student population reflects the diversity of our campus. We intend our open access practices to support access and equity for all students.

**Advanced Placement Overall Summary**

	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
Total AP Students	433	368	357	515
Number of Exams	766	639	619	874
% of Total AP Students with a Score 3 or above	32.1%	36.7%	38.9%	N/A





Advanced Placement Participation Rate By Subgroups

Year	2018-19	2019-20
All Students	22.1%	23.8%
504 Students	10%	16.7%
Black	18.8%	6.5%
ELL	9.7%	2.9%
Hispanic	19.2%	20.4%
Students with Disabilities (SPED)	2.0%	0.67%
White	25.3%	32.9%

Enrollment Rate - AP Enrollment/Total Class Size

Year	2016 - 2017		2017 - 2018		2018 - 2019		2019 - 2020	
Grade	Number	Percent	Number	Percent	Number	Percent	Number	Percent
9th Grade	73	24.0%	59	19.6%	83	30.2%	97	31.4%
10th Grade	71	25.4%	67	22.6%	63	31.7%	125	37.4%
11th Grade	147	43.9%	114	43.8%	121	46.0%	155	55.8%
12th Grade	138	42.0%	124	38.2%	86	32.2%	137	48.9%



AP Course Offerings: Breakdown of Each Subject

Year	2017 - 2018		2018 - 2019		2019 - 2020	
AP Course	Number of Students Taking the Exam	Total number of Student Enrolled	Number of Students Taking the Exam	Total number of Student Enrolled	Number of Students Taking the Exam	Total number of Student Enrolled
2-D Art and Design	2	2	2	2	10	10
Biology	17	20	16	18	26	26
Calculus AB	43	44	28	31	56	56
Calculus BC	13	13	18	19	13	13
Chinese Language and Culture	7	7	4	4	15	16
Computer Science Principles	15	25	16	26	29	34
Drawing	12	12	11	13	4	4
English Language	77	85	93	105	94	99
English Literature	85	110	44	86	65	77
Environmental Science	28	39	19	36	58	67
Human Geography	62	71	85	102	86	92
Macroeconomics	87	120	51	100	88	95
Physics 1	23	28	19	20	34	35
Spanish Language	44	48	46	48	46	46
United States						



History	53	63	78	82	87	93
World History	65	81	62	89	88	101

- AVID:** Advancement Via Individual Determination (AVID) is a nationally recognized organization and an elective A-G course that is designed to increase school-wide learning and performance. The core component of the AVID program is to support students to challenge themselves in their academic course work and increase enrollment in a four-year college, especially those historically underserved, who are capable of completing a college preparatory path. Students are taught study skills, note-taking strategies, organization, writing, and research skills while being immersed in a college-going environment. Our AVID program has grown to approximately 25% of our total school population. In addition, we have increased the number of AVID trained teachers on our site team, as well as added teachers who teach the AVID elective. AVID teachers represent the following content area: English, Science, Social Science, Math, and Physical Education. During the last two years, there has been an increase in the number of AVID students enrolling in an AP course.

Number of AVID Students taking an AP Courses

Year	2018 - 2019		
Class	Total Enrollment of Students in AVID	Number of AVID Students Taking an AP Course	Percent to Total AVID Class Enrollment
9th Grade	98	20	20.4%
10th Grade	81	29	36.8%
11th Grade	65	42	64.1%
12th Grade	57	40	70.2%



- Career Technical Education:** Career Technical Education (CTE) courses are sequenced to create pathways for students in a course of study, which can lead to employment and/or post-secondary education opportunities. In the last three years, Covina High School has adhered to the Model Curriculum Guides and Standards for Industry Sectors defined by the California Department of Education. Students who complete the sequence of a concentrator and capstone course are considered completers in that pathway. Recently, Covina High School has allocated significant resources to our CTE Pathways. New course adoptions, credentialing updates, addition of new staff members, and facility improvements have all been prioritized to meet current state and federal guidelines. Grant funding through the Strong WorkForce (SWF), Career Technical Education Incentive Grant (CTEIG), and Agriculture Incentive Grant (AIG) have contributed significant resources to facilitate this growth. Approved CTE Pathways at Covina High School include Acting, Agriculture, Animal Science, Chorus, and Nursing. We also offer CTE stand-alone classes in Engineering and Sports Medicine (credentialing restrictions limit our capacity to create full pathways in these sectors). Students also have access to an approved CTE Welding Pathway through our Adult Education facility. We continue to explore ways to develop high-quality CTE facilities and pathways that reflect current industry standards and provide every student an opportunity to have a hands-on learning approach.

Career Technical Education (CTE) Completion Rates

Year	2018-19	2019-20
Sports and Health Occupation Education (Nurse Assist/Sports Therapy)	16	29
Future Farmers of America (Agriculture/Animal Science)	19	22
Project Lead The Way (Engineering)	10	10
Visual And Performing Arts (Acting and Chorus)	2	9

- Sports & Health Occupation Education (S.H.O.E.):** Sports Health Occupation Education (SHOE) is a four-year pathway focused on the medical industry. Students begin with a course in Health Science, followed by Anatomy (this is in addition to a regular science curriculum). Beginning in the 11th grade year, students have the choice to select Nursing or Sports Medicine as their area of focus. Students selecting Nursing enroll in a Health Careers course during the junior year and a Nurse Assistant course, with internships at our local hospital, during the senior year. Students selecting Sports Medicine take a holistic Sports Medicine course during the junior year and an Advanced



Sports Medicine course during the senior year, with internships alongside our Athletic Trainer. Both options also provide students with articulation opportunities through Mt. San Antonio Community College.

- **Visual and Performing Arts (VAPA):** Visual and Performing Arts (VAPA) courses have an enrollment rate of approximately 30% of our total school population each year. Cross-curricular collaboration is encouraged and celebrated (Art & ASL, etc.), as is a 'project-based' approach to organizing curriculum and instruction. Students have the opportunity to participate in multi-step production processes to achieve tangible performance and visual results. Students have access to over 20 performance opportunities each year and student visual art is displayed in various galleries across the county, our main offices, and at district facilities. Numerous awards have been won in performing and visual arts. Our experienced staff receives yearly recognition through professional organizations and are committed to launching students into a future that celebrates the arts.
- **Agriculture & Animal Science:** The Agriculture Department and Future Farmers of America (FFA) at Covina High School is a unique program that offers students a hands-on practical approach to Agriculture and Animal Science. The teachers are determined to provide students with the best education to reach their potential by offering CSU/UC and CTE approved science and elective courses and articulating with local community colleges. Courses available through Agricultural Science include Agricultural Biology, Soil Chemistry, Animal Science, Veterinary Science, and Agriculture Government/ Economics.
- **Project Lead the Way (PLTW) Engineering Program:** Project Lead the Way provides students with opportunities to develop the knowledge, skills, and confidence that will encourage them to pursue careers in science, math, and engineering. Students in this program start with Introduction to Engineering, then take courses in Robotics, and have the opportunity to take the capstone course, Engineering Design and Development, where students work together as a team throughout the year to develop a solution and present it to industry or community partners. In addition to the courses, the highly recognized robotics team participates in regional, national, and international robotics competitions.
- **Computer Science:** C-VUSD has outlined computer science as a top priority in regards to curriculum and instruction. Coding is embedded into curriculum at the elementary and middle school levels. At Covina, multiple course offerings give students the opportunity to continue this investigation. AP Computer Science Principles is an introductory course to web-based applications and coding while AP Computer Science A requires students to learn the tools of Java programming. Additionally, in partnership with CISCO, we offer IT Essentials, which focuses on hardware and students have certification opportunities upon completion of this course. We also have classes available in drone technology, a technology help desk (GenYes), and a basic introduction to computer science course using the curriculum from Code.org.



- **Dual Enrollment:** Covina High School and Mt. San Antonio College have established a partnership that offers dual enrollment courses. This opportunity allows students to enroll in a college-level course and earn concurrent credit toward a high school diploma and college credits. The program is completely free and has the potential to assist students with tuition. Students also gain valuable experience in the college registration and enrollment process. For the 2019-20 school year, the dual enrollment course offering was English 1A and 1C to our senior class. Covina High School plans to continue to partner with Mt. San Antonio College and increase our dual enrollment course offerings as we anticipate an increase in enrollment for English 1A/1C and also plan to add a history course for students during their junior year.
- **Special Education:** Special Education provides additional services and support to students who qualify due to learning and/or other disabilities. Specialized Academic Instruction (SAI) is provided to students based on their level of need. Covina High School offers special education support ranging from consultation to a self-contained life skills program. We currently serve 151 special education students who receive specialized academic instruction based on their areas of need as defined by their Individualized Educational Plan (IEP). Of those students, 18 are in a life management and transition program, known as the Life-Skills Education Advancement Program (L.E.A.P.) on our campus. The Special Education team consists of 7 Special Education teachers, a full-time Psychologist, a Speech and Language Pathologist, and an Adaptive Physical Education teacher. Our special education population represents approximately 12% of the total student population. Over the past three years, 'inclusion' has been at the center of most conversations concerning the effectiveness of special education. With the removal of '01' courses, a high percentage of students are enrolled in mainstream core classes in a 'co-teaching' environment. The 'co-teach' environment provides students with access to rigorous curriculum and facilitates collaboration between general and special education teachers.
- **Life-Skills Education Advancement Program (L.E.A.P.):** The Covina-Valley Unified School District provides a life-skills based program that focuses on 5 specific domains to promote student independence. These domains include: Functional Academics, Domestic, Community, Vocational, and Recreation & Leisure. The program focuses on building and practicing skills by providing opportunities to explore their community through field trips, community outings, and job opportunities. Our school coordinates with our district's Adult Transition Program to help our L.E.A.P. students prepare for the many transitions that await them after graduation. Our L.E.A.P. students add a very unique and important cultural element to our entire campus. This is the result of our Special Education team and their tireless efforts to create an inclusive and collaborative environment.



Academic Supports

Covina High School is dedicated to ensuring all students have access to a rigorous curricular program with accompanied academic scaffolding. Student access to enrichment, intervention, and support includes:






- **SAT School Day:** Covina High has embraced the idea that all students are college-bound and believes that all students should have the opportunity to succeed regardless of finances. For the last several years, Covina High has paid for every student to take the SAT and/or PSAT assessment. In the fall, all underclassmen take the PSAT and seniors take the SAT. In addition to SAT School Day in the fall, all juniors also participate in the spring administration of SAT School Day. Four-year graduates of CHS have had the opportunity take the PSAT on three occasions and attempt the SAT twice - all offered free of charge to students and families
- **Naviance:** Naviance is a college and career readiness tool utilized by the counseling department to assist students with planning for their future. Naviance helps schools and districts align student strengths and interests to post-secondary goals, while creating a centralized location to prepare and store crucial academic documents. Naviance also enables students to create a four-year course plan and explore career interests in the college selection process.
- **No 'D' Policy:** CHS has continued our school-wide no "D" policy for all grading periods. The rationale is to boost achievement towards A-G completion in addition to higher GPA's for all students. Academic supports are built in to provide intervention so that students can attain the A-G requirement of C or higher. Remediation also exists through summer school and online credit recovery via APEX.
- **ALEKS:** Over the last two years, the Math Department has used ALEKS, a differentiated math instructional website designed to support and build math skills. It is utilized as a supplemental resource for students across all levels of math.
- **APEX:** CHS partners with APEX to provide students with access to digital coursework for remediation or in some cases, enrichment and/or original credit. The curriculum provides self-paced instructional activities and tutorials. Students are required to practice and apply their knowledge in individual tasks and assessments. The use of APEX has increased the "A-G" course completion and graduation rates by helping students remediate required courses in an alternative setting.
- **AVID Tutorials:** Our AVID tutorials are small, collaborative study group sessions held twice a week on Tuesdays and Thursdays in our AVID elective classes. The AVID tutorials, facilitated by trained AVID Tutors (college students, etc.), are used to teach our students how to learn through a *metacognitive* inquiry process with the purpose of creating a deeper understanding of concepts covered in core content classes, while at the same time developing skills necessary to become self-directed, life-long learners.



- **Academic Saturday School:** Covina offers Saturday Academic School (SAS) most Saturdays throughout the year. This program is offered to our students to provide extra tutoring, intervention, and enrichment opportunities. Saturday Academic School offers credit recovery options, Advanced Placement test prep, and a variety of co-curricular enrichment options.
- **Academic Support Services:** Covina offers two opportunities for after school academic intervention. Study Hall provides students a place to work individually or in small groups on Tuesday, Wednesday, and Thursday from 3:15 to 5:15 p.m. in our Library. Teachers with a background in English, social science, and science oversee Study Hall each day. Math Intervention is our second support service and it is scheduled Monday - Thursday from 3:15 pm to 4:15 pm. Two math teachers support our students each day by providing tutoring, intervention, and math test retake opportunities in designated classrooms. Additionally, working closely with the Math Department and Math I PLC, a mandatory Lunch Tutoring program is held twice a week to increase the first time success rate in Math I.
- **Study Skill Sections:** The majority of our students with an Individualized Education Program (IEP) have a Study Skills support class assigned to them during their school day. Study Skills provides an opportunity for our IEP students to complete assignments and work on projects from other classes. Students are assigned to their case carrier during this period, allowing for regular check-in times between teacher and student. Study Skills sections are scheduled at the same time each day (5th period), allowing students to meet with other SPED teachers as needed for additional tutoring, extra time for assignments, and retake test opportunities. Finally, Study Skills allows for time to work on concepts and skills related to students' Individualized Transition Plans (ITP's). This environment facilitates a safe space for our students to develop and practice skills needed to be successful in their post-high school plans.
- **Guided Study Sections:** Similar to our Study Skills sections, Guided Study offers extra support for our students who do not meet IEP requirements, yet are struggling to meet grade-level standards. The Guided Study curriculum focuses on goal setting, teacher mentorship, and academic intervention support. Students are given a structured, safe environment to work to develop and hone in on practices that will help them be more successful in their classes. When available in the master schedule, Colt Link students have served as tutors twice a week in Guided Study sections, running a program heavily influenced by the AVID tutorial model.

California School Dashboard

The California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve learning. Schools are rated by being color-coded in multiple categories. Each performance level receives a representative color of Blue, Green, Yellow, Orange, or Red. Blue represents high growth and/or performance level, while red represents low growth and/or performance.

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Graduation Rate  Blue	Suspension Rate  Green
Mathematics  Green		
College/Career  Orange		



California School Dashboard Performance Ratings for Covina High School & C-VUSD

	2016 - 2017	2017 - 2018	2018 - 2019
English Language Arts	N/A	Yellow	Blue
District ~ English Language Arts	Yellow	Yellow	Green
Math	N/A	Orange	Green
District ~ Math	Yellow	Orange	Yellow
Graduation Rate	Blue	Blue	Blue
District ~ Graduation Rate	Blue	Blue	Blue
College & Career	N/A	Orange	Orange
District ~ College & Career	N/A	Orange	Green
Suspension Rate	Yellow	Orange	Green
District ~ Suspension Rate	Yellow	Yellow	Green



CAASPP/SBAC - English Language Arts: The 2018-2019 CAASPP data for English Language Arts shows an increase of 16% from the previous year and an increase in mean score by 35.8 points. The increase in student proficiency supports the school improvement plan.

