

Focus on Learning

Report of the Visiting Committee

Pacific High School

1020 Pacific Street
San Bernardino, CA 92404

February 27 – March 1, 2000

Visiting Committee Report

Pacific High School

Table of Contents

Chapter I	The Student/Community Profile	1
Chapter II	The Progress Report	4
Chapter III	The Self Study Process	6
Chapter IV	The Quality of the School's Program	
	A. Vision, Leadership and Culture	9
	B. Curricular Paths	13
	C. Powerful Teaching and Learning	17
	D. Support for Student and Personal Growth	20
	E. Assessment and Accountability	24
	F. Strengths and Key Issues	27
Chapter V	Ongoing School Improvement	29

Chapter I: Student/Community Profile

- *Include the School's Student Community Profile*

*note: Because of the length of the school provided profile, the following is a summary and abridged version of the written profile rather than a complete copy.

Pacific High School is the second high school built in San Bernardino during the city's 146 year history and is one of four comprehensive schools operated by the San Bernardino USD. The school opened in 1953 until its closure in 1983 due to declining enrollment. Since the reopening of the school in 1990, the students, staff and alumni have energetically worked to reestablish the school's traditions and to create programs to make Pacific one of the most respected high schools in the community.

San Bernardino, the city in which Pacific is located, is an urban community of 180,000 residents. It has many positive qualities, such as a warm and sunny climate with nearby beach, desert and mountain resorts. However, in a Zero Population growth study of 100 cities released in June, 1995, it was also name "the worst city in the United States in which to raise children."

Pacific High School has been significantly impacted by several demographic trends that have complicated the achievement of educational goals for the District as a whole. The already high incidence of poverty has skyrocketed in San Bernardino which now ranks dead-last among 207 cities nationwide with factors affecting children's well being (poverty, unemployment, crime, education spending, and pollution.). Thirty eight percent of the city's residents receive public aid and 31% of the children live below the poverty level. San Bernardino has suffered economically from the closure of Norton Air Force Base, the downsizing of defense and industrial corporations, the closing of County Medical Center and the unprecedented population growth in the Inland Empire Region (5.8% per annum). This increase in population is primarily a result of recent immigration. District-wide, the limited English Population (LEP) and Non English Proficient (NEP) counts has steadily risen from 3617 students in 1987 to 11,470 in 1999. Pacific High School itself has increased in student population by almost 1000 students since 1994 which has resulted in a significant increase in staffing.

Pacific High School reflects the problems of the community as a whole. The student mobility rate is high. Seventy five percent of the students are ethnic minorities, 33% reside in Temporary Aide to Needy Families (TANF) households and 68% of the students qualify for free/reduced lunch. Pacific's LEP/NEP count has risen to over 460 that is 18% of the total school population and is the highest of the district's comprehensive high schools. In addition, the 320 Special Education students (12% of the population) are the largest group in the district. The standardized test scores reflect the challenging student population.

Despite these challenges, the attendance rate is steady at 92.1%, the suspension rate has decreased, the SAT-9 scores have improved and the number of GATE identified students remains high. Numerous organizations and clubs exist on campus, supervised by qualified, credentialed staff members (i.e. Sports Clubs, Youth Leadership, Conflict Management,

Academic Decathlon, Challenge Bowl, Mock Trial, Odyssey of the Mind, and Peer Leadership). The athletic teams are a source of school and community pride and have grown in strength and success over the years, often advancing into the CIF finals. Coaches and teachers work closely together to inspire student athletes to excellence in the classroom and on the playing field. As a result, many students are afforded college opportunities that they otherwise could not consider.

Pacific High School has a small but dedicated enclave of community and parental support, a large, energetic population of students and a hard working, enthusiastic staff. Together, they are determined to "stem the tide" and do whatever is necessary to give the students the education, the support and the opportunities not afforded them by their community at large.

Significant Findings of the profile and other items:

This is a comprehensive high school that attempts to blend the academic, social, and practical elements of a well-rounded education into an organized and well thought out package. While existing in a local area and community that is economically challenged, the school has established a focus on improving the academic achievement and career options for all students.

Student population at the school has undergone steady growth since reopening in 1990 although the school demonstrates a decreasing grade level population as they advance towards graduation. The Hispanic population overall is growing while the Caucasian group is decreasing with the other minority groups remaining steady.

A significant finding is that the diverse student body is seen as a strength; students and staff see the multicultural makeup as a source for helping students live successfully in the larger society. There is no observable animosity or tension among groups on the campus although there is concern about the gang influence in the local community. A safe and nurturing environment for all members of the school community is a high priority.

Student achievement matches the general correlation to Social Economic Status (SES) where the lower the income the lower the score as measured on the SAT-9. While there is some indication of improvement, data shows that reading improvement is the area of greatest need. A comprehensive honors and AP sequence is in place for the more talented students with success being shown for these students. Approximately 24% of the graduates self reported that they went on to four year universities with another large percentage reporting Community College enrollment.

Staffing at the school has increased since the reopening with a core of staff that have been at the school since its reopening. The staff, as in many other schools, does not ethnically match the student body, with 74% Caucasian and approximately 10% in both the Hispanic and African American groups. Staff commitment to students is high with the great majority of staff choosing to be at the school. Similarly, the students in general feel a close connection with staff at the school.

The school has had considerable improvement in facilities in the last two years with major work done on heating and air conditioning as well as general upgrading. This has resulted in an improvement in the physical itself including wiring for technology. The technology component will be significantly enhanced in the near future since the school has completed planning for the Digital High School grant.

- Increasing staff development time: While specific training programs have been implemented, especially for new staff, the effect of SB1193 will alter the opportunities for the entire staff to participate in training. The three funded voluntary days are provided to at least take advantage of that time. Individual and departmental staff development continues; however, systemic, clear, and focused staff development, especially in the areas of instructional strategies and implementation of technology for learning remains a high priority. Ongoing regular programmatic support for new teachers should be continued.
- Clarifying guidelines for counseling: As a result of the last visit and recommendation, the counseling group developed both written guidelines and practices that clearly show a systematic process. These guidelines are continually reviewed and revised.
- Ensuring all students access a challenging curriculum. Course review and revision for all core areas has taken place with the resulting elimination of lower level classes so that all students are enrolled in rigorous classes. Extra support is provided for struggling students through supplemental programs and tutoring. See major changes above. However, more work needs to be done to insure equal access to a rigorous curriculum for the English Language Learner.
- Improving classified staff capacity for dealing with parents in a fair and dignified way: Staff development programs have been attended by all classified staff on this topic and refresher training is given on a continuing basis.

