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Preface

Through the completion of the self-study the school will have accomplished:

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

Our self-study has been at times very difficult and always very rewarding. We have been working on it for at least two years with different levels of success. Sometimes it has felt as though everyone was thinking and seeing the same things. And we would think... "how easy!" We would dive a little deeper and find we were worlds apart on so many issues. Then we would dive deeper still and come back together again. We have slowly become addicted to the process.

Losing our inservice days the year of our self-study was less a blow than we anticipated. In fact, it may have been a blessing. Our District allowed us three paid inservice days. We decided to meet after school for nine two-hour sessions, the equivalent of three inservice days. This situation allowed us multiple opportunities to get together, write, decide to seek more evidence, rewrite, and revise. We believe the result is a very thoughtful self-study.

We involved as many stakeholders in accreditation as possible. During the first year of the process we were supported at staff inservice days by District and county experts on Focus on Learning. There has been a core of parents involved from the development of the ESLRs to the completion of the self-study. We are also blessed to have a number of staff members who also have students at Pacific High School, and they speak and think as parents first. All our teachers were involved in evidence gathering such as student shadowing, peer observations, and analysis of student work through their departments and focus groups. Everyone has read the various rough drafts of the report, and their input has been actively sought. In addition, our leadership team has sought out members of their constituency during all vital aspects of the process to both share and glean information.

A number of students were involved in the development of ESLRs and the self-study. They were also actively involved in the initial self-study process as members of focus groups. Our students were not just recruited from Associated Student Body (ASB) but from AVID as well, and they appear to represent our student body in general.

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

Pacific High School began the development of its Expected Schoolwide Learning Results (ESLRs) in the fall 1995. All of the high schools in our District met together during a Districtwide inservice day to begin to formulate Expected Districtwide Learning

Results (EDLRs) and individual school ESLRs as well. Our District and county offices guided our staff, parent representatives, and student representatives in a day of brainstorming and learning about the ESLR development process. After lists of ideas were generated and somewhat refined, a smaller committee of 3 or 4 people from each school was formed to refine further the District EDLRs and individual school ESLRs.

During an inservice day, October 19, 1998, teachers, parents, and student volunteers revisited those ESLRs to determine if they still met our needs. Initially, we met as a whole school, eventually breaking into departments. The departments or home groups discussed the current ESLRs and the student outcomes in the light of newly established state and District curriculum standards. Department members then volunteered for the different focus groups, making sure that each home group was represented within each focus group. Teachers took the home group concerns to focus group meetings and the discussion of the ESLRs and student outcomes were continued. Finally, at the end of the day, all focus groups came together to share their group discussions.

On October 23, 1998 focus group leaders met after school to further refine the new and improved schoolwide ESLRs. The results were published and comments from all stakeholders were solicited.

On October 30, 1998 focus group leaders met and discussed the concerns and desires of their groups and refined the ESLRs once again.

On November 12, 1998 our new schoolwide ESLRs were presented to the entire staff and representatives of the other stakeholders. Our ESLRs were approved and adopted at that time with the understanding that ESLRs are always a "work in progress" and that we would be revisiting them as the need demands.

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

After our focus groups became somewhat familiar with the criteria and the STAGES rubric for Focus on Learning, we began to determine what aspects of the school we would need to analyze in order to complete a thorough self-study. Many of our focus groups developed informal teacher surveys, and others sent their members back to their home groups with questions.

When we met in home groups, we developed responses to the questions asked by the focus groups and discussed what ESLRs and Powerful Teaching and Learning meant within our individual subject areas. Home groups then went through the STAGES rubric along with state and District standards and began to evaluate where we stood as departments.

It became very clear that we needed to look at formal and informal student assessments. We looked at our results on various standardized tests, the SAT 9, Golden State exams, Advanced Placement exams, etc., and then decided to bring student work to the home group meetings. We asked each teacher to select an

assignment and examples of student work on that assignment that demonstrated high, middle, and low achievement. We then took the results of what we found to focus groups for discussion.

