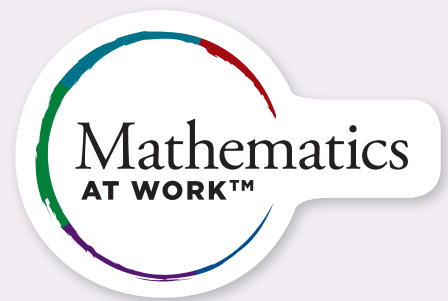
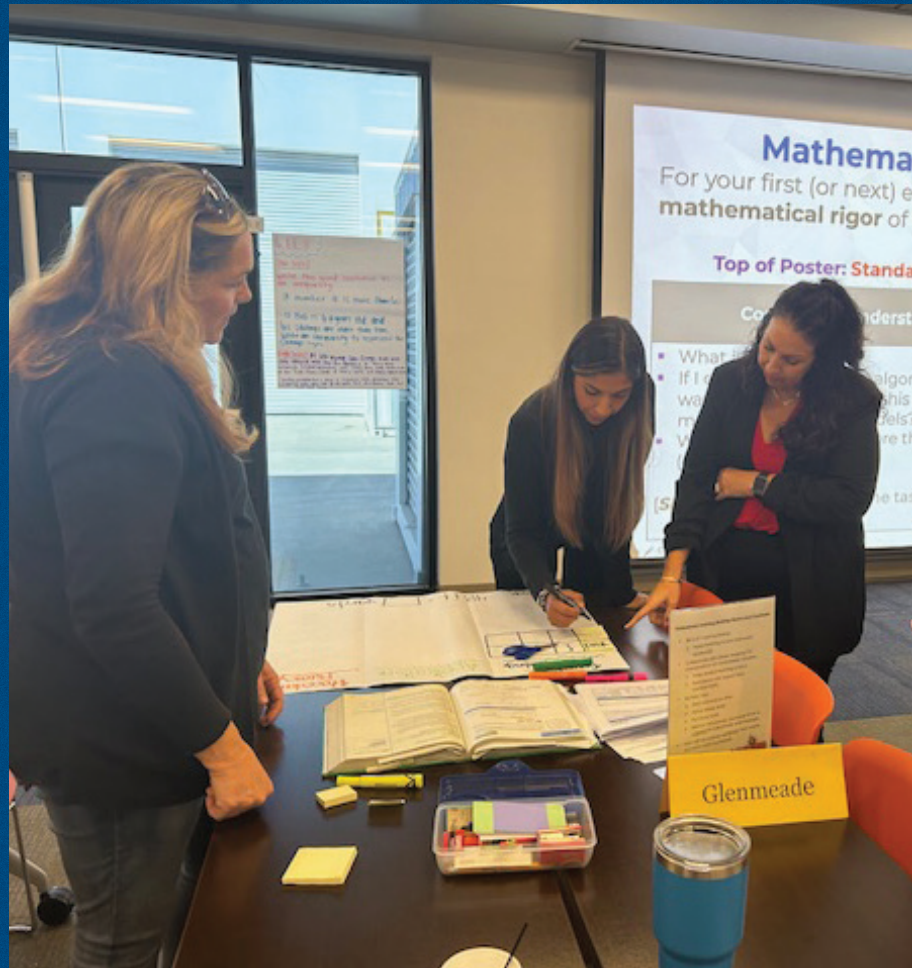


Evidence of Excellence



Targeted
Mathematics
at Work™
strategies
boost student
proficiency
to

49%



CHINO VALLEY UNIFIED SCHOOL DISTRICT • CHINO, CALIFORNIA



LET'S SEE WHAT WE CAN DO TOGETHER

CHINO VALLEY UNIFIED SCHOOL DISTRICT



CHINO, CALIFORNIA

25,513 STUDENTS / 51.9% FREE OR REDUCED LUNCH / 10.3% ENGLISH LEARNERS / 12.4% SPECIAL NEEDS

54.5% HISPANIC OR LATINO / 21.4% ASIAN / 11% WHITE / 4.8% FILIPINO / 3.7% BLACK /
3.1% MULTIRACIAL / 0.3% PACIFIC ISLANDER / 0.1% AMERICAN INDIAN