Similarly, recommendations for the school wide committees and departments have been adequately addressed. Significant among these are:

- Improvement of facilities and the environment in all classrooms.
- Increased resources for insuring a safe and comfortable environment.
- An emerging recognition for the importance of the use of data. However, systematic use of data for effective decision-making remains a need.
- An increased focus on providing a rigorous curriculum for all students in the core areas.
- Eliminating basic tracked courses
- Improved communication regarding school policies and procedures, including budget processes.
- Increasing access to and use of technology ranging from computers to calculators.
- Attention given to addressing time for staff development for teachers. However, the effects of SB 1193, the Staff Development Reform Initiative, has impacted the availability of time for whole staff work. The content and overall systemic planning for school-wide staff development, while improving, remains a priority.

While these efforts have fundamentally and adequately addressed all the recommendations of the previous Visiting Committee, the work needs to continue in light of the new action plan based on the Focus on Learning self study process.

Chapter III: THE SELF-STUDY PROCESS

The Expected School wide Learning Results

Pacific High School's

A B Cs

Academic Skills

Pacific students will demonstrate proficiency in all core areas.

- Read with comprehension
- Write clearly
- Speak effectively
- Think critically
- Listen with understanding

Basic Life and Social Skills

Pacific students will be ethical and accountable citizens.

- Accept responsibility for themselves and their learning
- Maintain a clean and safe environment
- Respect cultural differences through tolerance
- Resolve conflict without violence
- Actively participate in their school and community

Career Awareness

Pacific students will prepare for the future.

- Set and pursue realistic and challenging career goals
- Develop a personal learning plan
- Commit themselves to lifelong learning
- Use technology

Accomplishment of the Five Key Outcomes and Accuracy

The school used the self-study process to move to a higher level of discussion about change. Just as with other schools involved in the shift to the Focus on Learning, there was some initial confusion and uncertainty about the process; however, given the experience of key staff members, both on site and at the district level, the self-study process resulted in authentic discussion about the school. The motivation of the staff was to present an accurate picture of the school, but there was only a beginning reference to actual student achievement. Although some data were disaggregated to a degree at the school level, there was limited evidence as to how that data was used in the analysis.

1. The involvement and collaboration of all staff and other stakeholders to support student achievement

All persons involved in learning activities were involved in the development of the self-study, some more than others. All teachers were members of at least one focus group and also their departmental areas as well. Students, parents and community representatives were recruited to participate on all writing and study groups. All stakeholders were given opportunities to review the draft work and provide input. Response from some groups, especially parents and the community was lower than desired; however, the school has a core of parents devoted to assisting the school and participating in the review process..

2. The clarification and measurement of what all students should know, understand and be able to do through expected school wide learning results and academic standards

Development of the expected school wide learning results had significant and active participation by all critical stakeholders; however, the connections of the ESLRs to standards achievement and the school program need more definition so that staff can clearly determine progress of students towards the ESLRs. Clearer measures and benchmarks of progress towards the ESLRs need to be developed and implemented across the curriculum. The formal and informal leadership groups and the majority of the staff clearly see the importance of the ESLRs but need to use them more specifically as guides in their work.

3. The gathering and analyzing of data about students and student achievements

A significant effort was made to relate discussions and findings to student learnings. Administrative staff especially has looked at student data and there is an increasing emphasis on developing more authentic measures of student progress. More work needs to be done to get a full understanding of the impact of the developing programs, but staff is clearly moving towards this. There is recognition of the diversity of the student population.

4. The assessment of the entire school program and its impact on student learning in relation to expected school wide learning results, academic standards, and WASC/CDE criteria.

The evidence provided to the Visiting Committee as well as the evidence in classrooms showed that there are a variety of assessment practices in place for the individual student and classroom. The systematic use of student outcome data to examine the effectiveness of various programs needs to be further developed and school wide data and anecdotal evidence indicate some progress in this area. Some of these programs have not been in place long enough to provide longitudinal information upon which to make decisions. Action plans should be prepared to address this need. As with other schools, the implementation of standards based instruction and full understanding of how the standards relate to the ESLRs needs further work.

5. The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the school wide action plan

The three major sections of the School wide Action plan were developed by the school Leadership Team as they reviewed the strengths and areas for improvement identified by the focus groups. Specific actions have been defined with identified persons by title and groups on campus responsible for the actions with appropriate assessment and accountability measures; however, the number of specific goals may hinder the successful accomplishment of all of them.

To what extent does the self-study accurately reflect the school's program for students?

The study reflected the school's program for students. All important segments of the program were described and analyzed. The Visiting Committee identified critical areas for further study and action while conferring with focus groups and observing the school.

To what extent does the observable evidence reflect a sampling of what all student are doing and producing with respect to the WASC/CDE criteria and the expected school wide learning results?

The school-wide summary of data fairly represented all student groups although some further analysis is needed. Scores and other data were disaggregated for major subgroups on a school-wide basis for the school profile, but more work needs to be done to relate these data to the specific criteria and the classroom level decision making. However, the staff is beginning to examine student work and explore the implications of the achievement data for decision-making.

To what extent does the observable evidence support the schools identified areas for growth?

All focus group reports, interviews and observations indicate that the areas for growth identified by the school are important issues to address. The visitation process also revealed additional areas for the staff to review and incorporate into the action plans. A staff development plan focused on school-wide needs, ability to use data more effectively, and assessing student progress towards the ESLRs to improve continuity of instruction for all students are areas for growth as well. Expanding parent/home involvement in the education of all students is an important area to address as well.

CHAPTER IV: QUALITY OF THE SCHOOL'S PROGRAM

A. VISION, LEADERSHIP, AND CULTURE

What Currently Exists

Criterion A1

- To what extent does the school have a clearly stated school vision or purpose based on its beliefs, students needs, and current educational research?
- To what extent does the governing board and the central administration support the school's vision?
- To what extent is the school's purpose defined by expected schoolwide learning results?