Year	2016-17	2017-18	2018-19
Proficiency Rates (Students meeting or exceeding the Standard)	68.8%	52.8%	69.0%

Grade Level/Area	2017-18 Mean Scaled Score	2018-19 Mean Scaled Score	Change Between 17-18 and 18-19 Distance from Standard
All Students - ELA	2587	2623	<i>36 increase</i>
SWD - ELA	2485.6	2492	<i>6.4 increase</i>
EL - ELA	N/A	2437	<i>N/A</i>
SED - ELA	2561.9	2611	<i>49.1 increase</i>
Homeless - ELA	N/A	N/A	<i>N/A</i>
Hispanic - ELA	2583.7	2616	<i>32.3 increase</i>
White - ELA	2558.2	2632	<i>73.8 increase</i>
African American - ELA	N/A	2517	<i>N/A</i>
Asian - ELA	2649.2	2684	<i>34.8 increase</i>
Filipino - ELA	N/A	2641	<i>N/A</i>



CAASPP/SBAC - Math: The 2018-19 CAASPP data for Math shows an increase of 7% from the previous year and an increase in mean score by 25.6 points. Again, the increase in student proficiency supports the school improvement plan. Additionally, there has been an 8% increase in students performing above standard and a decrease of 14% in students performing below standard. The strong focus on the PLC process and the use of effective, research-based instructional strategies with our Math Department via site organization/accountability, Solution Tree Consultants, and the UCI Math Project has contributed to growth.

Year	2016-17	2017-18	2018-19
Proficiency Rates (Students meeting or exceeding the Standard)	21.8%	25.0%	32.0%

Grade Level/Area	2017-18 Mean Scaled Score	2018-19 Mean Scaled Score	Change Between 17-18 and 18-19 Distance from Standard
All Students - Math	2546.6	2572	<i>22.7 increase</i>
SWD - Math	2446.8	2421	<i>25.8 decrease</i>
EL - Math	N/A	2416	<i>N/A</i>
SED - Math	2515.6	2567	<i>51.4 increase</i>
Homeless - Math	N/A	N/A	<i>N/A</i>
Hispanic - Math	2535.7	2559	<i>23.3 increase</i>
While - Math	2539.8	2593	<i>53.2 increase</i>
African American - Math	N/A	2475	<i>N/A</i>
Asian - Math	2662.8	2683	<i>20.2 increase</i>
Filipino - Math	N/A	2601	<i>N/A</i>



Graduation Rate: Covina High School and C-VUSD are extremely proud of our student graduation rate. Consistently, every eligible senior walks across the stage in early July to accept their diploma. As a school, we are committed to closely monitoring all students in their four-year journey towards college and career readiness. And while the total graduation rate remains high, we do have one feature that creates a caveat in our reported data. Our L.E.A.P., or life-skills students complete a certificate of completion program. Although these students are not diploma bound, they are included in our CALPADS reporting system as non-graduates. With this in mind, we understand our graduation rate will never reflect 100% for our entire senior class. We continue to celebrate our seniors as they successfully complete high school both with diplomas and certificates of completion.

Graduation Rate

Year	2016 - 2017	2017 - 2018	2018 - 2019
Seniors	96.7%	96.6%	98.8%

Suspension: Our suspension rate has declined over the last two years. We attribute this improvement to our focus on a positive school culture, professional student-teacher relationships, and a strong connection to our community. Additionally, the adopted strategies of the *Capturing Kids Hearts* program also continue to nurture professional relationships. The creation of the Dean's position in the 2018-19 school year also allowed for an additional focus on restorative practices and preventative measures. We continue to find success with other means of correction, while at the same time balancing accountability for inappropriate behavior.

Suspension Rate

Year	2016 - 2017	2017 - 2018	2018 - 2019	2019-2020
Senior Class	3.3%	4.2%	3.2%	2.7%



Data Metrics to Support Student Achievement

Attendance: Attendance is a key component in student achievement. “I’m In” is our district initiative that encourages and celebrates school attendance by rewarding students for positive attendance throughout the school year. At CHS, students with positive attendance are celebrated in the fall at our Stampede Celebration, an extended lunchtime celebration, and in the spring during our Renaissance Celebration. Our Dean of Students, working collectively with our classified staff, monitors student attendance and meets regularly with students and their families through the SART and SARB process to improve student attendance.

Attendance Rate (Month 5 Data Used)

Year	2016-17	2017-18	2018-19
9th Grade	96.9%	97.0%	97.9%
10th Grade	96.4%	96.4%	98.9%
11th Grade	98.2%	96.5%	98.4%
12th Grade	96.3%	96.3%	97.7%

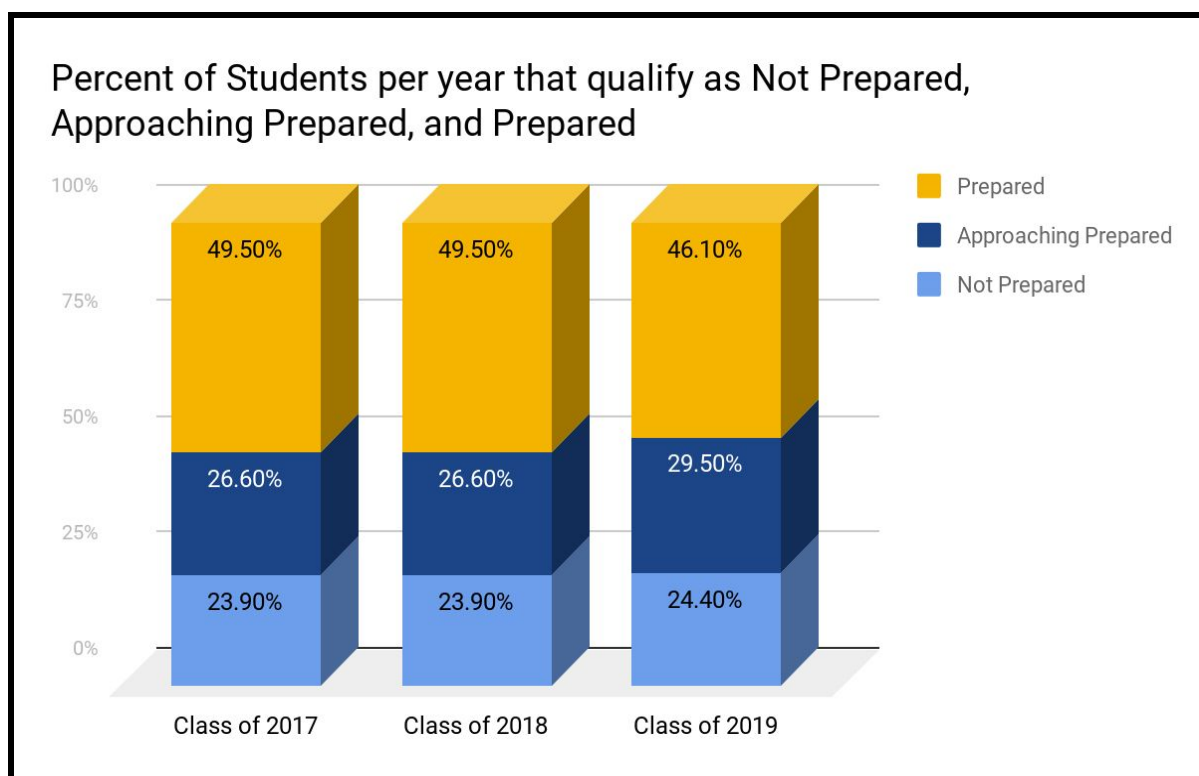
A-G Completion Rates: Through our LCAP goals, there has been a district-wide focus on creating a college-going culture by increasing the number of students meeting the A-G UC/CSU requirements upon graduation. Over the last five years, we have updated/revised our course of study to increase the rigor and meet the UC/CSU requirements. As a result, our students have achieved remarkable growth. Just last year, 75% of graduates completed the rigorous A-G course requirement - this was the highest percentage in the history of our school and district. Our Counseling Department has taken ownership of this metric and guides students to intervention options such as credit recovery and summer school to provide opportunities for all students to stay on track and be prepared for college.

A-G Completion Rate

Year	2016 - 2017	2017 - 2018	2018 - 2019
Senior Class	70%	69%	75%



College and Career Indicator: The College and Career Indicator (CCI) measures how well local educational agencies (LEAs) and schools are preparing students for likely success after graduation. Only graduates can be classified as Prepared or Approaching Prepared. For students to demonstrate success on this state measure, high school graduates must meet one criteria as it relates to SBAC Assessments, AP/IB Exams, Dual Enrollment, Seal of Biliteracy, A-G course completion, or CTE Pathway completion. While our growth on this metric has been flat over the last three years, we have identified multiple scenarios by which we can better prepare our students for success. Similar to A-G, our Counseling Department has taken complete ownership of this metric and uses it to ground their work in data.



SAT & PSAT Data: SAT School Day is offered twice a year, once in the fall for all students and again in the spring semester for all 11th grade students. Every student takes the exam at no cost, removing a financial barrier and providing access and equity. Assessment results allow us to monitor both individual students, as well as grade level cohorts. The ILT has defined our external goal as a 5% growth each year in the percent of students meeting the college-readiness indicator as measured by the SAT/PSAT.

**Class of 2020**

	Total Avg. Score	ERW Avg. Score	Math Avg. Score	% Met ERW Benchmark	% Met Math Benchmark	% Met Both	% Met None
SAT 2019 Fall	952	483	469	48%	27%	24%	50%
SAT 2019 Spring	912	465	447	42%	20%	18%	57%
PSAT 2018	888	451	436	47%	23%	22%	52%
PSAT 2017	847	420	480	44%	19%	18%	55%
PSAT 2016	807	408	399	49%	27%	25%	49%

Class of 2021

	Total Avg. Score	ERW Avg. Score	Math Avg. Score	% Met ERW Benchmark	% Met Math Benchmark	% Met Both	% Met None
PSAT 2019	895	453	441	48%	18%	17%	51%
PSAT 2018	841	421	420	48%	25%	23%	49%
PSAT 2017	790	394	396	39%	25%	20%	56%

Class of 2022

	Total Avg. Score	ERW Avg. Score	Math Avg. Score	% Met ERW Benchmark	% Met Math Benchmark	% Met Both	% Met None
PSAT 2019	895	453	441	48%	18%	17%	51%
PSAT 2018	841	421	420	48%	25%	23%	49%

Class of 2023

	Total Avg. Score	ERW Avg. Score	Math Avg. Score	% Met ERW Benchmark	% Met Math Benchmark	% Met Both	% Met None
PSAT 2019	815	408	407	47%	26%	24%	52%



Grade Data: Grade data is presented in the percent of total enrolled students who pass each respective course with a 'C-' or higher. The analysis of achievement data assists in identifying critical areas of academic support.

Math Department

Courses	2016 - 2017	2017 - 2018	2018 - 2019
Math 1	62.2%	58.2%	65.6%
Math 2	81.4%	78.1%	73.1%
Math 2 Honors	100%	100%	96.7%
Math 3	78.9%	75.9%	59.9%
Math 3 Honors	80.9%	87.7%	82.0%

English Department

Courses	2016 - 2017	2017 - 2018	2018 - 2019
Comp Lit 1	56.9%	65.6%	73.2%
Comp Lit 1 Honors	99.1%	100%	100%
Comp Lit 2	82.2%	63.4%	67.6%
Comp Lit 2 Honors	100%	100%	95.6%
Comp Lit 3	86.2%	87.5%	83.4%
AP Language	93.4%	97.6%	92.3%
ERWC (Senior English)	100%	99.0%	100%
AP Literature	99.0%	100%	100%

**Science Department**

Courses	2016 - 2017	2017 - 2018	2018 - 2019
Conceptual Physics	N/A	65.4%	76.5%
Biology	57.4%	60.1%	61.2%
Agriculture Biology	62.4%	59.7%	86.8%
Chemistry	71.3%	66.7%	94.6%
Agriculture Chemistry	87.7%	77.0%	76.7%

Social Science Department

Courses	2016 - 2017	2017 - 2018	2018 - 2019
World History	85.3%	70.1%	90.9%
AP World History	100%	97.2%	87.6%
United States History	91.1%	92.8%	95.8%
AP U.S. History	92.8%	96.9%	95.1%
Gov/Econ	100%	99.5%	100%
AP Macroeconomics	99.2%	99.2%	100%

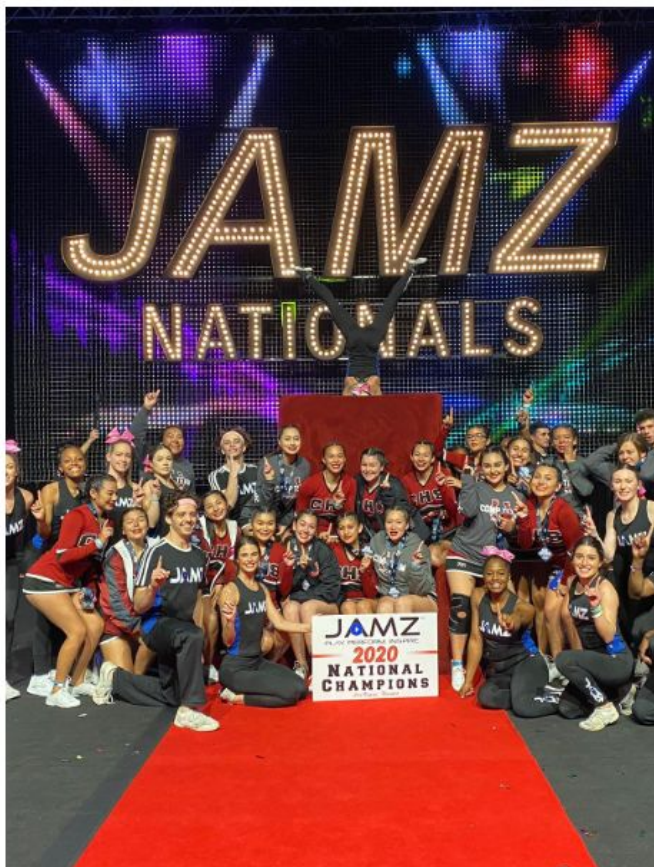
Seal of Biliteracy: The State Seal of Biliteracy recognizes students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages, in addition to English. With recent improvement, nearly 30% of graduating seniors earn this recognition.

Seal of Biliteracy Qualifying Rate

Senior Class	Number of Students that Qualify	Percent that Qualify
2017 - 2018	70	22.1%
2018 - 2019	65	23.5%
2019 - 2020	77	28.0%

Chapter 2

Significant Changes & Developments





District Administration:

Leadership within the Covina-Valley Unified School District has reflected much continuity over the last three years. We continue with our district motto of *Success for All* and our priority areas of growing positive cultures, increasing student achievement through improved engagement and ensuring all students are prepared for college and/or career upon graduation.

- Dr. Elizabeth Eminhizer continues as our Assistant Superintendent of Education Services and is our Acting Superintendent.
- Dr. Michele Doll continues as our Assistant Superintendent of Personnel.
- Our Assistant Superintendent of Business Services transitioned to a new position in September of 2019. Eva Leuck currently fills this vacancy in an interim role. This district hopes to fill this position in the summer of 2020.
- Dr. Jonathan Blackmore continues as our Director of 21st Learning.
- Mr. Rod Zerbel continues as our Director of Personnel.
- Ms. Julie Harrison was hired as the Director of Secondary Education in the fall of 2018, replacing Dr. Monica Makiewicz.