This fall we have looked at student work and standardized test results numerous times in focus groups and within home groups as we developed, wrote, and revised our self-study.

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

This was a difficult, but enlightening piece of our self-study. What we found was that although we felt that many of our programs were helpful to our students, we had very little proof that our feelings were based on reality rather than hope. Our intentions have always been to provide for our students' needs as they became clear to us, and we have always known the value of assessment in the classroom. What we have discovered is that program assessment can also be a very valuable tool. An ongoing assessment of our student support programs provides a perspective that will allow us to focus our efforts where they are most needed and most effective. Assessment will also allow us to alter programs as necessary.

We knew going into this process that we did not yet have a viable tool for determining ESLR attainment; after all, we had just established our ESLRs not long ago. What we did not realize was that although there is evidence of many excellent assessment tools among teachers at Pacific High School, there is much inconsistency schoolwide in areas of assessment and performance standards. We have determined a need to provide our students with course level consistency in curriculum, assessment, and performance standards. We will also need to define quality attainment of our ESLRs, align that standard with state and District standards and assessments, and find a workable method of following our students' ESLR attainment progress.

Our District consistently provides us with student data that we have used to address student needs and refine current programs. The administration has always used this data to guide their decisions, but the staff has not used this material in a consistent manner to guide instructional strategies. The self-study has given us a chance to reflect and become aware of the value of regular group analysis of student work and student outcomes. Very few of us will ever want to work in isolation again.

5. The alignment of 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 plan.

We began identifying our growth needs within focus groups as early as spring of 1999. Focus groups reviewed their reports again in the fall of 1999 and decided to gather

more evidence to clarify Pacific High School's areas of need. With the second rough draft, needs were more solidified than before although still not in the form they are in today. These early growth needs were then compiled from each of the focus groups' rough draft reports, and the needs that appeared similar in nature were grouped together. During a leadership team retreat, focus group leaders presented and defended their group's growth needs to the rest of the leadership team. After a productive day of large and small group discussions, three major areas of need were identified. These areas fell into collaboration needs, ESLR attainment needs, and technology growth needs. The leadership team divided into committees to attend to the separate established needs. Each committee group-member brainstormed individually on their area and elicited ideas from their constituents. The committee groups then spent a day together developing a rough draft of their specific portion of the Action Plan. Focus groups met again to look at new evidence they had gathered and to revisit their reports. After discussions that clarified their need to make a case in their reports for the needs and the strengths they recognized on campus, they tackled their reports for a third time. The result was a much clearer case presentation of Pacific High School's needs and strengths. The description of the programs did not change nor did perceptions of growth needs, but the areas of strength and need were documented and more clearly delineated. With a clear definition of our needs, the rough draft of the Action Plan was then placed in the hands of another committee that aligned the action steps with available resources and within reasonable, "doable," time lines. This second rough draft of the Action Plan was presented to the District office and to the staff through a schoolwide department inservice meeting December 6, 1999. The departments approved the plan and it was sent to the District again to be formatted.

We believe in our Action Plans. We are excited about the changes they represent for our school. We have determined to meet regularly as a leadership team to monitor our progress. We have determined that in addition to our regular department meetings that deal with subject specific academic concerns, we will continue to use focus groups to deal with schoolwide needs that have been identified by our self-study. We have decided to use our three inservice days allotted to us each year to address our larger areas of need as defined in the Action Plan. Finally, we intend to use analyzed student-learning outcomes to determine the viability of our plan.

Student and Community Profile

The Community

Pacific High School is the second high school to be built in San Bernardino during the city's 146 year history and is one of four comprehensive schools operated by San Bernardino City Unified School District, the tenth largest District in the State of California. Our high school was opened in 1953 and remained a prestigious educational institution until its closure in 1983 due to decreasing enrollment. Since our reopening in 1990, our students, staff and alumni have energetically worked to reestablish the traditions and to create the many new programs that continue to make Pacific High School one of the most respected high schools in the community.