The school has adopted a clear Vision statement that is supported by and consistent with the Mission statement of the San Bernardino City Unified School District.

The school has adopted ESLRs through a collaborative process. Home groups, which included teachers, classified staff, students, community members, and other stakeholders, assisted in the development of and approved the final list through consensus. Factors considered in the development of the ESLRs included student/teacher identified course expectations, current and emerging student body needs, and input from trade advisory councils.

Student and parent surveys indicate that the area of employability skills was weak and a greater emphasis is needed. Survey, interviews, and class observation indicate that the ESLRs are being addressed in most classrooms. Lesson plans, shadowing forms and administrators observation have demonstrated on limited basis, the implementation and integration of the vision statement and ESLRs within the school program. There is a need for the school staff to articulate better the Vision and Mission of Pacific High School so that there is a clear understanding by the entire educational community.

Criterion A2.

- To what extent does the school leadership make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results?
- To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?

The responsibility for implementation of the policies established by the governing authority ultimately rests with the principal of the school. The Board delegates implementation responsibility first to the Superintendent who in turn delegates this responsibility to the principal.

The principal works with the school community to promote the school's vision for learning results and instructional goals. The principal serves as leader and facilitator, empowering the

staff to participate as equals within the leadership team, which encourages continuing assessment and improvement in both teacher performance and student learning. The school and administration provides avenues of communication to encourage participation and involvement by members of the community.

Consistent with several of the ESLRs, the school has taken actions to expand student access to technology and training, increased the opportunities for students to develop English language skills. Support programs and activities such as Student Study Team, Family Support Team, Family Services, Pregnant Minor, After-school tutoring, Academic Support, honors and Advanced Placement, and ROP classes support the attainment of the ESLRs by all students.

ESLRs surrounding interpersonal skills, collaborative work skills, multicultural awareness, problem-solving/critical thinking, and self-awareness are being infused into the school program.

While the school leadership encourages participation, collaboration, and shared responsibility for student learning by modeling these values for members of the school community at department meetings, faculty meetings, and School Site Council, there is a need to implement alternative strategies to increase parent participation in all school activities. The leadership team uses ideas generated by all participants within the school community to make decisions and develop policy.

Criterion A3.

- **To what extent is the staff supported, utilized, and monitored to facilitate achievement of the expected schoolwide learning results?**
- **To what extent are leadership and staff a part of an organized structure that is committed to professional development?**

The leadership and staff are committed to professional development. Collegiality is encouraged. Staff considers itself to be a community of learners supporting each other in professional development. Teachers are supported in their efforts to provide peer support. Procedures are in place which allow teachers to request and participate in various staff development opportunities and continuing education.

Certificated and classified staff support the notion that staff feels empowered in a number of ways. Staffs are provided release time to attend workshops, conferences, and in-services as well as job site visits. They are also encouraged to approach administrators freely with concerns and are invited to participate in shared decision-making. Further, opportunities are provided for them to attend advisory council meetings and shadow other teachers. Teachers take advantage of funds provided to attend conferences and inservice training aimed at achieving the ESLRs.

Formal evaluation procedures, based on the teacher evaluation system required by the District, are followed and remedial training and support are offered when a teacher's evaluation indicates a need for improvement. Generally, the faculty considers monitoring to be supportive and uses it as a vehicle for professional growth and development.

Criterion A4.

- **To what extent is the school a safe, clear, and orderly place that nurtures learning?**
- **To what extent is the culture of the school characterized by trust, professionalism, and high expectations for all students, and a focus on continuous school improvement?**

Pacific High School has demonstrated a commitment to a safe, healthy, nurturing environment, shown through uniformed campus security staff, administrative presence on campus, emergency preparedness, street safety measures and the implementation of a closed campus policy.

Seventy-one percent of the 1208 respondents in the student survey noted that Pacific High School is a safe place to attend school; however, there is a need to continue efforts to maintaining the students' restroom facilities. Eighty-one percent of the 246 respondents on the Parent Survey indicate that Pacific High School provides supervision and security for a safe and pleasant learning environment.

The teaching staff is highly qualified and the large majority is teaching in their credentialed fields. It appears that the culture of the school generally is characterized by professionalism, high expectations for all students, and a focus on continual school improvement. The school culture values both effective past practices and proven new methodologies. Faculty and staff are provided opportunities to extend knowledge and acquire new innovative strategies, which are shared in both formal and informal ways.

Caring, concern and high expectations characterize the school's environment for each student. Codes of student conduct are clearly understood by students and parents. During registration, all students and parents are provided packets that provide information regarding safety and security on campus. A Student Orientation program, which includes classroom visits by vice principals, is provided which clearly articulates established guidelines for student behavior. Professionalism and respect is demonstrated through communications and an effective open door policy.

The school offers a wide variety of extra curricular activities for student participation. The school provides a safe, caring, and nurturing environment that promotes student learning. While only 55% of the students indicate that they participate in the extracurricular program, 93% of the respondents on the Student Survey indicate that Pacific High School provides students an opportunity to participate in extracurricular activities.

School improvement at Pacific High School is driven by an action plan to enhance quality learning for all students. The action plan is based on the results of the Focus on Learning process. The action plan includes specific benchmarks for accountability. The school leadership team guides the work of the school through the allocation of resources based on improvement plan and ESLRs.

Areas of Strength

1. Dedicated, enthusiastic, committed staff and site administration.
2. Site administration and staff efforts for participating in the Self-Study process.
3. The school's leadership team, which works cooperatively with key stakeholders to ensure that the school's Vision and ESLRs are the central focus of the school's efforts.
4. Clear and concise Vision Statement and collaborative development of ESLRs.
5. A safe, clean and positive learning environment for staff and students.
6. Staff enthusiasm to continue with the Focus on Learning process for ongoing schoolwide improvement.

Key Issues

1. Refinement of the Schoolwide Action Plan to:
 - develop an assessment process that analyzes student outcomes and measures progress towards meeting the ESLRs
 - a plan for the annual review of the ESLRs
2. Evaluate how the school's distribution of resources supports student progress in achieving the ESLRs.
3. Greater parent participation to support the educational program.
4. Continue to address the learning needs of the diverse student population.
5. Design and implement an organized school-wide staff development program

B. CURRICULAR PATHS

What Currently Exists

Criterion B1

- **To what extent do all students participate in rigorous, relevant and coherent curriculum that supports the achievement of the expected school-wide learning results?**

California State Standards are the primary guidelines for the curriculum. Teachers and other personnel involved in curriculum planning align the curriculum to these standards. Personnel are also involved in the selection of textbooks and other instructional materials.