We also continue our district partnership with Focused Schools to provide centralized professional development to each school's Instructional Leadership Team (ILT). The ILT at each school is responsible for leading the professional learning at each site, including the establishment and communication of an instructional focus, selection of common instructional strategies, support and implementation of Professional Learning Communities (PLC's), and constant growth of collective teacher efficacy.



Administration:

Covina High School experienced a transition in leadership during the summer of 2017, immediately following the spring WASC visit:

- Mr. Casey Stratton assumed the role of Principal.
- Mr. Chris Aleman assumed the role of Assistant Principal: Student Services, Operations, Assessment.
- Dr. Jacob Jung assumed the role of Assistant Principal: Curriculum, Instruction, Assessment.
- Ms. Erin Lippert assumed the role of Dean of Students in the summer of 2018, moving into administration from her former role as Head Counselor.
- Ms. Wendy Travis assumed the role of Head Counselor in the summer of 2018.
- Mr. Josh Washington was hired as Counselor in the summer of 2017 and Mr. Winlor Chang was hired as Counselor in the summer of 2018.
- Ms. Erin Riley continues as our ASB Director.

In the summer of 2018, a Dean of Students was added to each secondary site within the Covina-Valley Unified School District to best support a positive school culture through a focus on social/emotional learning, restorative practices, and positive attendance.

Additionally, we have evolved in our leadership structure as a school site over the past three years. In the summer of 2017, a 'Leadership Team' existed, composed of Administration, Department Chairs and Counselors. An 'Instructional Leadership Team' (ILT) also existed, composed of some Department Chairs, PLC Leads and other instructional leaders on campus. In the spring of 2018, after much discussion and reflection, the two groups merged, both in purpose and structure, leading to our current Instructional Leadership Team. Of note, during the *COVID-19 School Closure* we have reconvened the 'Leadership Team' in some capacities to involve multiple stakeholders in making school-wide decisions that do not directly impact classroom instruction.



Counseling:

The Counseling Department has partnered with Mt San Antonio College (Mt SAC) to provide our students with articulation and dual enrollment opportunities. Students in our ASL, Vet Science and Health Careers classes have the opportunity to test with Mt SAC to earn college credits after completing the course and successfully passing the articulation examination. In the fall of 2019 we were able to offer our senior students dual enrollment English courses as well. Seniors who were interested in the course completed English 1A in the fall and English 1C in the spring to meet their high school graduation English requirement and earn 8 college credits. In the fall of 2020 we hope to expand this program to two sections of English 1A and 1C for seniors and adding a section of History 7 and History 8 for juniors.

The Counseling Department has been collecting and using data to make informed decisions on scheduling and working with students so they are able to achieve their post high school goals. Counselors continue to monitor A-G course completion and have added monitoring of student completion of the College and Career Indicator (CCI). We continue to see an increased percentage of students meeting both A-G and CCI completion each year.

Last, the Counseling Department continues to work on communication with all stakeholders via:

- Blackboard, social media, school website, and pre-recorded videos
- Bi-weekly counseling department meeting including the Assistant Principal, Counselors, Counseling Clerk, Registrar, and Career Center Assistant
- Networking through conferences including but not limited to: College Board, CSU and UC Counselor Conferences, Tiger Woods Foundation
- Instructional Leadership Team (ILT) site based meetings as well as Focused Schools training days

**Plant Facilities & Measure CC:**

In 2012, voters approved a \$129 million bond initiative for the Covina-Valley Unified School District. The approval rate of nearly 75% was a strong indication our community believes our students deserve the absolute best as it relates to their education. Funds from Measure CC, as well as other facility improvement grants, have been used to efficiently and effectively renovate, modernize and maintain our school and district facilities. We believe school culture and academic achievement are maximized when students have access to first-class facilities.

At Covina High School, the following facility improvements have been made:

- Installation of artificial surface soccer/football field, six-lane track and scoreboard.
- Installation of solar panels to reduce carbon footprint of school utility use.
- Renovation and expansion of our Farm to approximately 2 acres to house our CTE Agriculture Program and Future Farmers of America chapter.
- Renovation of three classrooms with state-of-the-art equipment to house our Agriculture and Project Lead the Way (PLTW) Engineering programs.
- Renovation of 28 classrooms, including upgraded technology, flooring, paint, lighting, bulletin board walls, and ceiling tiles.
- Reconfiguration of a former lecture hall into a Blackbox Theater to support CTE Acting & Music programs includes new lighting, sound, seating, and flooring.
- Reconfiguration of a former lecture hall into a modernized classroom and clinical area to house our S.H.O.E. Medical Pathways (CTE Nurse Assistant and Athletic Training).
- Complete remodel of our central quad and student eating area.
- Complete replacement of network and wireless infrastructure to handle up to four devices for students and staff members.
- Upgrade to intercom, clock, and bell system to digital displays and a web-based control system.
- Installation of security cameras on the interior and exterior of campus to maximize student and staff safety.
- Replacement of all rooftop HVAC units to conserve energy use, while providing the most ideal learning environments.
- Installation of three new semi-permanent classrooms to meet the growing needs of our academic programs.
- Renovation and remodel of Administration, Attendance, Counseling, & Student Services Offices.

The final installment of the bond has been approved for the construction of a new pool, athletic building and athletic fields on our campus. We hope to break ground in the Winter of 2021 on these final facility improvements.



Instructional Leadership Team (ILT):

- Current Organization & Composition of the ILT:
 - Veronica Cervantes, World Languages Department Chair
 - Heather Clark, English/Language Arts Co-Department Chair
 - David Falkinburg, English/Language Arts Co-Department Chair
 - Greg Gustafson, Social Science Department Chair
 - Lily Hajialiakbar, U.S. History PLC Lead
 - Katie Hwang, Science Department Chair
 - Kristina Larson, Chemistry PLC Lead
 - Brian Linville, 10th Grade ELA PLC Lead
 - Ryan Merrill, Physical Education Department Chair
 - Sheri Prado, Math Department Chair
 - Joseph Schirmer, Special Education Department Chair
 - Susan Silver, Visual/Performing Arts Department Chair
 - John Williams, 12th Grade ELA PLC Lead
 - CHS Administration (Principal, Assistant Principals, Dean of Students)
 - CHS Counselors (Head Counselor, Counselors)

- The ILT has updated/clarified our school-wide internal and external goal:
 - To measure the effectiveness of our instructional focus and best practices, the ILT has identified both an internal and external goal to maximize our impact on student learning. The external goal, to increase the SAT College Readiness Indicator by 5% each year for each cohort, gives us feedback on how our students compare to students across the nation. This external goal has remained constant over the past three years while our internal goal has evolved during that time. We began with three school-wide writing prompts in 2017 that were collectively assessed by all staff members. Realizing this initiative was having a limited impact on daily instruction, we transitioned to our current goal of all staff members completing three Achievement Team cycles per year. This holds all staff members accountable by asking them to analyze student achievement data at routine intervals and work with their PLC to make real-time adjustments to instructional practices.

- Investment in the Professional Learning of the ILT:
 - C-VUSD has continued our partnership with Focused Schools to provide professional learning to ILT members across the district. The two previous years, all ILT members attended 6 full-day training sessions. In the current year, 3 full-day training sessions are scheduled, plus one day of coaching at the site that focuses on Learning Walks.



- The ILT has completed certification training and is leading Achievement Teams:
 - During the past three years, all ILT members and PLC Leads have been certified by Steve Ventura in the Achievement Team process. This three day training provides teacher leaders with the resources and materials to lead effective and data driven PLCs.
- The ILT leads Professional Development via Small Learning Teams:
 - Teacher leaders on the Instructional Leadership Team committed to taking a more active role in professional development for teachers in the Spring of 2019. We have created vertical/grade-level teams of teachers at Covina High School - referred to as Small Learning Teams (SLTs). We have four SLTs in total, each composed of teachers who teach that respective grade. One hour of professional development each month is reserved for these teams to meet and collaborate. We established this organization in the Fall of 2017 in an effort to make professional development more relevant and applicable to our teaching staff. During the first two years, the vision, organization, preparation, delivery and follow-up was the responsibility of administration. In our journey to increase the rigor of our ILT and continue our growth as instructional leaders, teachers sitting on the ILT are now leading SLTs. Therefore, each month, teacher leaders collaborate to plan and present an hour of professional development to their peers. The primary focus of each SLT continues to be growing our understanding and implementation of our best practice instructional strategies to each respective grade level.
- The ILT leads Learning Walks:
 - The ILT has identified Learning Walks as a professional learning priority area over the past two years. This year, the ILT planned three cycles of Learning Walks for all staff members. The first was conducted under the guidance of our Focused Schools coach, the second was organized by Department Chairs, and the last cycle was to be completed in grade-level teams within the SLTs. The third cycle was not completed by all staff members due to the Covid-19 school closures. Whenever possible, classified staff members are also included in Learning Walks.
- The ILT has developed a Classroom Observation Feedback Tool:
 - The ILT worked collectively during the 2018-19 school year to develop an observation tool that reflected our instructional focus and best practices. Multiple checkpoints with staff members were built into this process to get feedback from different perspectives. The goal of the feedback tool is to provide formative feedback in real-time to teachers and to measure the effectiveness of implementation of our best practices.



- The ILT has improved voice in school-wide decisions:
 - Members of the ILT are instructional leaders at Covina High School. Administration and ILT members will continue to be relentless in our efforts to foster an environment of fairness, trust and respect. We hope the ILT will carry the unified vision of professional learning to all staff members for many years to come.



English/Language Arts:

Pre AP Curriculum for 9th grade ELA:

In the 2019-2020 school year, our district implemented a district-wide curriculum for 9th grade ELA. This CollegeBoard curriculum is meant to provide a rigorous and scaffolded curriculum for our 9th grade population to increase equity and access to AP courses. This change is intended to provide 9th grade students with grade-appropriate resources as well as lay the foundation for skills they will need for success in AP Language and Literature courses later. While the curriculum itself is not ideal for accomplishing these goals yet, it has provided opportunities for conversations about how to better prepare our 9th and 10th grade students for the AP courses in the upper grades.

Dual Enrollment:

Covina High School introduced an articulation class with Mt. Sac in the fall of 2019. Eligible seniors who apply for English 1A/1C are able to take the class instead of their senior English class and earn both high school credits and an entire year of ELA college credits at the same time. This provides our students more opportunities to be college ready when they graduate from Covina High School.

Achievement Teams:

C-VUSD invited Steve Ventura to visit our district in order to implement evidence-based instructional strategies based on the research of John Hattie. This year, our departments have committed to completing at least three Achievement Team cycles. These strategies encourage intervention, analysis of data, and the revision of instructional strategies in PLCs. Teacher efficacy is also promoted through this process and is a way to improve both student and staff proficiency. This method has also encouraged teachers to use common assessments for these achievement cycles. The data from these assessments allow teachers to analyze areas of improvement and successes in their instructional strategies. This process resulted in the ELA department identifying essential standards at each level in order to build assessments that target these skills and ensure students leave HS with proficiency in these essential skills.

Learning Walks:

As part of our Focused Schools professional development. Covina High School has implemented Learning Walks, a practice where teachers visit other classrooms to learn, grow, and implement new instructional strategies. In November 2019, the English Department completed our department Learning Walks in which we visited each other to promote best practices and learn from our colleagues.

Co-Teach Courses:

We have continued to provide sections of co-teach ELA courses to integrate special ed students into the college prep curriculum. We have set the 11th grade as a priority due to SBAC testing that happens that year. Co-enroll courses continue to be viewed as a success and those co-enroll teachers agree that the collaboration between ELA teachers and the ELA SpEd teacher has improved overall teaching methods.

**Math:***ALEKS:*

At Covina High School we have structured and implemented the use of an online math course called ALEKS. Assessment and LEarning in Knowledge Spaces is a web-based, computer-adaptive assessment and learning system that directly aligns with any math course a student is concurrently enrolled in. ALEKS has become an important part of Covina High School's math instruction. Students receive immediate feedback and instruction as they progress through different topics and the program constantly adjusts lessons to best match and challenge each student's level of understanding. In short, ALEKS delivers differentiated instruction to each and every student. The benefits are twofold. First, students receive valuable support and intervention in learning math. And second, students experience working independently outside of the classroom to gain further and deeper knowledge in math.

Tutoring Opportunities:

To better support students school-wide, the Math Department has developed after school tutoring available to all students in all math subjects. Two math teachers are present each afternoon for an hour after school on Tuesday, Wednesday, and Thursday. Students can attend tutoring and receive necessary extra help on homework or re-test packets. Completing the re-test packet ensures that students have mastered the material prior to re-testing for a higher score. In addition to after school tutoring, the Math Department has developed a school wide lunch-time tutoring intervention program to help struggling Math 1 students. This program targets 9th and 10th graders with the goal of having them succeed in passing math the first time. Each week, Math 1 teachers select four students from each Math 1 class period to be personally invited/assigned lunch time tutoring, which happens on Tuesdays and Thursdays in a designated room. There are teachers and tutors available to help and support students as they work on anything their teacher has identified that will help them to get back on track, such as homework, missing work, re-test packets, or ALEKS. When the teachers see that a student is back on track, they then assign the tutoring to a different student.

Coding:

C-VUSD has identified itself as a coding immersion school district. We have partnered with TechSmart to integrate Math I with computer science. Students learn all of the essential skills of a Math I class while also learning the fundamentals of Python. This interactive platform challenges their critical thinking skills and allows students to make connections between math and coding. For example, one of the lessons challenged students to write an equation of a function, based on the number of inputs and outputs received. On the TechSmart platform, students had to input a number between 1-10, and the interactive platform would produce an output. Students had to utilize their Math I skills for writing functions to solve the equation. Furthermore, the platform required students to write a code that would calculate the rate of change of the function. Additionally, the platform challenged students to write a code for the function that would predict any output based on the input value. Lessons such as the one



described above have challenged students to make connections between two different courses. Students walk into class everyday eager to learn coding and display their knowledge from their Math I class.

Achievement Team Cycles:

Teachers created Achievement Team cycles and implemented them across all Math I, II, and III classes as a way to formatively pre-assess, and summatively assess students on all the curriculum. The math Achievement Teams used the pre-assessment data as a guide to design, and modify appropriate instructional practices leading up to the assessment. Achievement Team teachers thereby used evidence-based strategies to ensure progress for students who were not yet at a proficient level and to enrich students who were deemed proficient (70% accuracy was the agreed upon target for proficiency). Also, students had the opportunity to self assess. Students identified areas of weakness and worked to improve on those. Student self assessment led to a higher level of understanding on any standards, skills, and concepts that were deemed below expectations/proficiency. A common post assessment was also created which allowed us to analyze the effectiveness of our instructional practices.

District Benchmarks:

Teachers created district benchmarks to ensure common pacing throughout the district. PLC lead teachers from each high school met to create the benchmarks for each course: Math I, Math II, and Math III. Teacher course leads aligned the benchmarks to both the content standards and pacing (which was also decided by the PLC-leads in the Fall of 2018), and designed them to look like the SBAC tests. Two district benchmarks are administered each year, one per semester. They are required to be given during a specific window of time to ensure that pacing is being followed, so if students move from one class to another, or from one high school to another, there is no significant interruption in their learning. Teachers then used the data from the assessments to make adjustments to teaching, interventions, and for closing gaps in student learning.