The Pacific High School community is located in the city of San Bernardino, part of the "Inland Empire" of Southern California. San Bernardino is an urban community with a total population 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 named "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). In San Bernardino, 38% of the city's residents receive public aid and 31% of the children live below the poverty line. This is particularly disturbing given the fact that 25 years ago, San Bernardino was named an "All American City" and one of the best places to raise children. San Bernardino has suffered economically from the closure of Norton Air Force Base, the downsizing of defense and industrial corporations, the closing of the 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. Districtwide the Limited English Proficient (LEP) and Non-English Proficient (NEP) count has steadily risen in San Bernardino from 3617 students in 1987 to 11470 in 1999.

Pacific High School reflects the problems facing the community as a whole. The student mobility rate is high. Seventy-five percent (75%) of Pacific's students are ethnic minorities, 33% of the students 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, 18% of the total population of the school and is now the highest in the District at the comprehensive high school level. In addition, our Special Education program has a student population of 320 approximately 12% of our total student body, also the largest in the District. Our standardized test scores reflect our challenging student population.

Despite these formidable challenges, the attendance rate is steady at 92.1%, our suspension rate has decreased, our SAT 9 scores have improved, and the number of GATE identified students remains high. There are numerous organizations and clubs 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). Our athletic teams are a source of school and community pride and have grown in strength and success over the years, often advancing into CIF finals. In fact, one of our students made the national All-American Football Team as reported in Parade Magazine, January 24, 1999. Coaches and teachers work closely together to inspire our student athletes to excellence in the classroom and on the playing field. As a result, many of our 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 we are determined to "stem the tide" and do whatever is necessary to give our students the education, the support and the opportunities not afforded them by their community at large.

The Campus

Pacific High School serves a student population of 2,498 and is located north of Perris Hill Park in the established northeastern section of the city. Our campus is a forty-six acre park setting which boasts a spectacular view of the San Bernardino mountains. Pacific reopened its doors in the fall of 1990 with only ninth and tenth graders. In 1991-92, Pacific High School housed ninth, tenth and eleventh graders. The following year brought a new freshman class, creating a full, comprehensive high school with grades 9-12. In 1993, Pacific High School held its first graduation since 1983, in our Bailey Bowl.

Even though a number of repairs and improvements were made at the time of our reopening, there was still a substantial amount of work to do to return the campus to, and beyond, its former glory. Some of those repairs and additions were made over the last few years. Fall of 1997, however, saw the beginnings of major renovations as the state and the District came together to provide a better environment for our students. We struggled through the growing process, which continued throughout the school year, the summer and into the following year. We survived and thrived through the inconvenience of borrowed, portable classrooms, mid-year moves and some unpleasantly loud noises. However, students and teachers alike have been renewed by our fresh physical surroundings. Working from the inside-out, fall of 1998 found most of our classrooms with central heating and air conditioning, new lighting, new security systems, freshly painted walls, and newly carpeted floors. Continuing efforts are upgrading the outside of our buildings and our technological capacity is going to make a giant leap when our new phone system and the networking infrastructure is complete. (This will connect all the classrooms internally and provide worldwide web access for all students and teachers).

Additionally, students and faculty joined together in 1998/99 to enhance and beautify our campus by creating, "Pacific Pride," a campus club started by students and dedicated to improving the campus environment. Volunteers plant and care for flower gardens, bushes, and trees; remove graffiti and grime; and pick up litter. In only the first year of this program, approximately \$2,000 has been donated by teachers, school employees, community members and students to purchase plants, materials and tools, while students and faculty have volunteered over a thousand hours.