Science Department classes use critical thinking skills and communicate their findings using oral, written and other performance-based methods. Technology including the use of computer programs, the Internet and other mathematical technology is used in classrooms. Some classes involve career exploration.

The Social Studies Department addresses the ESLR's to apply critical thinking skills through individual research projects, which often culminate in oral presentations. Contemporary issues are made relevant by relating these issues to current social problems at school. The Internet is also used for report writing.

Mathematics instruction utilizes lecture, class work, notetaking skills and class discussion, homework teacher designed tests and quizzes and standardized tests as their primary teaching techniques. Some instructors use calculators, open-ended questioning and collaborative learning.

The Fine Arts Department offers a wide variety of classes to meet the interests and ability levels of the students in music, art, ceramics and drama. Students participate in competition, festivals and other competitions designed to assess performance and learning.

The English Department explores language and critical thinking in many assignments. Global and community issues are addressed by incorporating various media to link students with these issues. Students are encouraged to think creatively and logically based on what they have learned. English Department rubrics give consistency in evaluating student writing. Journals, bulletin boards, writing walls, resume writing and participating in mock interviews provide students the opportunity to exhibit work. Literary discussions and speeches further provide the students the opportunity to work individually and in groups. Career portfolios begin in the ninth grade and continue through the tenth grade. Staff plans to extend the portfolios to the eleventh grade.

Career development is strongly emphasized in the Vocational Education and Applied Technology Department, which is designed to help students gain entry-level employment. Computers and skill-appropriate technology are used throughout the curriculum. Although some

programs offer externships and worksite experience for employment preparation, Pacific High School admits that more has to be done to support career awareness.

Special Education students have access in the core curriculum through mainstreaming or modified core curriculum. Special education students participate in programs in a least restrictive environment.

Criterion B2

- **To what extent do all students have access to the school's curricular paths, assistance with development and ongoing adjustment of a personal learning plan and knowledge of post-secondary opportunities?**

All classes in the academic areas are college prep, honors or Advanced Placement level courses, available to all students and are monitored. Remedial courses for credit are also available to students. Electives including vocational courses are available.

Students work with counselors to develop a four-year plan as freshmen. These plans are reviewed and modified as students' progress. Seniors are monitored closely during their last year for graduation requirements. Beginning in September 1999, all students are required to take twenty units in a career major.

Ninth grade students receive an orientation in the Career Center to investigate careers. Freshmen also begin portfolios and continuing working on these in the tenth grade. Plans are that these portfolios will continue throughout their high school years. Career surveys including the COPS in the ninth grade and CAPS in the tenth are given to students. The Armed Services Vocational Aptitude Battery (ASVAB) is available to eleventh and twelfth grade students.

The School to Allied Health Training (STAT) program offers students courses in medical and comprehensive health careers. The courses currently include medical terminology, insurance billing, office assistant and Certificated Nursing Assistant. Advanced Placement courses in English, calculus, statistics and biology also lead toward careers in medical professions.

The Career Center offers students the opportunity to investigate careers through job shadowing, field trips to local hospitals, medical centers and businesses, externships and work experience for credit. Speakers from local businesses, colleges and universities make presentations to students through the Career Center.

Class enrollment reflects some degree of ethnic diversity in honors and Advanced Placement classes. Currently, Hispanic students constitute approximately 50% of the school's enrollment but only represent 27% of the students in honors and AP classes. However, 66% of the students in Spanish language honors classes are Hispanic. African-American students, who represent 19% of the school population, represent 12% of honors enrollment. African-American student's make-up 20% of the honors English and AP calculus classes. Larger numbers of White and

Asian students take honors and Advanced Placement classes than their respective proportions of the student body.

Students with special needs benefit from an exemplary Special Education Department and in particular the transition from school-to-work program. Teachers work with students to fulfill the needs of these students as mandated by their Individual Education Plan and the development of Individual Transition Plans.

Another example of an exemplary program at Pacific is the Advancement Through Individual Determination (AVID) curriculum path which encourages students who otherwise may not plan on attending college to complete a college preparatory education and aim for honors level classes. The College Collaborative gives students the opportunity to meet with local college representatives including a "College Week" and "College Night" where students and their families may meet with representatives from these colleges.

Pacific High School is dedicated toward making every effort to provide access for all students to discover various curricular paths and support the students in making career decisions. Although many classes are difficult to schedule for all students, Zero and seventh period and on-campus college course offerings give students more opportunities to take classes that they might not be able to fit in the six period day.

Criterion B3

- **To what extent are all students prepared upon graduation to continue the pursuit of their academic and occupational goals?**

Pacific High School students must successfully complete courses of study in their chosen career major to meet graduation requirements. Pacific High School has been specifically designated as the School to Allied Health Training pathway for the district and many of the students pursue this career.

The Career Center is open everyday from 6:30 a.m. to 3:00 p.m. The Counseling Center and the Career Development Resource Teacher provide students and their teachers with the necessary resources in preparation for college and employment. Representatives from local colleges and military personnel meet with students and offer the ASVAB. The Work Experience Coordinator and the Cafeteria Supervisor work with the Career Technician in hiring thirty students per year for the District-student cafeteria. ROP, JTPA summer youth program, district shadowing of educators and San Bernardino Valley College classes allow students the opportunity to pursue careers while in high school.

Graduating seniors are given an exit survey where students are asked to list their plans after graduation. A Counseling Center clerk does a follow-up survey of these students in the fall.