AP Classroom:

A handful of notable changes were put into place for the AP Calculus courses for the 2019-2020 school year. The first of these was a new Course and Exam Description, which was changed from the 2016 version, where the list of all topics was streamlined into 10 distinct units, with the previous topics embedded into each. To help facilitate this change, CollegeBoard introduced the AP Classroom online portal, which was made available beginning August 2019. This website benefits both students and teachers alike: students can register online for their AP exams and AP teachers have the ability to assign questions online from a question bank made up of thousands of previous years AP questions. Additionally, each student has individualized Personal Progress Checks (PPCs), which are made up of questions aligned to the new CED. Both the question banks and PPCs are scored and students taking these assessments can see their results as well as an explanation of the correct answer. The AP Calculus courses at Covina High School already use AP Classroom on a weekly basis, and this will likely become even



more frequent, as the bugs in the website are fixed, and improvements are made. Lastly, another seemingly minor yet important change was made - not to the test itself, but for the registration date for the AP exam, which typically occurs in the spring. In the 2017-2018 school year, CollegeBoard piloted a fall exam registration date with 40,000 students, and they found an increase in scores of 3 or higher across a wide variety of groups, with the strongest gains coming from students who were traditionally underrepresented in AP. With this in mind, the decision was made to make AP exam registration during the fall for all students utilizing the AP Classroom website. The AP Calculus courses for the 2019-2020 school year had a 100% registration rate for the exam, which was made possible through the ease of use of AP Classroom, along with the positive encouragement of the Math Department and school leadership.

UCI Curriculum & Professional Development Program:

Under a California math initiative, UC Irvine has developed and created a mathematics curriculum for K-12 students. C-VUSD adopted this innovative, hands-on curriculum in the 2018-19 school year for Math I, Math II, and Math III, modifying as needed. Teachers receive training each year, beginning in the 2018-19 school year, for 3-4 days a year. During the training teachers collaborate with the other high schools in the district to develop common pacing and common benchmarks. Teachers participate in lesson studies where they observe each other teach a lesson, and debrief regarding various aspects of the teaching/lesson. Rich in the application of standards-based mathematical concepts to real life contexts and in higher order thinking, the UCI Program offers ingenious ways to enhance our teaching and student learning. The curriculum is structured so that teachers can implement evidence-based instructional practices to increase engagement, motivation, and achievement for our students.



Science:

Increased number of Academic Saturday Schools:

Members of the Science Department have committed to hosting at least one Academic Saturday School per month to help students. They are notified two weeks in advance of dates to attend and are encouraged to make up any missing assignments or retake assignments in order to improve their grade accordingly. From past experience, we have found this to be of great help to increase student learning.

Science Teacher available in Study Hall:

Carol Howell is the supervisor for Study Hall on Thursdays from 3:15 to 5:15pm. The library is open during this time for student collaboration and studying. Students can get help in science classes as needed, and have been working to improve their understanding of science concepts and their science course grades.

Conceptual Physics course added to establish a 3-year College Prep Science Pathway:

Conceptual Physics was added to our course offerings in the fall of 2017 and is a hands on, experiential class that gives 9th grade students the ability to practice math skills, learn about the engineering design process, and communicate findings. This course has allowed students to gain basic skills in SEP's found in the NGSS. Following Conceptual Physics, students enroll in Biology during 10th grade, and Chemistry during 11th grade.

Pre AP Biology (CollegeBoard Curriculum):

All Biology teachers adopted the Pre AP curriculum in the fall of 2019, which integrates reading, writing, critical thinking, and math into the investigation of biology. This adoption provides our students with research-based and grade-appropriate curriculum to best prepare them for AP Courses and the PSAT/SAT. This curriculum moves away from typical end of unit chapter comprehension tests and focuses more on Performance Tasks, which ask students to perform or demonstrate their knowledge, understanding, and proficiency as evidence of their learning. While students and teachers alike continue to move through the growing pains of new curriculum, we believe the heightened expectations in math and reasoning skills will improve student achievement.

Project Lead the Way (Engineering and Robotics):

Our Engineering Pathway is now a complete four-year sequence and has set the goal of including at least 10% enrollment of the entire student body each year. The pathway was completed by adding year 3 and 4 level courses to Project Lead the Way. We have written a Robotics course for year 3 that has been approved by the U.C. system and have adopted Engineering Design and Development as our year 4 capstone course for seniors. We also continue to work with the credentialing requirements of staff members to move PLTW into a recognized CTE Pathway.



Next Generation Science Standards (NGSS) Training:

One teacher from each of the science disciplines has attended an NGSS rollout to learn about the new science standards and how to slowly implement the new curriculum while awaiting new materials. One teacher went to the NGSS tool kit training to learn how to go through the process to pick a new textbook that will meet the needs of all our students; subsequently, the department has looked through various samples of books and collected ideas and questions to move forward in the process. PLC leads have worked with Bay Science consultants on initial planning for NGSS and ways to introduce the changes to parents and the community. They also helped us start an open line of communication with the district about our needs to implement the new curriculum.

CSTA Conference:

All Covina High School science teachers attended the 2018 CSTA conference in Pasadena. Teachers were able to gain new insight into NGSS by networking with other teachers and professional learning experts. Teachers got new ideas about modeling, textbooks, notebooks, and engaging in arguments from reasoning. This allowed us to better align our courses to the NGSS standards and create common assessments.

Achievement Teams:

Following the lead of our ILT, all teachers have committed to completing 3 Achievement Team cycles per year. Biology, Chemistry and Conceptual Physics have common assessments that have been used in the Achievement Team cycles. Other single science classes have completed the Achievement Team cycle on their own. This has provided our PLC groups the opportunity to discuss common goals, student achievement and successful practices in the classroom.

Expansion of Inclusion and Increased Collaboration with the Special Education Department:

We have provided greater access to the core curriculum for our special education students over the past three years and have increased the rigor of their coursework. Special Education teachers work to share teaching responsibilities in a 'co-teaching' environment and use Universal Design for Learning as a lesson template. UDL allows students of all abilities to learn in different modalities and demonstrate their learning in a variety of ways.



Social Science:

Achievement Teams Cycles:

A significant change to the Social Studies Department is the addition of three Achievement Team Cycles per instructional year, inspired by Steve Ventura. This collaborative five-step protocol, which focuses on collective teacher efficacy, has allowed our department (divided into subject-alike groups) to identify specific, measurable performance goals and select instructional strategies for improving student outcomes.

DBQ's with Common Writing Assessments:

During the 2018-2019 school year we worked together as a department to implement two common DBQ assessments to be given in each core Social Science class. During 2017-2018, we adapted sections of the DBQ Project to formulate a process for implementing our common DBQ's as an assessment. This year we developed a DBQ scaffolding system including a skeleton outline and format for the DBQ process. We implemented this skeleton outline in all core classes with the intent on writing DBQ's in the following school year. We also established a common rubric for grading the DBQ and common writing assessments.

Department Learning Walks:

Working with Focused Schools, our ILT has identified Learning Walks as a priority. During the first semester of the 2019-2020 school year we did our first Department Learning Walk. We observed 3-4 teachers within our Department to find evidence of our common instructional strategies and get new strategies for implementation, and then met as a department to debrief.

TCI - New Adopted Curriculum:

As a Department, we piloted TCI in the spring semester of 2019. We adopted the curriculum in late spring for use in the fall of 2019. We attended training both in the summer and early fall provided by the District and TCI. As much of the curriculum is digital, we experienced technical issues accessing the performance tasks and some curriculum, but have trouble-shooted and remedied those barriers. The TCI curriculum supports our instructional focus by incorporating additional literacy into our instructional program.

Updated Pacing Guides:

Departments have updated their pacing guides to align with their Achievement Team Cycles, DBQ's Common Writing Assessments and the TCI curriculum. We've experienced some setbacks as we've incorporated Achievement Teams and TCI into our PLC process. Therefore, the pacing guide is a living document and is ever evolving. However, our Department is dedicated to implementing these changes. We continue to have discussions about these changes in our subject-alike meetings. As a result, members of the Social Science Department are enhancing their understanding of the standards and teacher efficacy.

Medal of Honor Character Development:



The entire department attended the Congressional Medal of Honor Character Development training in February of 2017. At this training we listened to a Medal of Honor recipient and a trainer from the organization that helped us learn how to teach our students American values and the qualities of courage, sacrifice, and patriotism through increased awareness, education, and ethical behavior.



Special Education:

Personnel Changes - 2 Teachers & School Psychologist:

The Special Education Department has added two new teachers and a new School Psychologist in the last three years. While these changes do not reflect an increase in staffing, we have been fortunate to increase our resource allocation to co-teaching/inclusion as well as our Life-Skills Education Advancement Program (L.E.A.P.).

District Personnel Changes - Director of Special Education & Program Specialist:

Increased levels of collaboration between our district office personnel and the Special Education Department has led to increased awareness of California Department of Education (CDE) guidelines and established expectations on campus to ensure all Special Education teachers are in compliance when writing and maintaining IEPs (writing appropriate goals and corresponding progress every six weeks, accurate baseline evidence for students, etc.). With improved communication across the district, professional learning opportunities have been more relevant, engaging and appropriate for teachers.

SPED Students - Counselor Assignment & Caseloads:

In the fall of 2019, the Counseling Department reassigned assignments for Special Education students to include all Counselors. Counselors are now able to work collectively to share best practices and support students with special needs. Additionally, all Counselors are now able to best support all students as it relates to their IEP or 504 plan.

Increased Inclusion through Co-Teach Sections:

The number of co-teach sections over the last three years is as follows: 8 in 2017-18, 10 in 2018-19, 9 in 2019-20. Each year when building the master schedule our goal is to include co-teach offerings for all 9th and 10th grade special education students in each of the four content areas and P.E. while also prioritizing 11th grade ELA due to the SBAC. With an increase in our L.E.A.P. population, we've had to adjust section allocation to co-teach sections because staffing levels were not increased (World History & U.S. History co-teach sections are not offered in the current year).

Adaptive P.E. Inclusion:

Under the leadership of our P.E. Department Chair, Ryan Merrill, and our Adaptive P.E. Teacher, Tara Perea, Adaptive P.E. moved to a co-teach environment in the fall of 2018. General Education students are co-enrolled with students with special needs as curriculum is modified to meet the needs of all students. We have also included up to two 'peer tutors' in this course to best support all students (these peer tutors have voiced an interest in exploring a career in special education). This change has also led to increased collaboration amongst the P.E. and Special Education Department,



L.E.A.P. Inclusion:

We have experienced an increase in the number of students enrolled in L.E.A.P. over the last three years. In the current academic year we have 23 students enrolled. As a result, many of our higher performing and older students have enrolled in general education elective courses (Art, Theater, ASL, etc.) and/or essential-level special education courses. Through the support of instructional aides, this has provided students with a more rigorous learning environment. It also contributes to the very positive and accepting culture that exists on our campus of all students and staff members supporting and advocating for our L.E.A.P. students.



Visual & Performing Arts (VAPA) and Electives:

The VAPA and Electives Team has worked to improve pass rates in our classes through the use of Achievement Teams and instructional strategies with a high effect size (Hattie & *Visual Learning*).

AVID Elective teachers have focused on improving parent communication and education by hosting FAFSA nights, college information nights and other various parent information meetings. Events have been well attended over the past few years, indicating a community interest and support of the topics. The AVID Program also encourages the use of Naviance to support students on the post-secondary journey.

There have been significant facility improvements to support VAPA in the last three years. The Art classroom has been expanded and updated. The Black Box Theater has been expanded, lighting/sound equipment has been modernized, and technology has been upgraded. With the funding of CTE programs across the state, we anticipate future improvements to the Black Box Theater in the next 18 months. Susan Silver, our Theater and Choir teacher, has earned a CTE Credential and we have established a CTE Pathway in Acting.

The Music Program, led by Daniel Franco, continues to be a respected and formidable competitor in SCSBOA Marching Tournaments. Just this year, our Marching Band & Colorguard hosted their first annual Field Show. As he continues to grow the Music Program, Mr. Franco has focused on increased parental communication/involvement, as evidenced in our strong Booster Club. Only with parental and community support is the Music Program able to fulfill Mr. Franco's vision.

Theater Arts students have won awards from the National Youth Arts Awards and from the Jerry Herman Awards through the Pantages Theater in the last three years. Also, the collaboration between Theater and Band has continued to grow and our spring musical is now hosted at the Covina Center for the Performing Arts. This experience has provided students with industry experiences and an understanding of the operation, business practices, and economics of a functional theater.

The AP 3D Art and Design portfolio exam syllabus has been approved by AP College Board, and the AP Art and Design portfolio exam has had a 100% passing rate since 2017.

In the fall of 2019, all arts teachers attended a professional development for the new California Art Standards Workshop. They were able to articulate with the other teachers in their fields and explore the new state standards. This will hopefully lead to better structured coursework to ensure all students are getting a standards-based education in the arts. C-VUSD also recently developed a strategic arts plan that has been approved by the Board of Education.



World Language:

The World Language Department has added four new members since the last WASC. Two new Spanish teachers (Liz Fernandez and Vanessa Lopez) and two new ASL teachers (Teresa Flores and Lexi Vega) were hired in the fall of 2017.

American Sign Language (ASL):

Over the last three years, ASL has worked on developing a structure in each level to provide consistency. Lexi continues to teach Level II and Level III, while Teresa teaches Level I and Level IV. This structure helps to provide some consistency for the students, as well as staff. They know which teacher to ask questions based on the level the student is in.

Starting in the 2017-2018 school year, an ASL club was established. The ASL Club provides extra opportunities for students to use their skills, reach out to the deaf community, and develop a sense of belonging within the community around us. Events are primarily focused around the use of ASL and advocating for the deaf community. These events have allowed us to partner with the California School for the Deaf, Riverside, High Desert Association of the Deaf, Glendora High School ASL Club, and South Hills High School ASL Club. We have also attended community events such as DeaFestival LA, Deaf Expo in Riverside, and local Starbucks deaf events. This experience allows our students to get first-hand experience into the deaf world and then share those experiences with their family and friends. Starbucks deaf events are open to the public so we encourage parents to attend the event with students to get a look into their skills, develop a sense of belonging in the deaf community, and even learn basic language skills to actively participate. We have seen an increase in parental involvement at these Starbucks events and an increase in parents learning basic language skills.

We have also developed an Articulation Agreement with Mt. San Antonio College. This agreement between Covina High School and Mt. Sac states each of our language levels are comparable with Mt. Sac's levels of ASL and provides the opportunity for seniors in Level IV to earn college units. Each student must earn a C or better in every semester of ASL Levels I-IV. If a student meets the standards of the agreement, they are evaluated one-on-one by a Mt. Sac professor and can earn credits from ASL 101 to ASL 104 (equivalent to 16 semester units) depending on their performance in the exam. If a student does not meet the requirements of ASL 104, they can still earn 102 or even 103 level credits. The units earned are noted on an official Mt. Sac transcript, as well as the high school transcript and qualify a student for the CDE's College/Career Indicator. The college units are then transferable to an accepting post-secondary institution. In the 2018-2019 school year, 20 of the 22 ASL IV students earned ASL 101 and ASL 102 college credit, totalling 8 units of college credit. 18 of the 20 students earned a B or higher in each course.