The Students

After a seven-year closure, Pacific High School was opened in 1990 due to increasing enrollment. We have a total enrollment of 2498 (98-99); 2629 (97-98); 2521 (96-97); 2202 (95-96); and 2176 (94-95). Forty-nine percent of the current population is male and fifty-one percent is female. Thirty-eight percent of the students at Pacific High School are freshman. Of those freshman 51% are Hispanic, 22% are African American. 20% are Caucasian, 6% are Asian Pacific Islander, and 1 % are American Indian. There is a dramatic drop in student numbers the sophomore year. Only 26% of the students are sophomores. The ethnic breakdown of that sophomore class, with 50% Hispanic, 25% Caucasian, 17% African American, 7% Asian Pacific Islander, and 1% American Indian, indicates that our most "at risk" ninth grader is the African American student. Between the freshman and the sophomore year their enrollment dropped by 5%. The ethnic balance seems to remain relatively steady after the freshman year. However, we do show a steadily decreasing student population as they advance through the grades to graduation. Twenty-one percent of our students are juniors and seniors comprise only 15% of the student body. An analysis of the student ethnic breakdown for the last five years indicates the growing majority of students attending Pacific High School are Hispanic. The Hispanic population reached 50% in the 1997-98 school year and is continuing to grow as Pacific's second largest, white population has shrunk from 34% in 1993-94 to 24% in 1998-99. The African American population at 19% is also growing but at a much slower rate. Review of the demographics over the last five years indicates that the rest of the student ethnic populations are holding steady. The overall ethnic make-up of our school reflects that of San Bernardino City Unified School District and the surrounding community and includes the following: American Indian (1%), Filipino (1%), Asian Pacific Islander (6%), African American (19%), Caucasian (24%), and Hispanic/Latino (49%). The number of students identified as LEP is growing yearly but maintaining a steady rate of about 18% of the total student population.

The Staff

CERTIFICATED: The Pacific High School certificated staff consists of four administrators and 108 certificated staff. Our certificated personnel includes 74% Caucasian, 9% Hispanic, 10% African-American, 5% Asian/Pacific Islander/Filipino, 2% American Indian. We have 55 males on our teaching staff and 53 females. Our certificated staff (74.4%) is permanent employees, 3.2% P2, and 4.8% P1. We are proud to announce that there is a strong sense of consistency and continuity at our

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school because many of Pacific's alumni are working on campus our Principal and many of our teachers have been here since Pacific reopened in 1990.

CLASSIFIED: The classified staff consists of 60 employees. We have 17 male employees (28%) and 43 female employees (72%). The distribution of their assignments are as follows: Health Clerk (1), Audio Visual Technician (1), Registrar's Clerk (1), Counselors' Clerk (1), Career Technician (1), Attendance Verifiers (2), Vice Principal Office Secretaries (3), Vice Principals' Clerk (1), Switchboard operators (2), Lifeguard (1), Attendance Clerks (5), Girls' Athletic Equipment Attendant (1), Counselors' Secretary (1), Boys' Athletic Equipment Attendant (1), Library Clerk (1), Data Clerk (1), Family Support Worker (1), Principal's Secretary (1), Family Support Aide (1), Financial Secretary (1), Registrar (1), Tutors and Aides (14), Security (5) and Custodians (12).

Attendance

Pacific High School had a 90.9% actual attendance percent rate in the 1993-94 school year and then again in the 1994-95 school year. In 1995-96 school year we demonstrated a strong increase in the percentage of students actually attending school. Our numbers jumped to 92.4% and have remained fairly consistent since that time. Our dropout rate by year indicates an increase from 4.7% students in 1993-94 to 6.5% students in 1996-97.

During the 1997-98 school year, Pacific High School achieved a significant increase in the number of students promoted at the tenth, eleventh, and twelfth grade levels. The increase was especially dramatic at the tenth grade level where the number of students promoted to eleventh grade increased by 100. The expansion of extended day opportunities, night school, and summer school provided credit deficient students a chance to make up units and gain promotion to their chronologically appropriate grade level.

In 1997-98, Pacific's suspension rate decreased from 11.7% to 8.3% and Pacific's number of expulsions remained constant at 10%. For 1996-97 the District average suspension rate was 12.7% and District average number of expulsions was 11.7%. Pacific's 11.7% suspension rate and 10% expulsions were both slightly below the District average. Our number of suspensions dropped from a high of 20 in the 1994-95 school year to a low of 7 in the 1995-96 school year. Our number of expulsions dropped from largest number of students, 33 in the 1993-94 school year, to its current average of 10, in the 1994-95 school year. The presence of an On Campus Placement Center, staffed by a classified employee, has enabled Pacific's administrators to reduce the number of suspensions. Students are placed in this center in lieu of suspension and given work to do rather than being sent home. In addition, the ability of school police to give traffic court citations to students for disciplinary infractions has been a helpful deterrent to disruptive student behavior. The creation of a community day school for ninth grade students with systematic behavior problems has also contributed to a reduction in the suspension rate.