Areas of Strength

- Opportunities for at-risk students to be successful through special programs including AVID, REACH and the Pregnant Minors Program
- Exemplary Special Education Department
- English rubrics available to provide consistency in the evaluation of student work
- The School to Allied Health Training (STAT) program offers students classes and hands-on experience in medical and comprehensive health careers

Key Issues

- Systematic use of data to identify students for Honors and Advanced Placement courses
- Increased parent involvement in the planning and monitoring of their student's four-year plan
- Review the process of enrollment of students in Advanced Placement classes to be more representative of the school population
- Develop a process to analyze student performance data and adjust instructional strategies to meet the needs of all students
- Continue/expand articulation agreement (2+2) programs with local community colleges
- Continue to develop programs and curriculum to provide experiences in career development
- Develop interdisciplinary collaboration to help students connect academic areas
- Continue to provide staff in-service classes in technology

C. POWERFUL TEACHING AND LEARNING

What Currently Exists

Criterion C 1

- To what extent are all students involved in challenging learning experiences to achieve the ESI.Rs .
- Do teachers use a variety of strategies and resources including technology to engage students actively and help them succeed at high levels?

All teachers are aware of the challenges and accountability facing them when providing their students with quality learning experiences. Pacific High School only offers college preparatory and honors classes. Remedial classes are offered for elective credit only. Peer observations, student surveys and examination of student work have demonstrated that students in many subject areas are exposed to diverse learning experiences although lecturing and seatwork is still the standard.

The teachers are aware of the state frameworks and the need to align them with their ABCs. Teachers are still in the process of familiarizing themselves with the schools' ABCs and making them a systemic part of the lessons and lesson plans.

Most classrooms have computers and some of the teachers use them for instruction while other teachers use them when developing lesson plans. Only 10% of the teachers are using the available technology to deliver their subject matter. Most classrooms are wired for Internet use (73 out of 98) and the library is fully equipped and available for the students. The school has written a Digital High School grant. This grant will provide \$800,000 in equipment, training and support. The grant will establish a minimum of one computer in each classroom for a teacher station and a video presentation setup. The district has provided the infrastructure support for the school. The training will be provided to the teachers through teacher release time, state buyback days, as well as summer, vacation and afterschool training sessions. There is a technology graduation requirement for all students, which will be met through a 9th grade computer literacy course being developed in response to the Digital High School Grant.

Criterion C2

- To what extent do all students experience learning opportunities that emphasize higher order thinking skills and integrate academic and applied content?
- To what extent does collaboration occur 1) among staff, 2) between staff and students, 3) among students, and 4) between school and community?

The teachers at Pacific High School used peer observations and student work to determine that many learning experiences provided the students do demand higher level thinking skills; however, the observations made by the visiting committee are that lecturing is still the main vehicle used to deliver instruction. While cooperative groups, classroom discussions and

technology use by the students were witnessed in some classrooms, they were the exceptions rather than the norm. As teachers become more familiar with the new standards, which require higher order thinking skills, they will develop lessons, which emphasizes these skills. The honors and advanced placements classes typically emphasize higher order thinking skills more than college preparatory classes. Since the elimination of "A" level classes teachers have been challenged to develop lessons, which require students to think critically, an area in which teachers will need to grow in this area.

Staff development will be necessary to address collaboration. Prior to the WASC process the departments virtually never met with each other to discuss curriculum. Presently, faculty meetings, in their present format, do not lend themselves to allow this to happen. The departments had little understanding of the other departments and their curriculum. Teachers need to be encouraged and supported to work together to develop lessons which are cross curricular. For this to take place successfully, a schoolwide comprehensive staff development plan is in order.

Teachers and students do have opportunities to work with each other outside of the classroom setting. Seventeen teachers are involved in tutoring. Many teachers sponsor school clubs as well as support the school's athletic program. The AVID and REACH programs allow teachers and students to interact in ways, which are nontraditional. This allows for both parties to view each other in new light.

Students work with students in a variety of settings. There are 26 sports teams. Clubs give students the opportunity to provide leadership for each other. Students work together on school projects, science experiments and classroom discussions. Many students work together on community projects that have brought accolades to the school for their work. Volunteer service is common among students at Pacific High School. The school interacts with the community through the use of Site Council, job shadowing, participation in community projects and tutoring at local elementary schools. The school should continue to make connections with groups, businesses, city departments and colleges in the community to develop formal ties, which will benefit the students.

Criterion C 3

- **To what extent do students routinely use a variety of resources for learning and engage in learning experiences beyond the textbook and classroom?**

The majority of students use the library and media center to increase their learning. Over 50% of the students claim to study more than seven hours a week. ROP classes, which provide practical learning opportunities in real life settings, are available to students. Special education students are enrolled in workability programs, which take them out to the community to teach them useful job skills.

Most classrooms have Internet access and the library provides the students with superhighway opportunities and the chance to use word processors. Field trips and guest speakers are used by

some classes; however, students not in specialized programs rarely have the opportunity to take fieldtrips or to extend their learning beyond the school walls. The Career Center and the AVID program provide students with the chance to visit colleges. Job shadowing has been available to a number of students. These opportunities allow students to better understand the value of education and gives students a practical experience on how to use their learning.

Areas of Strength

- Increased focus on and resources for technology. Receiving the Digital High School grant will allow Pacific High School to progress to the next level of becoming a fully technologically equipped school.
- A variety of support and specific programs for all students. The numerous programs such as AVID, REACH, Gateway, STAT and after school tutoring strive to meet the students' needs to assist them to achieve.
- A positive and supportive view for staff development. The school and administration has been very generous in supporting teachers to obtain individual staff development training they request.
- Increased rigor in curriculum for all students. Remedial classes are now offered for elective credit only.

Key Issues

- Development of a systematic comprehensive staff development plan to focus on a school-wide effort towards the ESLRs.
- Developing teaching strategies that promote higher order thinking skills in students.
- Developing a variety of instructional strategies beyond traditional delivery methods.
- Encouragement of interdisciplinary collaboration through staff development, room locations, release time and curriculum writing opportunities

D. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

What currently exists

Criterion D1

- To what extent do all students receive appropriate support to help ensure academic success?

The diversity of the student body at Pacific H.S. has challenged the staff to create a variety of programs designed to meet the wide-range of student needs. A strong effort has been made to keep students enrolled in school, especially in the 9th grade. Programs such as AVID, Reach, MESA, Gateway, Pregnant Minors and the Child Care Center create a network of services that offer students with special needs avenues for attaining academic success. R.O.P. courses offer students expanded opportunities for exploring career-related goals. These services and programs are provided in a manner that respects students. Student support is proactive to provide positive intervention strategies for students to meet the ESLR's. This support includes limited technology available primarily in computer labs and through library access. Technological resources are currently less accessible to the "general" student population. The recent approval of P.H.S. Digital High School Grant will assist in the expansion of technology access to all instructional areas of the campus.