To further address our Critical Areas of Need, Lexi and Teresa have developed days in which they grade ASL assignments collaboratively, despite the level of student. This helps us develop



a common lens in which we grade assignments and presentations. We discuss the scores we would give the students based on a common presentational rubric. If there are major discrepancies, we discuss why we gave a certain score; this helps our students to have a common way of being evaluated throughout the levels, thus, creating comfort in presenting and enhanced levels of teacher clarity.

Chinese:

Over the last three years, Chinese has evolved from traditional, theme-based and project-based teaching to Teaching Proficiency through Reading and Storytelling (TPRS). The Chinese classroom has become deskless and it has assisted in creating heightened levels of engagement and subsequent achievement. A new participation system was also implemented in all Chinese classes, encouraging participation and classroom discussion. This all connects back to our instructional focus. Participation now equates for 40% of a student's overall grade. Also, the app 'Hello Chinese' was introduced to students to allow for differentiated learning and intervention. With this app, students can learn and practice at their own pace outside of the classroom. Last but not least, various brain breaks have also been incorporated into the lesson, such as *jellyfish*, *keep it up*, and *group by the number* to support our best practice of *metacognitive strategies*.

Spanish:

- Articulation and improved communication with Traweek Middle School to properly place the incoming 9th grade students
- Addition of 'Spanish for Spanish Speakers II' to our course offerings
- Use of Comprehensible Input (CI) pedagogy
- Growth of AP Spanish Language enrollment to 2 sections
- Textbook adoption in Fall 2019 (online resources)
- Growth of Latino Culture Club to over 50 members

Since the last WASC visit, the Spanish teachers have improved the placement assessment for not only incoming freshmen, but also for other students entering the Spanish program. With this improvement, we have been able to open up a section of Spanish for Spanish Speakers that will build our program. These students will continue on to AP Spanish Language, which then provides the opportunity to open AP Spanish Literature in the future.

All Spanish teachers have attended various workshops through COACH Foreign Language Program and Blaine Ray TPRS Workshops, hosted by Alina Filipescu, to enhance our Comprehensible Input (CI) strategies. By implementing CI strategies we have exposed our students to reading novels. It aligns with English/Language Arts skills and supports our instructional focus as the students are to identify characters, plots, and summarize. Context clues are used to teach vocabulary without the use of English. This also allows us to cover more culture.



In the spring of 2018, all Spanish teachers from across the district attended various vendor presentations to preview the textbooks that we would be piloting. After three vendor presentations and two pilots, Spanish teachers came together again to determine that *Descubre* was the best fit for us to prepare students for AP Spanish because it comes with various online resources and workbooks that benefit our students in meeting the World Language Readiness Standards, and we have been using it since fall 2019.

The Spanish teachers are currently leading the Latino Culture Club very successfully. The number of members significantly increased this year to over 50. Our club currently offers the members the opportunity to attend the Adelante Young Men Conference or the Adelante Mujer Latina Conference which offer students tools for personal and professional growth, promote leadership, and encourage them to pursue a post-secondary education.

Chapter 3

Ongoing School Improvement





Student achievement data is at the forefront of all decisions at Covina High School. We value our students, teachers, staff, families, and members of the community who offer unique and diverse perspectives that all must be incorporated into the school plan.

All staff members have real time access to a multitude of student data. Three years ago we built an essential hub in Google Drive for all things related to Covina High School. In addition to bell schedules, personnel forms, and athletic rosters, our staff members have access to a 'Data' folder. Inside, staff members have access to files and folders that document SBAC proficiency rates, SAT/PSAT results, AP enrollment and assessment results, CCI and A-G completion rates, district benchmark scores, term and progress report grades/marks, attendance, student discipline, PFT, and Gallup Poll results. We update this folder throughout the year as student data becomes available and is updated. We value honesty and transparency and have worked diligently to establish a culture that will accept the data and use it to identify paths to improvement.

Additionally, all student achievement data is presented to staff members in professional learning settings throughout the school year. Staff, Department, PLC, ILT, Pathway, and Leadership Meetings use data to make decisions grounded in evidence. Recently, the ILT has taken a leadership role in monitoring achievement data, sharing analysis, and working collectively to monitor and update the school improvement plan as necessary.

We also seek the feedback from our family and community members in establishing school goals and updating our school improvement plan. Each fall, our first School Site Council Meeting of the school year is dedicated to sharing achievement data with stakeholders of diverse perspectives and using the feedback over the course of the year to influence our improvement efforts. Additionally, the same information is shared with our PTSA and our ELAC committees.

And last, Covina High School students and family members sit on the C-VUSD LCAP Committee, thereby providing input from our school community on the district priority areas. We are mindful each year to ensure our WASC Action Plan, Single Plan for Student Achievement, and C-VUSD LCAP priority areas are aligned.

The preparation of this Progress Report began in the summer of 2019. The project was divided into multiple sections and timelines were calendared. The proposal was presented and approved by our ILT at the summer retreat. In the fall of 2019, all staff members provided input on necessary updates and areas to highlight in the School Profile. In the winter of 2019, Department Chairs, along with supporting ILT members, engaged their respective members in conversations around significant changes/developments over the last three years and submitted their reflections in writing. The analysis of each Department can be found in Chapter 2.



In the spring of 2020, Department Chairs, again, with supporting ILT members, returned to their respective members to discuss the progress we have made in regards to our four critical areas of need. Their reflections were again submitted in writing and the analysis of each Department can be found in Chapter 4.

And last, updates to our Action Plan were completed in the spring of 2020. As a result of school closure during the COVID-19 pandemic, we utilized virtual meetings and electronic feedback forms to incorporate the perspective of multiple stakeholders. First, all staff members were asked to reflect upon and provide individual feedback regarding our previous Action Plan, the improvements we've made over the last three years, and our continued areas of growth. Next, working collectively with the Leadership Team and Department Chairs, we agreed on our four critical areas of need.

With a framework provided and input received from staff members, our updated Action Plan was drafted. This updated document was again presented to all staff members for review and Department Chairs were encouraged to get feedback from their respective team members. In late spring, Administration, our Head Counselor, and Department Chairs reviewed and approved each section of the updated Action Plan. All contents of the Action Plan can be found in Chapter 5.

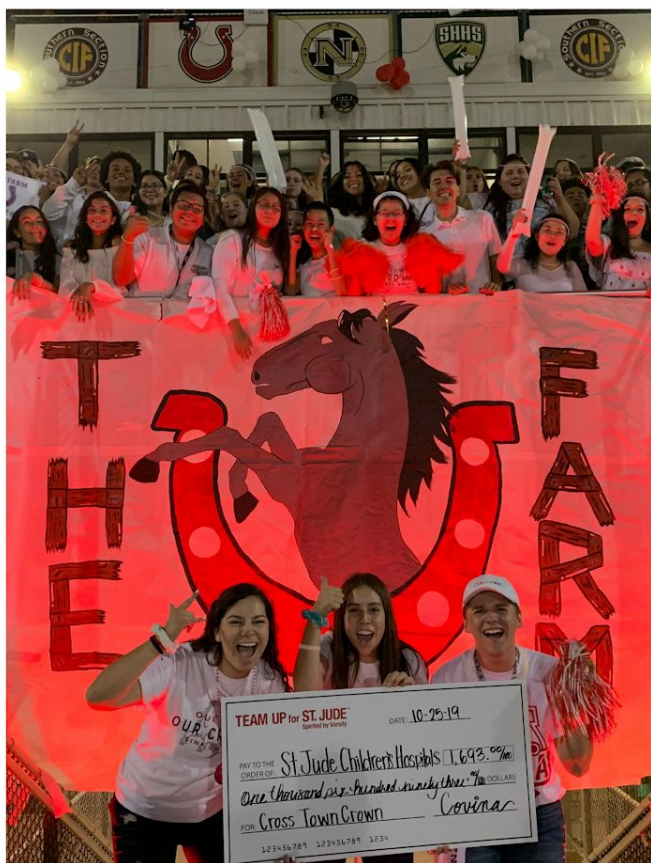
And while the ILT took a leadership role in drafting the document, Heather Clark, our WASC Coordinator from 2017, provided constructive feedback, made significant suggestions, and edited the entire Progress Report.

Additionally, the completed Progress Report was shared with the Educational Services Department at the district office for final review, feedback, and approval.

And last, our completed Progress Report was shared with all staff members for review prior to submission to WASC.

Chapter 4

Progress on Critical Areas for Follow-Up





Critical Area of Need #1:

Build a school-wide intervention program to increase first time student success in 9th and 10th grade.

Administration:

Covina High School has allocated significant resources to our strategies to support first time success for 9th and 10th grade students. We offer After School Tutoring in the Library three days a week for two hours each and After School Math Tutoring four days a week. Over \$15,000 is spent per year to run these two after school programs.

Beginning in 2019-20, we also implemented Math Tutoring at lunch to support students during the instructional day. We have allocated approximately \$5,000 to run this program. This also supports the heightened focus we have on student success rates in Math I.

We have rapidly expanded our use of Academic Saturday School in the last three years to provide extra support to students across the curriculum. Approximately \$80,000 per year is devoted to this intervention program.

For students identified as needing significant support during the instructional day, we have built intervention courses such as Study Skills for students with special needs and Math Lab, Guided Study, and Speech for general education students. These courses provide time management and organizational outreach, opportunities for tutoring and most importantly, daily access to a teacher that can mentor and support the student.

As an ILT, conversations have started around homework policies and grading practices. These conversations have moved into many Departments and PLC groupings. We hope to continue our investigation of grading policies that encourage engagement and support mastery of learning.

Our Small Learning Teams at the 9th and 10th grade level have used scheduled cross-curricular planning time to provide input on our approach to intervention. The groups have discussed student *motivation* at length and have looked at strategies by which to improve engagement and communication with families. While a systematic approach has not emerged from the SLT, commentary, input and analysis has been used by administration, counseling and the ILT to best allocate resources and make necessary adjustments.

Colt Link is a high school transition program that welcomes 9th-grade students and helps them acclimate into high school. The design of the program partners small groups of freshmen with teams of upperclassmen who are trained over the summer (and some of whom are enrolled in a



Colt Link Leadership class throughout the year) with the goal of purposefully meeting and interacting with the 9th grade students to help them feel connected and inculturated within the high school environment. For two recent school years we also tried partnering the Colt Link Leadership class with the Guided Study class periods to have the leaders specifically work with some of our most at-risk freshman as peer tutors and do team building activities.

In the last three years we have also updated our policies and expectations for 'Peer Tutors.' Students requesting to become a 'Peer Tutor' have their transcripts reviewed, areas of strengths highlighted and then placed accordingly. We have prioritized Math I, Math I, ELA I, ELA II, Conceptual Physics, Biology and World History as the courses that receive a 'Peer Tutor' to support instruction and assist students. After these priority classes have been filled, we place other students accordingly as necessary.

We also have continued to invest in strong professional relationships with students, staff members and our community. We place a high priority on relationship-building and believe true learning only happens in an environment where students feel safe, secure and welcome. As new staff members join the Covina High School family, we encourage them to attend the *Capturing Kids Hearts* program in order to have a common understanding of our best practices of *Greeting, Good Things, Affirmations* and *Social Contracts*. Our focus on school culture and creating a welcoming environment for students/staff of all backgrounds and belief is highest priority!

ELA:

Since our WASC visit, the English Department has taken steps to address Covina High School's critical areas of need. Specific to increasing first time student success, we've adopted and implemented a new PreAP curriculum that contains assessments, reteaching, and other methods that help with first time student success at these grade levels (9th and soon 10th). In addition, the English Department has worked towards integrating Achievement Cycles with pre and post assessments into our curriculum. This data, analyzed in PLCs, helps teachers find the best and most effective instructional strategies, such as metacognitive strategies, so that students attain first time success on summative assessments. Since our visit, stipends have been allotted to grade level instructional leads who are responsible for leading their teams. This has led to more coordination, common assessments, and student success because it has more thoroughly organized our curriculum and intervention.

The co-teach sections of English at every level continue to be beneficial for all students in those classes who get the benefit of an English teacher plus a SPED teacher working together to provide instruction, clarification, and reteaching. In addition, many ELA teachers offer regularly scheduled Saturday Schools or lunch tutoring where students can come to make up missing assignments and get extra help.



Math:

The Math Department has developed several intervention programs which are being used to help support all math students at all levels. They include tutoring opportunities, ALEKS, and retake assessments.

We have two tutoring opportunities available to students, the first is an after school program that is open and available to all students in all math levels. Two math teachers are present each afternoon for an hour after school on Tuesday, Wednesday, and Thursday. The second is a school wide lunch-time program to help struggling Math I students. This program targets 9th and 10th grade students with the goal of having them succeed in passing the first time. Each week students are selected by the Math I teachers and assigned to the tutoring for Tuesday and Thursday of that week. The Math I teachers and college tutors are there to tutor and help the students complete homework, retest packets, or missing assignments. When the student is back on track, their tutoring spot is given to other students.

ALEKS is an online supplement to the mathematics course that a student is currently enrolled in. The work that students do on ALEKS is personalized to each individual student based on a knowledge check that they complete at the beginning and end of each year. Based on the knowledge check, students progress through a series of lessons that help to support the work in their enrolled course and fill any gaps they may have in their learning.

The Math Department has also intervened with student achievement regarding test taking. We have a full protocol for students who fail a test to be able to retake those tests. The student is given a retest packet which addresses the learning targets that they are struggling with. The retest packet must be fully completed and the students must attend at least two after school or lunch time tutoring sessions before they are allowed to retake the test. By allowing students more study time and a test retake we have a genuine & lasting impact on our students' level of achievement.

Physical Education:

Students in physical education classes are given 3 opportunities per grading period to make up missed assignments and/or assessments for grade improvement. This is done during the regular school day and class period.

Science:

Through the work of the Instructional Leadership Team and Achievement Teams, we have identified and taught students how to reflect on their learning through labs and projects related to science learning. Through the use of Achievement Teams in PLCs we have been able to address strategies such as Claim-Evidence-Reasoning, data analysis, and modeling that will allow students to access information as well as interpret the information to make meaning.



After school tutoring in the library is consistently made available by a physics/chemistry teacher one day a week after school, while other science teachers offer tutoring at lunch, before school, and after school as needed.

Expectations by course are still a work in progress. As the district has taken a cautious approach to adopting NGSS curriculum, the science department has taken different approaches to curriculum. Biology teachers were recently trained in the Pre-AP strategies and framework which directed much of our curriculum in 2019-20. Chemistry implemented a curriculum that focused on NGSS practices, cross cutting concepts, and core ideas. In 2017-18, we began to offer a Conceptual Physics class to address the low pass rates of freshman in biology as well as NGSS expectations of *"For All Students."* Curriculum was worked on by conceptual physics teachers and placed into Padlet for the students to access.

Pre-AP curriculum and Conceptual Physics curriculum both emphasize the importance of literacy and math in science. Both classes emphasize math skills to assist freshman and sophomores with basic math skills (averages, percentages, graphing, rate calculations). Readings in Pre-AP are grade level appropriate, but allow students to practice close reading skills. All science courses have focused on writing using claim-evidence-reasoning.