Discipline

Pacific High School provides a disciplined learning climate for all students. Well-defined rules have been established and implemented to maintain acceptable student behavior. Discipline standards are developed and enforced in accordance with state codes and school board policies. The standards set forth are developed by the joint efforts of the staff, students, and parents. School rules and classroom rules are posted and contracts are sent home. All Pacific High School students and parents are provided with written notification of school rules and the consequences of infractions. A vice principal visits English and Social Studies classes at the beginning of the school year to go over the school rules and policies in a comfortable, informal setting. These sessions promote discussion and interaction so all students may clearly understand the school rules and policies.

Teachers, administrators, and staff members participate on a regular basis to ensure the safety of Pacific High School students by attending school events, policing halls during passing periods and during lunch, and implementing campus control procedures consistently (i.e., hall passes). Security has increased their presence and improved their mobility by utilizing radio communications across campus, monitoring campus gates, and their recent acquisition of three bicycles.

All three vice principals divide discipline, teacher evaluation, and new student registration assignments alphabetically. In addition to these duties, their assignments are in the following clusters: (1) Accreditation, Alternative Programs, Athletics, Campus Control and Security, Leadership/Pep, Master Calendar, OCS; (2) Attendance, Back-to-School Night, Booster Clubs, Counselors, Honors, GATE Programs, New Teacher Orientation, Student Activities, Clubs, Assemblies, Contracts, Government Week, and Teacher Adjunctive Duties; (3) CBEDS, Faculty Handbook, Federal Survey Cards, Free and Reduced Lunch Program, Graduation, Instructional Assistants and Tutors, Plant Management, Maintenance, Parking Permits, Student Teachers and Observers, Transfer Committee, and Transportation.

The three vice principals and their security staff provide campus security, and with the help of seven full-time counselors, respond to student referrals from teachers.

Our Safe Schools Grant program is in its third year and is a major resource for the school. This collaborative of law enforcement, School Police, security, and neighborhood action groups has focused on campus and community safety developing a stronger partnership with the surrounding neighborhood and business district.

The Classes and Staff/Pupil Ratio

In addition to our large Honors Program, we also offer a wide variety of Advanced Placement classes and show competitive results on those exams. We provide a full range of academic and extracurricular activities in College Prep, Honors, and Advanced Placement classes, athletics, art, music, drama, and other areas designed to meet the needs of all students.

Teachers provide classroom instruction for five fifty-five minute classes per day with one period for preparation. Fourteen teachers teach during their prep period for which they are financially compensated. Pacific High School classes are staffed at an average ratio of 23:1. Honors and Advanced Placement classes and a few speciality elective classes typically have fewer students due to the nature of the classes. In addition, part of our Ninth Grade Objective is to keep all ninth grade English courses and Math courses as small as possible to provide for these students' special needs. Our Math department offers 78 College prep and eight honors courses in Algebra, Geometry, Algebra 2, Statistics, Trigonometry, Math Analysis, and Calculus Advanced Placement. The average student-to-teacher ratio in math courses is 27:1. The Pacific High School Language Arts Department offers a journalism elective and 89 College Prep courses in English 1, English 2, English 3, and English 4. There are eight honors courses for the freshman class, four for the sophomores, three for juniors, and three Advanced Placement classes for seniors. The average student-to-teacher ratio in the English Department is 23:1, but in the freshman classes we have reduced that number to 15:1. Pacific High School offers Foreign Language instruction in French, German, Spanish, and Japanese. Honors and Advanced Placement courses are available in Spanish. The average student-to-teacher ratio in the Foreign Language Department is 30:1. Our Science Department offers course work in Integrated Science, Health Science, Chemistry, Physiology, and Biology with Honors courses in Physics, Physics Lab, Chemistry, and Biology. The Science Department also offers Advanced Placement in Biology. The Science Department maintains an average student-to-teacher ratio of 30:1. Social Science has the highest academic course student-to-teacher ratio at 33:1. This department offers World Geography, World History, United States History, American Government, and Economics. Social Studies offers honors courses in Economics, American Sovernment, and World Geography. We also offer Advanced Placement in United States History for juniors.