CHALLENGE

Chino Valley Unified School District (CVUSD) initially adopted the Professional Learning Communities (PLC) at Work® process in 2008. Led by Solution Tree PLC expert Austin Buffum, who provided a foundation for the district, educators began to build the culture necessary for continuous school improvement. But despite the strong initial launch, inconsistencies across the district's 35 school sites ultimately led to a "PLC Lite" approach. By 2017, teachers were expressing dissatisfaction, citing a lack of perceived value in the dedicated time.

Current Superintendent Dr. Norm Enfield recognized the need for revitalization. As a result, district leadership, including then-Assistant Superintendent Dr. Grace Park and the teachers' association leadership attended the 2017 Summit on PLC at Work in Iowa. It became clear that to drive meaningful change, CVUSD needed expert guidance and a renewed focus. With math scores lagging behind English language arts performance, particularly at the secondary level, leadership identified mathematics as a critical area for improvement, paving the way for targeted support from the Mathematics at Work™ process.

IMPLEMENTATION

In the 2017–2018 school year, CVUSD took a crucial step toward systemic improvement in mathematics instruction by collaboratively identifying 10–12 essential standards per grade and course, aiming to establish a guaranteed and viable curriculum across all 35 school sites. The following year, the district began work with author Sarah Schuhl, who introduced key Mathematics at Work practices.

She introduced key resources, notably the second edition of *Mathematics Assessment and Intervention in a PLC at Work®* by Sarah Schuhl, Timothy D. Kanold, Mona Toncheff, Bill Barnes, Jessica Kanold-McIntyre, Matthew R. Larson, and Georgina Rivera, which provided a framework for targeted interventions.

Another resource was the second edition of *Mathematics Instruction and Tasks in a PLC at Work®* by Mona Toncheff, Timothy D. Kanold, Sarah Schuhl, Bill Barnes, Jennifer Deinhart, Jessica Kanold-McIntyre, and Matthew R. Larson, which helped improve instructional delivery. Simultaneously, the district developed Essential Standards Assessments (ESAs), initiating their use in the 2018–2019 school year. These assessments allowed teachers to monitor student progress throughout the year, ensuring alignment with the essential standards.

To enhance instruction, the district adopted the Math CAP framework and provided an online resource hub filled with engagement strategies and instructional materials, accessible to all teachers. During the 2020 pandemic closures, these structures allowed teachers to deliver synchronous instruction and utilize built-in intervention time, minimizing instructional disruption.

Upon returning to in-person learning in the 2021–2022 school year, the district continued its work with Sarah, focusing on proficiency maps, unit plans, and Common Formative Assessments (CFAs). The district strategically utilized pandemic learning loss funds to extend the school day by 30 minutes, dedicating this time to targeted student support. By 2024–2025, observations of teachers sharing PLC artifacts across all content areas revealed tremendous growth since the program's inception.

- On-site PD with Austin Buffum
- The Summit on PLC at Work®
- On-site PD with Sarah Schuhl
- *Mathematics, Assessment, and Intervention in a PLC at Work®*, 2nd edition book study
- *Mathematics Instruction and Tasks in a PLC at Work®*, 2nd edition book study

Chino Valley was recognized on the California Honor Roll.

RESULTS

Chino Valley Unified School District’s strategic implementation of Mathematics at Work has driven consistent progress in student achievement. The district’s targeted efforts have resulted in measurable gains, demonstrating a positive trend in mathematics proficiency.

Teachers report a significant shift in classroom dynamics. They observe increased student engagement, with students actively collaborating and critically thinking to solve problems—a departure from the previous “sit-and-get” model. The district has also seen a rise in teacher collaboration, with educators sharing best practices, intervention strategies, and assessment data across school sites. This enhanced collaboration has fostered a unified approach to instruction, ensuring consistent rigor and support for all students.