Through Learning Walks, science teachers have been able to see how Math, English, Special Education, Science, World Languages and VAPA are incorporating different forms of metacognition into their classrooms. We have been able to see that there are similar practices already happening across the disciplines, as well as seeing new possibilities for activities and methods that allow students to reflect and improve their learning.

Social Science:

Based on Achievement Team Cycle tests, interventions are being used to provide both reteaching and enrichment opportunities. PLC time is used to create and execute steps of the Achievement Team cycle in order to establish clear goals, assess student and whole-class scores in light of those goals, and then inform decisions about intervention. We have created both mirrored and aligned pre and post tests, that are thematic in nature, to assess student learning and progress, and using the Achievement Team Cycle allows us to regularly revise and update those assessments. Every late start is used as an intervention day to focus on students' needs- depending on whether the need is reviewing material or allowing opportunities for extended learning.



Special Education:

The SPED department has several intervention programs which are being used to help support all students at all levels. They include study skills classes, extra support in classrooms with paraprofessionals, and tutoring after school.

Study skills classes offer our SPED students an opportunity to get individualized help in any of their content classes. Within many of our core content areas we offer co-teach sections that allow SPED teachers to spend more time in general education classrooms, which gives them great insight into what is being taught in those settings, thus allowing them to better support our students in their intervention classes. This has led to our SPED teachers becoming active members in framing our school's Achievement Teams process.

We also have supported many students by having paraprofessionals as added supports in many general education classrooms, they are able to help small groups of students gain better access to content that would be hard for our students in a whole-class setting. By using added supports in the SPED department we have implemented many metacognitive strategies such as: identifying learning strengths, revising work, think pair-share, and self evaluation.

Some of our teachers are a part of department tutorials after school. In doing this we have helped many students understand content better, as well as worked through homework issues in order to have better completion rates.

Visual & Performing Arts:

First time pass rates for electives remain high. Effective Fall 2019, complete CTE Pathways have been established in Acting and Chorus. Theatre Arts classes are also now articulated with Mt. Sac for credit as of Fall 2020. Students must pass Intro to Theater, Intermediate Acting and Advanced Acting and pass a cumulative exam administered by Mt SAC to receive credit. Currently, there will be 4 students eligible to take the articulation exam at the end of the 2020-2021 school year.

All elective teachers encourage students to turn in work by providing extra support during lunch times and after school. Saturday schools are also offered several times throughout the year.

World Language:

ASL - Students are given multiple platforms of communication to receive additional support on assignments, assessments, and projects. These platforms include Remind, Google Classroom, social media, email, and after school hours. Lower level ASL students also have tutoring from upper level ASL students available upon request. Parents are consistently notified through email, phone calls, and letters home when their student is struggling academically.



Chinese - Blackboard is utilized to communicate with parents about student progress for intervention purposes. Students of all levels are given multiple opportunities to make up assignments and retake quizzes/tests after being prepared for such makeups and retakes.

Spanish - Students at all levels are given different intervention opportunities during lunch or after school. They can also attend Saturday Academy School. During Saturday Academy, students can receive a review of material, 1-1 tutoring, make up assignments, and retake tests/quizzes. Teachers also provide students with various platforms of communication to receive help needed: Google Classroom, Remind, and email. There is ongoing communication with parents through progress reports, emails, phone calls and conferences.



Critical Area of Need #2:

Continue to build and implement skills-based common assessments aligned to content standards and the school's instructional focus. Data from those assessments will drive adjustments to curriculum and teaching practices.

Administration:

The notion of *collective teacher efficacy* has significantly influenced our work over the last three years. We have learned to believe that we can learn from our collective contributions and that together we have a greater ability to positively impact student achievement. We continue to grow the relational capacity of our PLC and Department groupings to create safe environments where all teachers feel safe to take risks and are open to the perspective of colleagues.

Over the past three years, all Department Chairs and PLC leads have completed certification in *Achievement Teams* as presented by Steve Ventura. The Achievement Team process calls on PLCs to use common, skills-based pre and post assessments to analyze student learning. The process involves identifying and scaffolding learning criteria, determining student capacity/ability, teaching the content, assessing students, and using the data to reflect upon the curriculum, assessments, and most importantly, the use of highly-effective instructional strategies. Our ILT has asked all teachers on campus to complete a minimum of three cycles during the current academic school year.

Achievement data continues to be the primary focus in all school-wide decisions. In our journey to make student learning more visible, we have asked all teachers to make pre/post assessment data highly visible in their classroom. As a result, this data can be viewed by students, staff, members of the leadership team, and anyone who enters a classroom or conducts a Learning Walk. It also allows us the opportunity to celebrate student growth over time, leading to increased engagement and motivation.

Professional Development over the last three years has also been highly centralized around *Achievement Teams*, common assessments, and the analysis of student data. Through structured release time for PLCs/Departments, Small Learning Teams, All Staff Meetings and virtual learning opportunities, we continue to work with teachers on developing the competencies to build rigorous skills-based assessments and use the data to drive future instruction.

We have also continued our school-wide participation in external assessments. A student spending four years at Covina High School will have the opportunity to take the PSAT three times and the SAT on two separate occasions. The ILT has highlighted the college-readiness indicator as outlined by the PSAT/SAT as our external measure to monitor student growth over



time. Additionally, we have established a high-quality preparation program for 11th grade students in Math and ELA that prepare students for the SBAC. And lastly, all students continue to participate in district benchmark exams in Math and ELA multiple times per year. Sharing and analyzing achievement data on these external exams has allowed us to model the *Achievement Team* process with our staff, thereby providing additional professional development.

ELA:

The English Department is committed to skills-based assessments and data analysis. This is reflected in our adoption of the PreAP curriculum that is based on skills-based assessments at the 9th and 10th grade level. The ELA department has also successfully integrated Achievement Cycles in which we implement pre and post assessments and focus on that data to help inform our instruction. This data analysis at each grade level is based on skills and researched based instructional strategies. Teachers also continue to update curriculum and attend professional development in order to have relevant and skills-based curriculum such as ERWC training and PreAP. Collegeboard also updated their AP curriculum for English AP classes. Teachers in these classes have worked to adopt this curriculum and utilize skills-based assessments.

Math:

The Math Department has used our PLC time wisely to achieve common goals. We have developed common assessment and common grading rubrics at all levels. We continue to edit, modify, and refine our assessments each year based on data and student achievement. All course-alike teacher's input is used in the process. In addition to administering the same assessments we have worked hard to ensure that course-alike teachers teach the same lessons, skills and concepts.

At the Math I, II, and III level we have created achievement team cycles which use pre-assessment data as a guide to design and modify instructional practices leading up to the assessment. After initial instruction, students are given a pre-assessment to determine what gaps the students have, what are common misconceptions and what needs to be retaught. This data is then used to guide review and lessons before the final assessment is given. This process has led to a huge decrease in the amount of students who need to take a retest at the end of a unit.

Something also worth mentioning is our implementation of spiral review assignments and exams. When creating these assignments we take into account the frequently missed problems on the previous exam, the essential math skill students need to continue practicing, and a math skill students already know but will expect to see in the next unit. The implementation of a spiral



review exam has allowed students to continue practicing math skills from previous units while showing measurable growth.

Physical Education:

The physical education department has been using Achievement Cycles in a number of areas including: baseline fitness test, mile run, push-up test, burpee test and plank test. The test results are recorded by each student and put into a google sheet for analysis to drive upcoming curriculum and to provide a starting point for each student's overall level of fitness. The Physical Education Department also uses heart monitors and collects that data to be reviewed with each student. Each student is also given immediate access to their own personal data immediately after each session through an emailed heart rate chart. The California State Physical Fitness Tests are also used as common assessments for Covina High 9th grade students.

Science:

The science department has been slowly implementing NGSS standards. As of the 2019-20 school year, all core science subjects have begun using a common framework for their subject: Biology is Using Pre-AP activities, Chemistry is trying materials shared from the NGSS "Better Lessons," and Conceptual Physics built curriculum from various sources.

Through PLCs, each subject has developed common assessments in the form of pre and post tests for key ideas and lessons by using the Achievement Teams process. PLC's work to identify concepts and develop pre-tests and analyze the results. After the post test, teachers analyze best practices that allowed students to learn the concepts in an effective way. This process allows students to show their growth in the learning process. It allows teachers the opportunity to reflect on their teaching and discover new strategies to improve student learning.

The Pre- AP Biology curriculum includes many common assessments, labs, practice performance tasks, quizzes, and performance tasks which have given teachers opportunities to discuss and adjust lessons to help students learn data analysis, math skills, and how to support a claim with evidence from labs or readings. Conceptual Physics created a set of common end of unit assessments including engineering practices as well as writing. Chemistry implemented a new curriculum this year which also includes common labs and assessments.

Social Science:

Our department has also used the Achievement Team Cycle to build common assessments several times a Semester. We develop a pre-assessment to gauge where students are at the beginning of a unit and determine where our focus should go as we continue through the unit. While always maintaining a focus on covering the standard of a given unit, the assessments



allow us to be on the same page, as well as work together to address strengths and weaknesses not only of the students but also of our own personal lessons and assignments. We have SLTs that we meet with consistently to discuss the school's instructional focus and other issues connected to particular grade levels. These meetings allow us to focus on one aspect of it and build upon those issues as a school/grade level across all departments.

Special Education:

In the SPED department we have seen a higher rate of our students pushed out into General Education settings. At this time, we have 8 sections of Co-Teach on our campus which has shown that our students are having more success in their studies.

To accurately determine the skills of our students, we align our assessments with the content of the general education classroom. We utilize our student's accommodations and scaffold to the level of our students, but the assessments are aligned to the skills based common assessment of the content area.

Visual & Performing Arts:

Since all elective classes are taught by individual teachers, it is difficult to create common assessments between very different subject matter. Currently, Visual Art is starting articulation with teachers from other high schools in the district to create a standardized curriculum map across schools to accommodate possible school transfers within the district. All teachers of electives use Achievement Team Cycles to track student progress and alter, revise, and revisit our teaching practices to ensure student success. Electives teachers also utilize Learning Walks as a way to see best practices in other classrooms and bring those into our own classrooms.

World Language:

The World Language Department has created common grading rubrics for both presentational and written assessments for each language, as each is unique in their own way. The WL department also integrates the American Council on the Teaching of Foreign Languages (ACTFL) Can-Do Statements. Each language has its own pacing guides and rubrics connected to the appropriate Can-Do statements and content standards. PLC time is used for creating common assessments that are then part of our Achievement Cycles. Data from the Achievement Cycles is then used for reteaching, enrichment, or planning for next steps.



Critical Area of Need #3:

Use the ‘school-wide instructional focus’ to select and implement evidence-based instructional practices to increase engagement, motivation and achievement.

Administration:

Through our work with Focused Schools, the Instructional Leadership Team had previously worked with the staff to create an instructional focus for the school to present a common goal we were all working towards among our diverse subjects. Our focus has to do with making sure students can express their own relevant ideas in real-world applications of each subject. The next step in making this a reality in our classrooms was to select and implement evidence based instruction. Professional development over the past three years has been highly centralized around John Hattie’s *Visible Learning* and understanding the *effect size* and proper use of each strategy, which led us as a staff to identify *metacognitive strategies* as our school-wide best practice because in the research, teaching students to think about their own learning has a very large effect size. Additionally, the ILT has identified *teacher clarity*, *classroom discussion*, *feedback*, and *making connections* as our present methods to achieve *metacognition*. Similar to common assessments/data analysis, We have also completed book reviews as an ILT and include resources on effective instructional strategies to staff members on a weekly basis as a part of our scheduled ‘Week Update.’

The ILT also devoted much energy in the 2018-19 school year to develop a ‘Classroom Observation Tool’ that reflected our school-wide best practices. This process involved significant back and forth between the ILT and all staff members to receive feedback and develop a tool that provided feedback to teachers in a non-evaluative fashion. The ILT also intended for the observation tool to be universal - a teacher can use it to assess a lesson individually, a teacher can use it during *Learning Walks*, and members of administration can use it during informal and formal observations of lessons.

The ILT introduced *Learning Walks* to Covina High School in 2018-19. We completed two rounds, first with the ILT and an instructional coach followed by structured observations led by ILT members and administration. In the current school year we’ve established the goal of completing *Learning Walks* three times. Again, the first we conducted under the guidance of our Focused Schools coach, the second was organized by Department Chairs, and the last cycle will be completed in grade-level teams. Whenever possible, classified staff members are also included. From *Learning Walks*, we have been able to observe the effective implementation of our school-wide instructional practices as well as the areas of future growth. Again, we continue to focus on promoting a positive culture to enable the opportunity for peer to peer reflection and growth.



And last, the *Achievement Team* process has provided us with a framework to continuously analyze not only our school-wide instructional practices, but also those commonly used strategies that prove to be less effective. Understanding the how and why of what we do has been a powerful change agent and allowed us to become more metacognitive about our own performance as well.

Obviously the focus on implementing these instructional strategies and creating the tool to help us observe them more clearly on *Learning Walks* does directly lead back to the instructional focus we developed, but understandably that work shifted the staff's attention away from that as a priority to some degree, as is indicated by none of the departments mentioning it in their evidence for this area of need. This demonstrates to us as a staff that we need to spend more time in the upcoming years bringing all of these pieces together in a more purposeful way to provide focus and direction to our overall instruction.

ELA:

The ELA Department has been very involved in the leadership aspects of the evidence-based instructional practice training we have received over the past few years. Four of our department members are a part of the Focused Schools and ILT meetings, and six have completed the Achievement Team training. This has been helpful both in our PLC meetings, in our Small Learning Team meetings, and in our Learning Walks. More than anything, the ELA department felt validated by how metacognition, classroom discussion, feedback, and making connections were already embedded into our practice, which allowed the focus to be on bettering those methods rather than determining how to fit them in. When reading and analyzing fiction and non-fiction it is a regular part of teachers' practice to discuss the material in a way that asks students to consider their own understanding and make a variety of types of connections to the material, and we regularly provide feedback to students in classroom discussions and on written assignments to guide them to understand their own progress towards mastery in the ELA standards.

Math:

The Math Department has adopted the UCI's Math Program which is an innovative, hands on curriculum. Math teachers have received training over the past two years to learn how to implement these types of activities in the classroom. The training includes participating in lesson studies with a teaching coach from UCI, where we have observed each other teaching these lessons. During these lesson studies we develop and implement different procedures and metacognitive practice that will better support the students and provide them with more engaging and innovative lessons. Another important aspect of this curriculum is the vertical teaming structure that is built in for students moving from Math I to Math II to Math III, providing for a smoother transition and a more comprehensive curriculum. There is an emphasis on



conceptual understanding as well as procedural accuracy which has increased the teacher clarity in our teaching methods.

Physical Education:

The Physical education department has adopted a fitness first approach to its curriculum and lesson planning. PE teachers use multiple methods of fitness models including: heart rate based training, circuit training, high intensity interval training (HIIT), and tabata training. Having ways for students to track their performance data allows teachers to set clear expectations, and allows students to be metacognitive about their progress.