The Special Education Program is diversified to meet the needs of students. A cascade of services is provided through Special Day Class, Emotionally Disturbed, Severely Handicapped and Resource Specialist Programs. Special Education students are academically challenged through placement in mainstreamed courses in which a collaborative model of counseling and monitoring is used. Second language learners receive support through bilingual aids, tutors and small classes. English Language Development courses are effective in assisting students to learn English quickly and to transition successfully into mainstreamed classes. Although many departments offer SDAIE courses, a large academic disparity exists between the rigor of these classes as compared to those of the college preparatory curriculum. A need exists for a greater variety of teaching strategies to be used within SDAIE courses to more fully encourage higher order thinking skills while also providing students with greater access to the core curriculum. Appropriate primary language materials are needed in all classrooms to greater support student academic growth and achievement of the ESLR's.

Work has been done to align curriculum with the California State content standards; however, the demands for students achievement of these standards varies within departments and courses. Monthly staff and departmental meetings provide only limited time for discussion of alignment between curriculum, standards, and ESLR's. Collaboration among teachers is routinely occurring only within specialized programs.

Criterion D2

- **To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?**

Pacific High School has worked to access needs of students and the community and to develop an extensive system of personal support services, activities, and opportunities both at the school site and extending into the community. Staff members actively support school-sponsored, extra-curricular, and tutoring programs designed to assist students in achieving the ESLR's. Concerned staff and students have expressed a desire for the school to continue expanding these opportunities to provide both night and zero period classes. On-campus curriculum such as Academic Support classes, PAD, Gateway, Supervised Study, Independent Study, AVID, Reach, Freshman Buddy, Conflict Management, Insight and the Pregnant Minor Program assist students in overcoming obstacles while also providing them with a meaningful connection to the school.

The guidance department is an important part of the system for student support. During their ninth grade year students work with their counselors to develop a 4-year academic plan that focuses on future preparation for career and college opportunities. Publications such as *Senior News* and *Junior News* enable the guidance department to continually disseminate important scholarship, financial aide, college, and career information to students.

The Family Community Resource Program provides students and their families with easy access to social, psychological, and health referrals in the community. This on-campus community center makes parenting, women's health and computer classes available for student families. In addition, valuable community resources are utilized to provide childcare and food distribution for the community. The FCRP can serve as a vehicle to more successfully garner parent support and involvement in Pacific High School.

Criterion D3

- **To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement?**

Substantial efforts have been made by the school leadership, teachers, and community liaisons to create communication networks with parents. The parent survey indicates that 80% of parents feel they receive timely and adequate information from the school. Pacific High School leaders use the school handbooks, parent newsletter, campus marquee, school website, and Senior News to convey important information to parents. Communication is routinely conducted in the home languages of the parents to facilitate greater involvement. Yet, despite the attempts made, direct parent involvement remains relatively small. The creation of the FCRP Center has been an attempt to bridge this gap. A real need exists to garner greater parent and community support so that the history and diversity of the school community can be celebrated.

Criterion D4

- *To what extent are the human materials, and financial resources as well as facilities available to the school?*
- *To what extent are these resources sufficient and effectively used to support all students in accomplishing the expected schoolwide learning results?*

Pacific High School staff and students have worked together to create a learning environment of which the community can be proud. The large physical plant at Pacific High School is a challenge to supervise. The Pacific Pride club has done much to enhance the physical beauty of the campus, remove graffiti, and create a cleaner school environment. Custodial support provided from the district and at the school site is adequate. Upgrades in electricity, carpeting and air-conditioning have helped to improve the aesthetic appearance of the campus. Continued emphasis and support for campus cleanliness should be a priority.

Financial and human resources are used to support student needs and achievement. Funding through Title I, and other schoolwide grants has been used to provide students with an intricate web of support programs and services. More emphasis should be placed on using the ESLR's to drive expenditure decisions. Individual student textbooks as well as classroom sets of texts are adequate to meet student needs. Technological resources are limited and in need of expansion to all instructional areas of campus. Allocations received through the Digital High School Grant will assist Pacific High School to provide current technology skills to students. Internet and on-line databases available in the library are the first steps toward achieving this goal.

There is a need for a well-developed and ongoing staff development plan for both veteran and new staff members. The continual growth of staff and students has made it difficult to provide consistent standards for achievement of the ESLR's by students. In addition, student and staff growth has contributed to difficulty in creating collaborative teams of parents, students, teachers, administration, and community members to focus on student academic success. A comprehensive staff development plan supported with financial resources will assist the staff in better supporting all students to accomplish the ESLR's.

Areas of Strength

- A variety of comprehensive support programs for students
- Schoolwide efforts to create parent and community communication systems
- The Family Community Resource Program outreach services
- Commitment by the school community to beautify the campus and create school pride
- Proactive and positive intervention programs that keep at-risk students connected to school

Key Issues

- The development, implementation, and monitoring of a focused staff development program sustained over time that supports efforts by new and veteran staff to assist students in achieving the ESLR's

- The increased involvement of parent and community members in the schoolwide decision-making process
- Innovative strategies to more fully communicate with and involve parents representing all members of the community
- Implementation of the schoolwide technology plan to provide all instructional areas with technology to support student achievement of the ESLR's
- Ongoing SDAIE training for new and veteran teachers as well as appropriate primary support materials for all classrooms
- A routine method of assessment, evaluation, and improvement of the variety of student programs offered as schoolwide support services.

E. Assessment and Accountability

What Currently Exists

Criterion E1

- **To what extent do teachers employ a variety of assessment strategies to evaluate students and to modify curriculum and instructional practices?**
- **do students use assessment results to modify their learning in order to enhance their educational progress?**

Traditional methods of assessment are currently being practiced at the school. Evidence of this was found in the course syllabi turned in to the focus group and the conclusions obtained from both peer observations and student shadowing. The English department developed a standardized writing rubric and initiated a reading program. Written essays and documents are graded using this rubric in that department. Furthermore, many of these assessment methods currently being used are content specific and directly linked to the individual teachers' skills.