ELL and Sheltered Program: Pacific High School's English Language Learners (ELL) program is designed to assist non or limited English-speakers in becoming academically proficient in English as quickly as possible. To accomplish this goal, students are enrolled in ELL classes (levels 1, 2, and 3) and sheltered (SDAIE) content area classes. These classes provide a balanced curriculum that prepares students for success in mainstream academic classes. Those students in need of extra support are also enrolled in a reading lab and/or an after-school computer literacy academic support lab. Bilingual tutors provide native language support as needed.

GATE: Pacific High School offers a Gifted and Talented Education Program (GATE) to students who are gifted intellectually, academically, and/or in the visual and performing arts. The GATE program offers special programs such as Academic Decathlon, (a nationwide competition), Mock Trial (the study of law and the simulation of criminal trials), Challenge Bowl (a Districtwide academic competition), and Honors and Advanced Placement courses. The GATE program is available to all qualified students (9-12), and the special programs are available to identified and unidentified interested students. The goals of the GATE program include offering a variety of challenging programs, and providing an academic program sufficiently rigorous to ensure the

success of the students in the most highly rated colleges in the nation. The current enrollment in the Gate program is 256, about 10% of our student body. However, we provide GATE course work to a much wider body of students. English honors courses show an enrollment of 432 students, math honors courses have an enrollment of 195 students, science honors courses serve 293 students, and the Social Sciences serve 289 students.

A snapshot-view of last year's honors classes indicate that the ethnic breakdown of these courses does not mirror the school's ethnic distribution. Hispanic students constitute over 50% of our student population but, on average, only represent 27% of our students taking honors courses. The exception is Spanish language honors courses where they are 66% of the students. African American students at 19% of the total student body are also under represented in honors courses, averaging only 12% with the interesting exception of English honors 1 20% and Calculus AP 20%. The percentage of white students is disproportionally large, averaging 40% of all students represented in honors courses. With the exception of AP English and Spanish 3H and AP, Asian students also participate in honors courses at a higher rate. Asian students represent only 7% of our student body, but they constitute 14 % of the students taking honors course work.

STAT Program: In 1993 San Bernardino City Unified School District examined numerous state and federal educational reforms, confirming the emphasis on school-to-work initiatives and the correlated use of applied technology. To better prepare high school students for productive futures, the design, curriculum, and delivery of vocational and career education were examined to determine their relevancy to current educational reform. A dynamic group composed of educators, students, parents, community members, higher education and local business leaders formed the "Career Pathways Collaborative" to develop and implement school-to-work and higher education career opportunities for District high school students. The past several years have been devoted to extensive research, meetings, and planning dialogues. Visits were made to other exemplary programs and Districtwide plans were developed to address the areas of career guidance and curriculum reform. Strategies were formed to ensure successful school-to-work transitions, and research was made into the areas of applied careers, technological courses, resources, and the equipment needed. In an effort to emphasize the concept of "work first," we provide opportunities for students to become involved in several career majors. The District's Career Pathway is a four-year program that provides a challenging mix of academic study, job shadowing. interaction with professionals, and internship opportunities. Although Pacific's emphasis is on Comprehensive Health Careers, we offer Communication, Education. Government and Community Occupations, Business, Engineering, Science and Technology Career Pathways.

The Health Occupations Career Pathway was selected by Pacific High School for the development of an innovative model program concept. The project, entitled STAT (School To Allied Health Training), was developed through a partnership between the school and the health care industry. The mission of STAT health careers pathway is to prepare students for entry-level jobs and/or entrance into colleges or universities as

medical professionals upon high school graduation. The purpose of the program is to help students make future career choices while completing the necessary prerequisites for a post secondary education. Students are offered a wide variety of hands-on experiences as well as a unique curriculum of integrated and health applications. During the first two years of the program, students will gain knowledge in basic principles and skills required in the medical field. Junior and senior level students continue classroom instruction and have opportunities for work site learning.