Science:

Through Small Learning Teams, we have developed and used different metacognitive practices to help students think about their learning as well as how they learn best. Metacognitive strategies can be seen as students assess their results during laboratory activities, classroom discussions, and interactive notebooks in some classes. The Science Department has decided to place primary focus on two science practices from the NGSS: Modeling and Engaging in Arguments from Evidence.

Modeling is featured strongly in all science classes. Students in all classes use models to help visualize and explain key concepts in science. Models can be simulations, illustrations, or three dimensional. Students are asked to use metacognitive strategies to examine and revise the models that they created.

Engaging in Arguments from Evidence is a skill that students must use in all aspects of life. By using Claim-Evidence-Reasoning (CER), science teachers are helping improve students' writing skills. Students are taught to use evidence from data sets, labs, and readings to support the claims that they have learned. CER provides teacher clarity in expectations and gives students a structured way to process their learning through metacognition.

Social Science:

When evaluating the effectiveness of our teaching, history teachers are continually looking to see if they can improve upon their teaching practices by looking at Hattie's effect size. This continues to impact our lesson planning decisions in school. Specifically, the History Department has purposely embedded some of these things into the DBQ, essay, and primary sources analysis processes. Providing teacher clarity through essay skeleton frameworks, so students know exactly what they should be doing in each section as they write. Providing feedback through both peer and teacher reviews. Additionally, developing guiding questions for students to work through as they analyze a primary source, and having those questions directly



connect to the DBQ later, allows them an opportunity to metacognitively reflect on their own understanding of the reading and the DBQ process. Learning Walks allow us to see each other teach in order to reinforce or learn new methods for many of our instructional strategies.

Special Education:

The SPED department has adopted many of the instructional practices that the other content areas use. Instructional Practices found in the Teachers' Curriculum Institute in social studies is an example of one of the areas of practice. We have also adopted the use of Universal Design for Learning practices throughout the department in order to reach the max number of students. In our LEAP program we use the practices of the BASIC instructional curriculum for our most at-risk students with the goal of helping them develop independence as adults in five domains: functional academics, domestic, community, vocational, and recreation and leisure. Having students take an active role in their IEP goal setting and assessing is another way we encourage our students to metacognitively consider their own progress.

Visual & Performing Arts:

The electives department has used metacognitive strategies as our instructional focus in solidarity with the rest of the school. One of the metacognitive strategies electives use the most is feedback. Feedback is very important to arts and electives. Students are not only critiqued by their instructors, but also their peers. In visual art class, critiquing is an integral part of the art making process and takes several formats - verbal, written, and Q/A sessions. The use of tutors in AVID classes and hired assistants in band, choir, and theater classes add additional feedback opportunities with different creative and academic viewpoints. Since feedback has such a high effect on student achievement, (Hattie effect size of .70) electives students have high quality resources on how to improve their individual and group performance.

World Language:

ASL - We use Good Things to kick start class engagement. Metacognitive strategies are also utilized at the beginning of class to activate prior knowledge and increase motivation. Connections to real world examples and situations are used in our lessons to make personal connections to assignments and activities.

Chinese - Adopted Total Physical Response Strategies (TPRS) that help students to internalize the target language and created tasks that relate to students' real life so they can express their ideas authentically, in order to increase student engagement, motivation, and achievement.

Spanish - Adopted a new textbook with supersite interactive learning and practice opportunities. Regularly use TPRS to aid in students' ability to internalize the language. Use Metacognition



strategies to help students think about their own learning process. Included student incentives into our Achievement team cycle. Made use of 1 on 1 technology to incorporate online resources.



Critical Area of Need #4:

The Administration and Staff need to continue to develop parent outreach and education to assist all parents in understanding how to help their students achieve academic success and personal growth through workshops, meetings and activities.

Administration:

Parent outreach and education will always be a priority of our communication efforts. Our school has invested heavily in time and resources to better reach our community and best serve our students and families. Improvements over the last three years include:

- Our website has been completely transformed, is updated daily and is linked to our social media accounts and multiple school calendars.
- Social media accounts for the school, counseling, ASB, athletics and most sports/organizations have been established and are used daily to communicate with students and families (Twitter, Instagram, Facebook, etc.).
- Using the Blackboard platform, emails and calls are made to parents with daily/weekly updates on school events and information.
- Moving to online student registration generated updated email addresses for all students, leading to improved communication.
- The Aeries Parent & Student Portals allow our community real-time access to student grades, attendance, discipline and Google Classrooms.
- Student emails, through their Google school account, are now open and allow for ease in back and forth communication between school employees, students and parents.
- The frequency of Parent Informational Sessions increased, including: Senior Parent Meetings, Junior Parent Meetings, Future Colts Night, FAFSA Workshops, College Application Assistance, College Fairs, etc.
- Improved relationship with PTSA and partnered with this group to bring parent informational forums to campus (Vaping Education, Impact Teen Driver, Every 15 Minutes, etc.)
- Partnered with the Parent Institute for Quality Education (PIQE) to provide 8-week classes to parents in English and Spanish that focus on supporting students during high school and college - Level I classes in 2018-19 & Level I and II classes in 2019-20.
- Improved relationship with outside organizations to best support families in need (Assistance League, Faith Community, etc.).
- Improved relationship with feeder track (middle and elementary schools) to streamline academic programs/pathways, allowing for more continuity as students transition from school to school.
- Partnered with a production company to create *anthem videos* to highlight our school and academic programs (Agriculture, PLTW, S.H.O.E., VAPA, etc.).



- Rebranded our *Back to School Night* and *Showcase* to improve parent attendance, introduce families to staff members, and help the community feel welcome on campus.

ELA:

English teachers are consistently in communication with parents in regards to student academics. Now, more than ever, much of our instruction and classroom is online through Google Classroom and Aeries. Over the past three years, each of our ELA teachers has become more digital in delivering what they are teaching in class, how they are communicating with parents, and grading. Many teachers rely on Remind, Google Classroom, Aeries, and other communication platforms which are constantly improving our ability to give parents access to real-time information about their student's progress.

Journalism/Yearbook Social Media: The Digital Journalism class, the Vermilion, has an entirely online school newspaper that showcases student voice and work. This outreach is then shared through the Journalism/Yearbook social media and keeps students engaged. Retweets and shares spread this work out to the community and keeps parents, students, and shareholders informed of school culture, news, and information. This social media is also an avenue of communication with parents regarding school culture and achievement.

Math:

The math department has strong relationships with parents via excellent communication. For example, we reach out after every chapter test to parents of struggling students. Math teachers use email, Blackboard, phone calls, Remind, and various other communication mediums to allow for seamless interaction with parents. Parents can also access Aeries and Google Classroom to closely monitor student work, and student grades. By utilizing multiple mediums, the CHS Math Department maintains strong communication with parents.

Physical Education:

The PE department uses email, Google Classroom, and Aeries to be in constant communication with accurate information to all parents.

Science:

Teachers use email, phone calls, and Remind to communicate with parents. Parents can access students' grades through Aeries at any time, and they can request access to Google Classroom summaries as well.



We are also trying to increase our online presence. AP Environmental Science has posted photos of an Environmental Science Fair (final project) on Twitter to connect with the Covina community and our FFA program uses Facebook and Instagram to share some information about activities.

Social Science:

Constant updating of grades in Aeries, posting information on Google Classroom, Remind messages, and emails are our primary forms of communication with parents. We encourage parents to pay attention to ongoing class instruction, assignments, assessments, etc. and communicate with us should they or their student have any questions regarding anything currently going on in the class or planned for the future. This begins with signing up for these digital communications the first week of school (through the syllabus, etc.) and continues throughout the year through phone calls, emails, in person, and scheduled meetings.

Special Education:

The SPED department has maintained strong relationships with parents through various forms of communication. We are constantly checking grades and emailing parents throughout the grading periods when their child appears to be at risk in a certain class. SPED relies on phone calls, Google Classroom, Google Meets, Remind, and emails as ways to communicate with parents throughout the school year. We often have tutorials with parents on how they can navigate both Google Classroom and Aeries as ways to help them be active in their child's learning.

Visual & Performing Arts:

Electives continue to use several forms of parent communication. Flyers, posters, bulletin announcements, letters home, all calls, and use of social media such as twitter, Facebook, and Instagram, Google Classroom, and Blackboard have created numerous parent contact opportunities. For example, Elective teachers participated in the recent Showcase video that was released to the community. Elective teachers continue to use email and phone calls as needed to communicate with specific parents.

The Theater Arts department has recently begun utilizing online ticketing which has resulted in greater audience numbers and more community exposure as well as greater parent participation and support. With the advent of COVID19 and the required isolation procedures, the second weekend of the school musical was cancelled. Through the online ticketing service, Theater Arts was able to offer patrons a virtual viewing experience to all ticket holders. This has



helped the community still view the fantastic performance and allowed for friends and family to still support and enjoy the musical.

World Language:

ASL - We offer incentives to encourage parents and students to attend Back to School Night because this event gives us the opportunity to show parents the work they have completed, expectations in the classroom, talk about the benefits to joining our ASL Club, and share information about the Seal of Biliteracy/Articulation. Parents also have the opportunity to notify teachers if they would like to be added to their child's Google Classroom to receive summaries. Showcase is another great opportunity for us to highlight our program and ASL Club. We communicate heavily with parents via emails, phone calls, and letters offering assistance in how they can support their child's academic success. Lastly, we have a website and different social media platforms that support parents in being up-to-date with the latest ASL Program & Club activities.

Chinese - Use Back to School night as an opportunity to familiarize parents with academic expectations. Informed parents about the Hello Chinese app that both they and their child can use to enhance learning and practice Chinese outside of the classroom. Also, used Showcase night to exhibit student work and give out information about Chinese program offerings on campus.

Spanish - Help parents get familiar with using Google Classroom, Remind, and logging in to their student's Aeries portal. Use of Blackboard to send out messages via phone or email to notify student progress or work that is due.

Chapter 5

Schoolwide Action Plan Refinements





The Covina High School Action Plan is a living, collaborative document based on the input and feedback of multiple constituents. Each year, we update our school goals in the Single Plan for Student Achievement (SPSA) with a keen focus on the Action Plan. The SPSA is approved by both our School Site Council and the Board of Education and made available to the public on our website. With the alignment of our Action Plan, SPSA and LCAP, our school improvement plan is clear, strategic, aligned to district priorities and focused on our unique most critical areas of need.

Covina-Valley Unified School District LCAP Priority Areas:

- Guarantee all students are eligible and ready for college and career upon graduation.
- Implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
- Create a school-wide program of engagement that fosters innovative, positive environments within and outside of the classroom to connect students to school and learning.

The Covina High School Action Plan is a result of the analysis and reflection of student achievement over the last three years. The Instructional Leadership Team has been relentless in organizing professional development and providing resources to our staff that address our critical areas of need and action steps. This updated document reflects our continued work and includes necessary adjustments to best serve our students and community.

Student achievement data from the SAT/PSAT, SBAC, Advanced Placement, CCI/A-G completion and CTE have each indicated growth and also proven useful to construct more ambitious goals. While we have made significant growth over the last three years, we continue to focus on our intervention strategies, effectiveness of teacher teams and belief in *collective teacher efficacy*, and consistent implementation of our best practice and corresponding instructional strategies.

In addition, we continue our focus on parent outreach and education. Our communication efforts, social media presence, and website construction are improved, but this must continue to be a high priority.

We also continue to be relentless in our efforts to create a culture of inclusivity and acceptance. We believe strong professional relationships are inherent to student learning and staff growth. While a collegial atmosphere of trust and respect exists, we continue our efforts to grow the relational capacity of students, staff, and faculty. We believe strong relationships will lead to greater collaboration, increased student engagement, and most importantly, a growth in student achievement. We seek to make Covina High School an atmosphere of respect, tolerance, and compassion.



Critical Area of Need #1:

Build a school-wide intervention program to increase first time student success in 9th and 10th grade.

Rationale & Critical Area of Need:

Covina High School has implemented multiple intervention models, each connected to a different area of need, over the last six years. External factors such as bell schedule adjustments, staffing modifications, and shifting priorities of the LCAP have all impacted change. Our existing 7-period day invests heavily in the professional development model. As a result, intervention models must be built into the master schedule or structured outside the instructional day. We continue with a systemic approach to enrolling at-risk students in support classes such as Guided Study, Math Lab and Study Skills. We have also implemented a Peer Tutoring model to best support students in core classes. Lunch and after school tutoring, as well as Academic Saturday School, continue to provide intervention outside the instructional day. Additionally, we continue to focus on 'effective first instruction' with strong checking for understanding to respond to learning gaps in real time and minimize the need for intensive intervention. Success rates of 9th and 10th graders in core academic classes continues to be an area of growth for CHS.

Alignment to District LCAP:

- Guarantee all students are eligible and ready for college and careers upon graduation.
- Create a school-wide program of engagement that fosters innovative, positive environments within and outside the classroom to connect students to school and learning.

Growth Targets:

- Improve retention rate of the total school population.
- Maintain a high graduation rate of all students and subgroups.
- Continue decrease in suspension rate, leading to improved attendance and higher achievement.
- Increase pass rate of core academic courses at 9th and 10th grade level.
- Improve CCI, A-G and CTE completion rates for Special Education and ELL students.
- Increase enrollment in Advanced Placement courses.
- Increase proficiency rate on SBAC ELA & Math.
- Update department SMARTe goals, aligned to district and school priority areas, yearly through *Department Summits*.

**Alignment to Core Values/Student Learning Outcomes:**

- Determination
- Responsibility
- Teamwork

Action Steps	Responsible Individual(s)	Resources or Professional Development Needed	Timeline
Investigate research-based instructional practices to guide intervention models and strategies.	Administration Instructional Leadership Team (ILT) Counseling Department	Research and collaborate with schools that have established successful intervention programs both within and outside the traditional day	Ongoing
Continue use of ALEKS as a differentiated intervention and 'knowledge checks' in all introductory Math courses to identify student proficiency levels and provide support via the computer-adaptive portal.	Math Department Technology Mentor	ALEKS Professional Development	Ongoing
Continue to use Pre-AP ELA Performance Tasks and District Writing Assessments in all introductory ELA courses to identify student proficiency levels and provide appropriate support.	ELA Department Technology Mentor	College Board Professional Development DWA Calibration & Scoring Days	Ongoing
Continue to analyze and assess the structure, resource allocation, attendance and effectiveness of the lunch and after school tutoring program.	Administration ILT Counseling Department	Student Achievement Data	Ongoing



Continue to allocate sections to support/intervention courses - Guided Study, Math Lab, Study Skills etc. - to support 9th grade students socially, emotionally, and academically during the high school transition process.	Administration ILT Counseling Department	Student Achievement Data	Ongoing
Continue department expectations as it relates to skills-based common assessments and processes by which student achievement data is analyzed to guide instruction.	ILT Departments Pathways Course PLCs	<i>Achievement Team</i> Resources Common Planning within master schedule to allow for PLC time	Ongoing
Using the district RTI model as a template, develop a site specific Response to Instruction and Intervention (RTI2) Pyramid through systematic data analysis to provide students with targeted intervention.	Administration ILT Counseling Department	Student Achievement Data	2020-21
Teachers will continue to analyze lesson design and delivery based on feedback from students, peers, and administration leading to improved awareness of student engagement and achievement (<i>Learning Walks</i> , co-teaching, micro-teaching, etc.). Members of the Instructional Leadership Team will lead professional development to share new learnings.	ILT Departments Pathways Course PLCs	Professional Development Calendar <i>Achievement Team</i> Resources Classroom Observation Feedback Tool	Ongoing
Investigate the effectiveness of expanding AVID Tutorials schoolwide, especially among 9th and 10th grade core classes.	Administration AVID Coordinator AVID Site Team ILT	AVID Tutorial Strand Training <i>Learning Walks</i> focused on tutorial observation	Ongoing



Continue to collaborate with middle schools to maintain vertical alignment in programs, pathways and intervention models to support students in the transition from 8th to 9th grade.	Administration Counseling Department ILT Pathway Leads Course Leads	Collaboration Time Scheduled <i>Learning Walks</i> across school sites	Ongoing
Expand the use and training of student <i>peer tutors</i> , with a strong focus on core 9th and 10th grade classes, as well as across the curriculum.	Administration Counseling Department	Develop Training Module(s) Visit Model Programs	2020-21
Continue resource allocation to <i>Colt Link</i> Program to provide outreach, scheduled activities and peer mentors to support 9th grade students during the transition to high school.	Administration Counseling Department Colt Link Advisor	<i>Link Crew</i> Training	Ongoing



Critical Area of Need #2:

Continue to build and implement skills-based common assessments aligned to content standards and the school's instructional focus. Data from those assessments will then drive adjustments to curriculum and teaching practices.