The Foreign Language Department employs more activity-based assessment, including video presentations, cooking presentations and skits. On a daily basis, the Math Department uses a variety of daily assessments including graded warm-ups, problems of the day and homework checks. District testing and benchmarks are being used to determine proper placement. In Science teachers have gone so far as to use self-made tests to promote proper assessment of their students. Some teachers use portfolios, journals, and labs. In the Visual and Performing Arts courses, students use feedback to develop and stimulate their interest and motivation. Special education teachers use enormously varied activities and lessons to reach students with a myriad of needs.

Modification and development of curriculum and instruction take place in the Vocational Education Department through their use of portfolios, tests and hands-on projects to assess and to modify their programs accordingly. Aside from the departmental writing rubric developed by the English Department, there is very little mention of any other use of these assessments to modify curriculum and instructional practices.

Pacific provides students with information in a timely manner with regards to their grades and their work. However, students have not been shown how to use these results in improving their achievement. Parents, teachers, and students see absenteeism as a major problem that inhibits student achievement at Pacific. Another factor contributing to the high absence rate seems to stem from Pacific's OCS program as it relates to their policy on tardiness.

Criterion E2

- **To what extent do the school, district and community regularly review student progress toward accomplishing the expected schoolwide learning results?**
- **Are assessment results reported regularly to the entire school community?**

Progress Reports and quarter grades are mailed home for students receiving grades lower than "C". Semester grades are handed to students to take home. The process for reviewing student progress as it relates to accomplishing the ESLR's is in a developmental stage. A valuable asset exists in the form of the Family Resource Center. In addition to its many services, the center uses information from the Attendance Office to assist many at-risk students using extensive parent and community involvement. Representatives from the Bilingual Advisory Council and parents of ELD students did express their satisfaction in being able to review their students progress through various channels ranging from the office personnel, the bilingual counselor, and the teaching staff to the administration at Pacific.

The school's ESLR's, also known as the ABC's have yet to be fully implemented and promoted within classrooms by teachers demonstrating their connection to student work. No formal assessment process or benchmarks have been established. While some departments have incorporated the ESLR's, many are still in the process of doing so. Some programs such as AVID and REACH are in place to help raise student achievement and meet the goals of the ABC's. Data collection will be a key part of an on-going effort to help determine the success of the individual programs

Pacific High School's web page is student created and supervised by a teacher, is used to inform students and parents of upcoming activities, student performance data and any other general information they might need or be interested in. Parent participation at Back-to-School Night and Freshmen Orientation Night remain low. Fortunately, the athletic and band booster parent groups have maintained a strong presence.

The District assists the school by providing desegregated data to compare Pacific High School to other schools in the district including SAT-9 scores. Recent program changes that include the state mandated class reduction in English and the Algebra Standards courses have been put into place to address the low scores at Pacific.

Criterion E3

- **To what extent does the assessment of ESLR's drive the school's program development and resource allocation?**

Although the ESLR's, produced by Pacific High School were not finalized until the 1998-1999 school year, they are based on the needs of the school community identified since its reopening. Two counselors dedicated to freshmen, the Pregnant Minors Program, and AVID are examples of some of the programs that have been implemented in response to the assessed needs of the school and its community. Other programs, including SAT classes, ELD classes and tutors, and

off-campus classes are also now available as well. These and other programs will be tracked and assessed in order to evaluate their impact on student achievement and successful attainment of the ESLRs.

The staff development provided for the teachers is readily available. Although the staff development provides teaching strategies for increasing student achievement, it lacks focus and does not address the collaborative goals established in the Focus on Learning process. In the Preface section of the Self-Study, item #4 openly admits that Pacific does not have a “viable tool” for determining ESLR attainment in light of the fact that the ESLR’s have just recently been developed. Establishing an on-going assessment of their programs and staff development will help them focus their efforts where they are needed most and alter them accordingly.

Areas of Strength

- Individually, teachers are using a myriad of assessment methods.
- The writing rubric developed by the English Department
- Cooperation and support from the District addressing changes needed for improvement of SAT-9 scores.
- Various forms of communication in place for reporting information, ranging from newsletters to phone calls, and the Internet via Pacific High School web site.

Key Issues

- Limited evidence of students actively using assessment results to modify their learning and enhance their educational progress.
- Lack of assessment data and procedures/benchmarks to determine ESLR attainment.
- Implementation of standards being used in conjunction with assessment strategies.
- Omission of information regarding items mentioned (i.e. AP scores for Spanish and Golden State results for content areas mentioned).
- Comprehensive staff development plan regarding the use of assessment results to structure professional development activities.
- A more structured process for reporting and assessing data.

F. Strengths and Key Issues

General Comments

The staff, community, and students of Pacific High School have embraced the processes of Focus on Learning in examining their critical issues for improvement. The evidence that supports the identified strengths and critical areas for improvement include a thorough self-study, conferences and interviews with major committees, student groups and parent representatives, observations of classrooms and the school environment including support areas, and informal but extensive interviews with staff, students and parents.

School-wide Areas of Strength

1. A dedicated, enthusiastic, committed staff and site administration. This supports the continuing staff response to the needs of a changing student population.
2. School pride on the part of all staff and students in an improved physical environment which has fostered the development of a clean and positive learning climate.
3. Significant support structures are in place to assist low performing and struggling students.
4. Site administration and staff enthusiasm towards continuing the Focus on Learning process for ongoing school-wide improvement. This will assist staff and school community in fostering in-depth school-wide discussion regarding critical issues of ESLRs.
5. The school's leadership team works cooperatively to ensure that the school's vision and ESLRs are the central focus of the school's efforts. This will lead to deepening commitment to implement the ESLRs and to improving classroom instruction.
6. Positive relationships among staff and students.
7. Site administration and staff commitment to improving student access to technology.

School-wide Critical Areas for Follow-up

The Visiting Committee agrees with the major growth areas identified by the school. This list of critical areas for follow-up is a synthesis of suggestions to strengthen the areas already identified and additional areas identified by the Visiting Committee.