Ninth Grade Programs

Pacific High School is especially focused on our most persistent challenge-- the "at risk" ninth grader. Six years ago we established Project Reach, a school within a school. which utilizes team teaching and positive reinforcement to encourage students to feel connected to their school. Very recently, (the second semester of the 1998-99 school year), we increased the number of Freshman English classes and decreased the number of students in each class. Although we have not seen improvements in formal data yet, both students and teachers feel this has made a real difference. Again, very recently, we provided development-training opportunities to a number of our teachers in the direct teaching of reading skills to high school students. Last year for the first time there were several well-established reading classes for students who are deficient in this crucial skill. At the same time, we reduced the number of students in our Algebra 1 and Algebra Standards 1 and 2 classes to increase student /teacher time and aligned instruction in Freshman Academic Support classes to reinforce core academic classes. Again we cannot directly point to substantial differences in test scores, but we are hopeful and expectant. Our expanded AVID program provides tutorial support, test-taking skills, speakers, field trips, and personal goal setting activities. In the Summer of '96 we began to offer incoming ninth graders a variety of academic and elective classes including, "Introduction to High School." In order to meet the special needs of ninth graders, two counselors have been designated exclusively to follow their progress. Additional support for incoming ninth graders includes a Freshman Buddy system and a campus orientation tour including shadowing. By virtually eliminating all A-level classes, students are involved in a challenging college-bound curriculum while we maintain a full support system to meet their needs.

Additional Academic Support Opportunities

Pacific's **Academic Support classes** are focused, daily period of study in which students receive individual encouragement, tutoring/mentoring, and academic assistance in all subject areas. The students receive five units of academic credit per semester for this class.

Pacific also offers After School Tutoring four afternoons a week. Here the student may see a math, English, or science instructor and receive help with a class project or homework. The student may earn five credits after 70 hours of documented tutoring. Additionally, there are various personnel on campus who tutor in the regular classrooms. These include Resource Tutors (from Special Education) and Language Tutors (from ELL). ELL students are further supported with content area sheltered

instruction. Recently we reestablished our link with California State University of San Bernardino, who is providing instructional tutors in college-bound English and math courses through the **PAD Program**. This program provides CSUSB college students trained as tutors to high school campuses to work with students in developing mathematical competencies, reading comprehension, and writing skills.

In September of 1995, Advancement Via Individual Determination (AVID), a program for college focused students, began on our campus. Since that time, it has grown in strength and size. AVID is an elective course that can be taken all four years of a student's high school career. Students who elect to participate in this program are offered many of the same advantages as those in Academic Support classes. However, this program is geared toward encouraging interested students, particularly low-income minorities, to focus on attending a four-year college or university.

Extended Day Alternatives to the Regular Program:

Pacific offers **0** and **7th periods** to serve students who are unable to get all the classes they need or want during the regular day. It also allows students to acquire additional units for graduation and make up previously failed classes. In addition, it provides flexible hours for our working students.

The **Gateway Program** has been extended this year to a six-hour program offering classes in English, math, and computer literacy. Students in grades 9 through 12 earn 5.0 credit hours after completing 75 hours of attendance. Students attend during the regular day Monday through Friday. Special Education Resource teachers are available for evaluation, assessment, modification of assignments, and tutoring. Accumulating credits and keeping students connected to Pacific High will positively effect their decision to return to the regular, full-time program.

The **Supervised Study Program** allows students (in a crisis situation) to complete a class they are failing or to make up a needed class on their own. They are supervised by a teacher who agrees to assign, review, and grade their work.

Independent Study allows a student to remain enrolled in the District. The District allows these students to come to a central location (San Andreas High School) once a week to pick up course work from a credentialed teacher. In the case of students with disabilities, a Special Education teacher modifies lessons and assigns work. Credits earned are based upon completion of an acceptable unit of work. Independent Study is also offered in Summer School.