Rationale & Critical Area of Need:

Covina High School continues our focus on *collective teacher efficacy*. We strive to share the belief that together, we can positively influence student achievement and accelerate the rate of learning for students of all backgrounds and abilities. We've invested heavily in building teams, growing professional relationships, and establishing a community of mutual trust and respect. We continue to analyze the effectiveness of our teacher teams with the goal of developing a common understanding of curriculum, instruction and assessment. In addition to at least two, two-hour late starts per month, the existing 7-period instructional day and master schedule allow for common planning periods within most departments. Current contract language for teachers outlines a minimum of three common planning hours to be spent each week in the PLC process. While teachers are expected to work together to identify essential learning expectations, relevant instructional practices, and appropriate assessments, the implementation across campus is inconsistent, thus making an analysis of student achievement data difficult to accomplish in teacher teams. With improved implementation of the PLC process through the *Achievement Team* template, our achievement gaps can be narrowed by ensuring all students have access to a rigorous curriculum and are engaged in the learning cycle. Additionally, teacher efficacy as it relates to student engagement, use of effective instructional strategies, and organization of assessments that incorporate literacy and depths of knowledge will also see heightened growth.

Alignment to District LCAP:

- Guarantee all students are eligible and ready for college and careers upon graduation.
- Implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
- Create a school-wide program of engagement that fosters innovative, positive environments within and outside the classroom to connect students to school and learning.

Growth Targets:

- Develop department, pathway, and course-alike PLC format, structure, organization, and record-keeping.
- Continue use of the Google Education suite to share and save the collective work of teacher teams.



- Update Department SMARTe goals, aligned to district and school priority areas, are yearly through *Department Summits*.
- Continue use of common rubrics to provide consistent and accurate feedback to students.
- Continue use of peer to peer feedback via common rubrics, etc.
- Through *Achievement Teams*, achievement data is made visible to all stakeholders and used to set short term learning goals.

Alignment to Core Values/Student Learning Outcomes:

- Determination
- Integrity
- Responsibility
- Teamwork

Action Steps	Responsible Individual(s)	Resources or Professional Development Needed	Timeline
All departments will continue to review the curriculum to identify essential learning topics as related to each course of study. Additionally, past practices will be collectively analyzed as related to the current standards/trends, with the goal of removing curriculum, instructional practices, and assessments not linked to essential learning topics.	ILT Departments Pathways Course PLCs	<i>Achievement Team</i> Resources Access to course and literacy common core state standards	Ongoing
Using the <i>Achievement Team</i> process, all teachers/departments will construct a minimum of three common assessments per year (linked to skills-based essential learning expectations). Student data from assessments will be analyzed in PLCs to determine effectiveness of teaching and learning.	ILT Departments Pathways Course PLCs	<i>Achievement Team</i> Resources Common Planning within master schedule to allow for PLC time	Ongoing



All teachers identify and calendar assessment windows and data entry deadlines to provide shared accountability.	ILT Departments Pathways Course PLCs	Access/share Google Calendar Training in I.O., Google Forms and other assessment portals	Ongoing
All teachers will continue to investigate new educational research on common grading/mastery learning and develop rubrics, as necessary, to provide consistency across the classrooms.	ILT Departments Pathways Course PLCs	John Hattie's <i>Visible Learning</i> Professional Publications: ASCD, Edutopia, Marshall Memo, Ed Week, etc.	Ongoing
Examine existing/new research on grading policies, analyze our expectations as teacher teams, and make necessary adjustments to reflect mastery of learning over compliance/deadlines.	ILT Departments Pathways Course PLCs	John Hattie's <i>Visible Learning</i> Professional Publications: ASCD, Edutopia, Marshall Memo, Ed Week, etc.	Ongoing
Examine existing/new research on homework policies, analyze our expectations as teacher teams, and make necessary adjustments to reflect mastery of learning over compliance/deadlines.	ILT Departments Pathways Course PLCs	John Hattie's <i>Visible Learning</i> Professional Publications: ASCD, Edutopia, Marshall Memo, Ed Week, etc.	Ongoing
Continue to bring teachers together once a month in grade-level teams (Small Learning Teams) to facilitate cross-curricular collaboration and discuss relevant best practices.	Administration ILT	Professional Development Calendar	Ongoing
All teachers will continue to use technology (Aeries, Google, I.O., etc.) for data management, accessibility and analysis.	ILT Departments Pathways Course PLCs Technology Mentors	Aeries reports and queries Google Suite for Education Test banks in I.O.	Ongoing



Teachers leaders and administration will incorporate educational research into all professional learning with the intention of building stronger interpersonal teams focused on improved teaching and learning (<i>collective teacher efficacy</i>).	Administration ILT	John Hattie's <i>Visible Learning</i> <i>Achievement Team</i> Resources Professional Publications: ASCD, Edutopia, Marshall Memo, etc.	Ongoing
All school-wide decision making, as it relates to resource allocation, curriculum, instruction, assessment and staffing will be guided and supported by student achievement data.	Administration ILT	Budget Analysis/Review ILT Yearly Retreat	Ongoing



Critical Area of Need #3:

Use the “schoolwide instructional focus” to select and implement evidence-based instructional practices to increase engagement, motivation, and achievement.

Rationale & Critical Area of Need:

Covina High School offers a unique curricular opportunity to all students. From AVID to Project Lead the Way, sports medicine to computer science, support classes to AP/Dual Enrollment, and CTE Programs that include acting, agriculture, chorus and nursing, our small school provides ample choice for students. In order to provide this range of educational opportunities, we have brought together teachers from a variety of backgrounds, perspectives and areas of expertise. There are obvious benefits to this diversity, but it has also resulted in a hodgepodge of instructional strategies being used across the instructional program. Our goal is to provide teachers with a small set of common, research-based instructional strategies to provide continuity across the curriculum. Additionally, we plan to structure professional learning to support a deep understanding of these common instructional strategies and provide opportunities for reflection and refinement. Adopting such practices has the potential to heighten engagement and streamline learning environments across campus. The ILT has identified *metacognitive strategies* as our best practice and continues to focus on consistent understanding, implementation, monitoring, and analysis. Full implementation of these practices will provide students the necessary depths of knowledge and skill sets to succeed in modern society. While improvements in our intervention strategies and PLC process will seek to address existing achievement gaps, we intend the effective use of our best practice and corresponding research-based instructional strategies to be an anticipatory, rather than reactionary, approach to student learning and mastery. We intend to continue to use current educational research to guide our work, leading to increased rigor across the curriculum, improved engagement, and an increase in student achievement.

Alignment to District LCAP:

- Guarantee all students are eligible and ready for college and careers upon graduation.
- Implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
- Create a school-wide program of engagement that fosters innovative, positive environments within and outside the classroom to connect students to school and learning.

Growth Targets:

- Teacher Leaders continue to organize and deliver high-quality professional development in Staff Meetings, Small Learning Teams, ILT, Departments, and course-alike PLCs - review of professional literature is a common practice in all settings.



- Continue to monitor effectiveness of school-site instructional focus and corresponding best practices.
- Continue professional learning in AVID instructional strategies and strands, with a heightened focus on literacy (WICOR).
- Improve CCI, A-G, and CTE completion rates for all students.
- Increase enrollment in Advanced Placement courses.
- Increase proficiency rate on SBAC ELA & Math.
- Through *Achievement Teams*, achievement data is used to inform instruction, make progress visible to all stakeholders, and set short term learning goals.
- Department SMARTe goals, aligned to district and school priority areas, are updated yearly through *Department Summits*.

Alignment to Core Values/Student Learning Outcomes:

- Creativity
- Determination
- Responsibility
- Teamwork

Action Steps	Responsible Individual(s)	Resources or Professional Development Needed	Timeline
Continue to monitor the effectiveness and implementation of our school-wide instructional focus (<i>express authentic ideas to real-world situations</i>).	Administration ILT	<i>Focused Schools</i> Resources Continued classroom observations and <i>Learning Walks</i>	Ongoing
Continue to monitor the content and organization for the exploration of professional literature/research as it relates to instructional practices.	Administration ILT	<i>Focused Schools</i> Resources <i>Achievement Team</i> Resources School-wide <i>Week Updates</i>	Ongoing
Continue to monitor common understanding and implementation with fidelity of our best practice (<i>metacognitive strategies</i>) and	Administration ILT	<i>Focused Schools</i> Resources <i>Achievement Team</i> Resources	Ongoing



supporting instructional strategies (<i>teacher clarity, classroom discussion, feedback, making connections, etc.</i>)		Continued classroom observations and <i>Learning Walks</i>	
All teachers will continue to provide effective lesson design and delivery that incorporates high levels of literacy.	ILT Departments Pathways Course PLCs	Cross-curricular Collaboration Access to literacy common core state standards AVID WICOR Training	Ongoing
Continue to monitor and reflect on the effectiveness of our internal structure of <i>Learning Walks</i> that allow for frequent peer-to-peer observation and reflection.	Administration ILT	John Hattie's <i>Visible Learning</i> Classroom Observation Feedback Tool	Ongoing
Continue and expand professional learning opportunities that focus on technology integration, especially as it relates to instructional differentiation.	Administration ILT Technology Mentor(s)	Google Suite for Education CollegeBoard Classrooms & Platforms Khan Academy, ALEKS, Nearpod, Kahoot, Quizizz, Padlet, etc.	Ongoing
As necessary, continue to work with external organizations/consultant groups to address most critical areas of need.	Administration ILT	Focused Schools, Advanced Collaborative Solutions, Solution Tree, etc.	Ongoing
Co-teaching course offerings will continue for special education student populations. SAI teachers will continue to collaborate with general education teachers to develop	Administration ILT Special Education Department	Collaboration with Program Specialist and Student Services Special Education teachers	Ongoing



optimal learning environments for students of all accommodation levels in all curricular areas.		actively participate in PLCs with general education teachers	
Counselors will engage in an ongoing process to increase awareness of CCI, A-G, CTE Pathway completion and graduation requirements. Additionally, Counselors will monitor student progress, course selection through 4-year plans, and guide students/families through the college/career selection process.	Administration Counseling Department	Active participation in ASCA, WACAC and NACAC Outreach and networking with college and university community UC Management Portal Training CollegeBoard Training	Ongoing



Critical Area of Need #4:

The Administration and Staff need to continue to develop parent outreach and education to assist all parents in understanding how to help their students achieve academic success and personal growth through workshops, meetings, and activities.

Rationale & Critical Area of Need:

While research confirms the importance of parental/community involvement on student achievement, it is often lacking at the secondary level and defined as an area of growth. To address our achievement gap, we must engage all parents, families and community members in our journey to provide access and equity to all students. Improvement in communication between the home and school will seek to better educate our constituents and provide the necessary tools to support students as they venture to college and career.

Alignment to District LCAP:

- Guarantee all students are eligible and ready for college and careers upon graduation.
- Create a school-wide program of engagement that fosters innovative, positive environments within and outside the classroom to connect students to school and learning.

Growth Targets:

- Accurate, timely and relevant information is shared virtually (website, social media, email, etc.) with the school community to provide clarity of communication.
- Communication lines between school and community are consistent and shared through multiple platforms.
- Student achievement and attendance data is updated at frequent intervals to provide accurate and timely feedback to parents.
- Students, families, and community members have opportunities to provide feedback to the school.
- Increase attendance on virtual platforms (website, social media, email recipients, etc.) and at parent education forums.

Alignment to Core Values/Student Learning Outcomes:

- Determination
- Responsibility



- Teamwork

Action Steps	Responsible Individual(s)	Resources or Professional Development Needed	Timeline
Continue and expand use of the school website, social media platforms, and online calendar to effectively communicate information as it relates to academics, programs and activities.	Administration Support Staff Technology Support Services Technology Mentor(s)	Blackboard Website Training Review & Analysis of Social Media Platforms	Ongoing
Continue to monitor and keep accurate records of parent email addresses for the purpose of sending routine updates on academics, programs and activities	Administration Support Staff Technology Support Services	Blackboard Communications Training	Ongoing
Maintain access to 'c-vusd.org' email addresses for all students for the purpose of sending routine updates on academics, programs, and activities.	Administration Support Staff Technology Support Services Technology Mentor(s)	Blackboard Communications Training Google Suite for Education	Ongoing
Develop a <i>Communication Calendar</i> to maintain consistent communication on school schedules, grading windows, progress reports, assessment schedules, and finals.	Administration	Blackboard Communications Training Google Suite for Education	2020-21
Continue to support all teachers in using Blackboard Connect for frequent communication with families centered around student achievement.	Administration Technology Mentor(s)	Blackboard Communications Training	Ongoing



Continue to provide students and parents training via Aeries Student/Parent Portals to allow for real-time monitoring of academic progress and attendance records	Administration Counseling Department	Aeries Training & Support	Ongoing
Continue to encourage teachers to update Aeries weekly to provide students and parents with timely and appropriate feedback.	All Staff Members	Aeries Training & Support	Ongoing
Continue resource allocation to marketing of parent education/outreach programs and encourage participation in PTSA, School Site Council, ELAC, etc.	Administration	Online Marketing Tools: Canva, Venngage, etc.	Ongoing
Maintain relationships with external organizations to provide parent education/outreach (PIQE, Highway Patrol, etc.)	Administration	N/A	Ongoing
Conduct a yearly survey to gather input from students, parents, and community members on the state of the school and areas of improvement.	Administration Technology Support Services	Google Suite for Education	2020-21
The Counseling Department and Administration will continue to provide parent workshops on individualized academic planning, A-G/CCI qualifications, graduation requirements, SAT/PSAT, Advanced Placement, SBAC assessments, and the college/career process, including financial aid assistance.	Administration	Active participation in ASCA, WACAC and NACAC Outreach and networking with college and university community UC Management Portal Training CollegeBoard Training	Ongoing



Continue to encourage and support student participation in co-curricular opportunities to best engage parents/families in the school community.	Administration Counseling Department Athletic Directors & Program	N/A	Ongoing
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