Chino Valley was recognized on the California Honor Roll, celebrating districts where all students demonstrate growth based on state assessments. The district also earned special

recognition for the performance of Hispanic or Latino and Black students, who are outperforming peers across the state. This is a hard-earned, wonderful accomplishment for the district, highlighting years of dedication to continuous improvement.

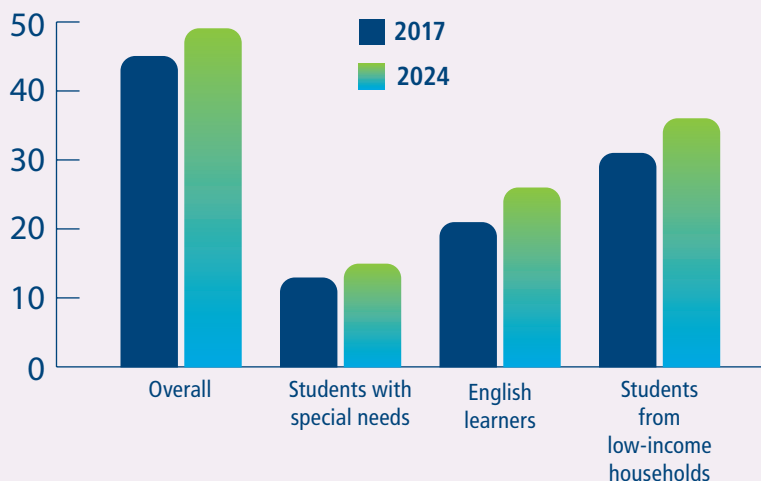
MATH PROFICIENCY GROWTH (2017–2024):

- Overall: 45% to 48.6%
- Students with special needs: 13.1% to 14.8%
- English learners: 21.5% to 25.6%
- Students from low-income households: 31.2% to 35.6%

ELA PROFICIENCY GROWTH (2017–2024):

- Overall: 51% to 60%.

MATH PROFICIENCY GROWTH (2017–2024)



It makes a real difference when you have someone who speaks the language of math teachers. Sarah Schuhl’s background allows her to connect with them on a deeper level. This builds a foundation of respect and trust because they know she’s not just knowledgeable, but truly understands their challenges.

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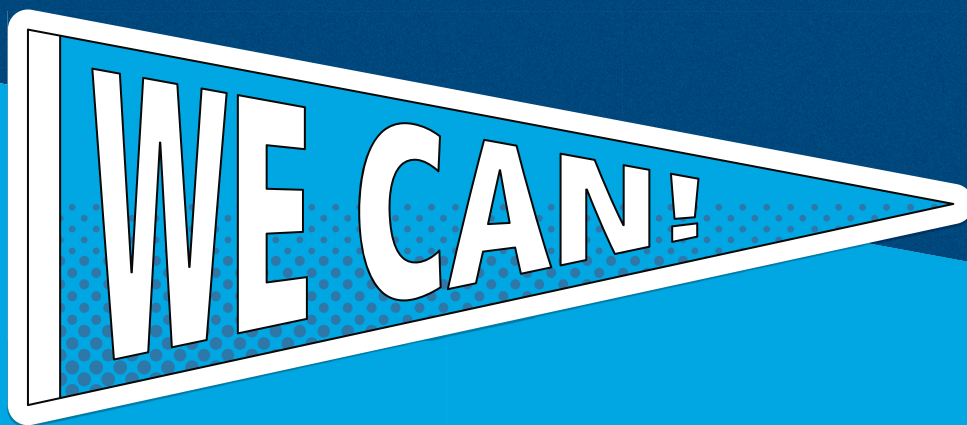
You have a vision for change and improvement in your school or district. You want to see results in the classroom for the lifelong betterment of your students.

At Solution Tree, we share your vision to transform education to ensure learning for all, and we can help you make this vision a reality.

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LET'S SEE WHAT WE CAN DO TOGETHER



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Please note that all data and people mentioned in this story represent solely the time frame in which Solution Tree actively worked with the school or district and the time frame in which the school or district committed to implementing processes and practices set forth by Solution Tree. Building and district leaders and staff featured in Evidence of Excellence stories may have changed since the stories were published.