The Visiting Committee has identified the following critical areas for follow-up:

1. The leadership team should refine the School-wide Action Plan to:
 - Design a plan which includes an on-going monitoring of ESLR attainment and ensures that necessary resources are committed to the achievement of the ESLRs.
 - Develop a continual assessment process that analyzes student outcomes and measures progress towards meeting the ESLRs.
2. The leadership and staff should develop ways to use multiple assessment strategies including performance and other authentic measures of progress of all students towards the Expected School-wide Learning Results. These should include clearly stated benchmarks, exit

outcomes and standards to provide staff with clear information regarding the progress of every student.

3. The staff and other stakeholders should review staff development plans to insure that there is an increased use of a wide variety of teaching and learning strategies by all teaching staff for all students including collaboration on assessment practices and the development of interdisciplinary instruction.
4. The staff should review the effectiveness and rigor of the curriculum and instruction for English Language Learners.
5. The staff should explore ways to implement a systematic process to analyze performance and other data for the purpose of improving programs, services, resource allocation and instruction for all students.
6. The staff and leadership team should develop opportunities for collaboration among all staff to infuse communication skills, teamwork, portfolio development, networking, and recognition of personal strengths and weaknesses throughout the curricular programs.
7. The leadership team and key stakeholders need to develop alternative and innovative ways to increase parent and community participation in the education of the students.
8. The staff should deepen efforts towards increased use of technology. These efforts should include:
 - In-depth training for all teachers
 - Widening availability and instructional use in all curricular areas

These items have been discussed with the leadership team and are either a part of already established action plans or are being incorporated into those plans.

Chapter V: ONGOING SCHOOL IMPROVEMENT

Summary: The Schoolwide Action Plan

The leadership team of Pacific High School considered all reports from the five focus groups and identified the three major areas for action. These are:

1. Defining quality ESLR attainment, implementing ESLRs in the classroom and assessing ESLR attainment.
2. Developing meaning centered, interconnected and sequential learning experiences for all students.
3. Increasing the infusion of technology into all curricular areas through in-depth training and purposeful integration into instruction. Pacific High School will enhance student and teacher skills in computers and other technology for application in core classes and in a computer skills curriculum.

The Visiting Committee, in considering the self study, interviews, observations and other evidence and in discussion with the leadership team, has identified the following areas requiring action. The Pacific school community should consider the following:

1. In support of goals 1 and 2 above, the staff and other stakeholders should establish a comprehensive staff development plan to insure that there is an increased use of a wide variety of teaching and learning strategies used by all teaching staff for all students especially in collaboration on assessment practices and the development of interdisciplinary instruction.
2. To further strengthen goal 1 above, the staff should explore ways to implement a systematic process of analyzing student performance and other data for the purpose of improving programs, services, resource allocation and instruction for all students. The leadership and staff should develop in this process ways to use multiple assessment strategies including performance and other authentic measures of progress of all students towards the Expected Schoolwide Learning Results. These should include clearly stated benchmarks, exit outcomes and standards to provide staff with clear information regarding the progress of every student.
3. The school leadership team should continue refinement of the Schoolwide Action Plan to include:
 - plan for the annual review of the ESLRs
 - develop an assessment process that analyzes student outcomes and measures progress towards meeting the ESLRs
4. The school leadership team should explore ways to significantly improve connections with parents and the community about the education of Pacific High School Students. While

current efforts through the community and parent center are significant, alternative ways are needed to connect both with the parents, including those of English Language Learners, and the local businesses to assist in focusing attention on improving student achievement.

Comments on school improvement issues

General timelines and responsibility assignments have been given in more detailed parts of the Self Study with reference to resources needed and persons responsible.

Schoolwide Action Plan

Adequacy
Addressing the critical areas for follow-up
Enhancement of student learning
Feasibility within existing resources
Degree of commitment schoolwide and system wide

The Visiting Committee concurs with the school in all areas of their action plans; however there needs to be careful monitoring to insure integration of the following critical areas into the plans.

- Staff development plans must focus on schoolwide needs to greater extent rather than individual desires for improvement. Although personal improvement still needs to be supported, the emerging critical issues around assessment, teaching strategies and planning at the school level need to be a priority. Resources need to be pointed at addressing these more critical schoolwide issues so that sound decisions about improving student progress towards the ESLR's can be made.
- Addressing systemic issues of student career and four year planning to insure that all students progress towards both the accomplishment of the ESLRs and graduation.
- Systematic use of data and other information about student performance and needs should be part of the process of implementing the action plans. The use of data needs to become habitual at all levels of the school, from the classroom and student level to the leadership.

The existing agreement on the need to clarify ESLRs will focus all the efforts by the stakeholders towards effective accomplishment of the action plans. Given the collaborative spirit of the staff, the positive direction of the leadership team, and the demonstrated innovation of the staff, these changes can be accomplished with the resources available over time. A strong school-wide cohesiveness with positive support from the district makes these goals possible.

Existing factors that support school improvement

Using the FOL strategies, the school has a developing infrastructure for decision making to deal with all emerging issues. This is supported by

- A staff that has clearly recognized and embraced the need to develop authentic, usable

strategies for implementing and assessing progress of students towards the expected school-wide learning results

- A school staff and stakeholders who mutually support one another
- A strong sense of empowerment by all segments of the school community
- A warm caring relationship among all members of the school community actively supported by the leadership of the school
- Adequate resources for change

Impediments to school improvement

The committee has identified the following possible impediments to change:

- The increased complexity of providing time for staff to have in-depth planning and discussion sessions to implement the action plan.
- The increasing demands from district and state level for implementation of plans and programs not directly related to or supportive of action plan elements.
- Planning for multiple directions for improvement. Plans should be monitored frequently to keep focus on achievable goals within reasonable time frames.
- A need for increased understanding of ways to deal with the unique needs of the students of Pacific High School. While poverty and social conditions within the community and home clearly affect student success, the entire school community should focus on improving the processes and resources within their control to increase student achievement.

Soundness of follow-up process to monitor accomplishment of schoolwide action plan

The committee finds that the follow-up process and action plans as written in this report, while containing all necessary elements, lacks sufficient detail in some elements to insure clear assessment of progress and accomplishment of the plan. More definition needs to be given to timelines and benchmarks against which to measure progress. The committee has conferred with the leadership team to further clarify the additional components for the action plans as listed above. The staff is already planning a structure of committee work to address the concerns above and to monitor the overall process and progress of the action plans. As a result of the planning already in place, the modified plans will have a much greater possibility of being accomplished in a timely and effective manner.