Parent Centered Groups

Pacific has encouraged parent involvement through the Family/Community Resource Room. This room opened in 1995 with much fanfare and joy. The mission of the room is to encourage parental involvement in their students' high school. It also serves as the focal point of student volunteers who earn service hour credits toward graduation. Visitors from the community as well as our own campus enjoy the friendly atmosphere

there while discussing concerns regarding Pacific High School and its students. This center is the first of its kind in the entire District at a high school campus. This room used to be a musty storage area, serviceable, but not very attractive. A group of parents and school staff undertook some energetic scrubbing and refurbishing to transform it into an attractive and welcoming center for parents and visitors. The center was created to provide a place where families could feel comfortable and offer their expertise. It is also a place where resources and linkages to the community are available. A Pacific High School parent and a District employee were hired to coordinate the activities of the center, working with numerous parent volunteers. To date, this center has offered Pacific Parent University - enrichment classes for parents including training on computers, ESOL, Spanish Language instruction, child care, and communicating skills with teens. The Family Community Resource Center is also "ground Zero" for Parent Patrols for tardy students and Parent mentors and tutors. Womens' health classes have been provided by the centers as well as food distribution programs. The Center has also served as a "Clothes Closet" especially for Prom dresses, graduation, and other expensive high school "niceties and necessities." Finally, this community, school, family collaborative serves as resource referral for many of our families.

The Family/Community Resource Room is also the center of our School Site Council and Bilingual Advisory Council. These councils meet together once a month to discuss the school and its concerns. It is comprised of the principal, teachers, students, and parents. School Site Council advises the principal regarding budgetary and other concerns, such as safety. The Bilingual Advisory Council focuses on the needs of our ever-growing population of English learners.

Academic Indicators

Advanced Placement: Pacific High School offers 52 honors and Advanced Placement courses: Honors courses consist of English 1-3, Government and Economics, Trigonometry, Algebra 2, Geometry, Biology, Chemistry, Physics, and Spanish 1-3. Advanced Placement courses are available in English, Calculus, United States History, Biology, Spanish Language, and Spanish Literature.

When compared to other schools in our District, our students have shown competitive results on their Advanced Placement exams, especially in English Language and Composition, English Literature and Composition, and Calculus. In 1994, out of the 85 students in the four comprehensive high schools in the District who took and passed these three Advanced Placement exams with a three or better, 30% of them were from Pacific High School. In 1995, out of the 91 students who passed the exams, 31% of them were Pacific High School students. In 1996, 46% of the passing students were Pacific High School students. In 1997, 34% were Pacific High School students, and in 1998, 42% of the students who passed these three Advanced Placement exams were Pacific High School students.

Golden State Exams: Pacific students have performed well on the California Golden State Examinations. Fifty (50%) of the Golden Seal Diplomas given in 1997 to our District's seniors were given to Pacific High School students. In 1997, we went down in

number, but still received a respectable 23% of the Golden Seal Diplomas. Our students, at 14% of the individual awards of High Honors, Honors, and School Recognition, have not done as well on their Algebra, U.S. History, Biology, or Chemistry exams. However, all four-subject areas scores improved in 1998 from an all time low in 1997. It is interesting that although our Geometry scores dipped also in 1997, they have averaged a more consistent 23.5% of the individual awards given in the District. Our students have averaged higher scores in Reading at 32% of the individual awards given in the District, written composition 34%, and government and civics 36%. They have done particularly well on the economics exam where their achievement has led the District for the sixth year in a row. In 1993 out of the 27 students in the District who took honors or high honors in the Economics Golden State, 75 % of them were Pacific High School students. An average of the next five years indicates that Pacific High School students have taken an average of 68.3 % of honors and high honors awards and 52.5 % of all three awards given to students in SBCUSD on the Golden State Exam in Economics.

SAT 9 scores: Pacific High School's ninth through eleventh graders took the SAT 9 for the first time in 1998. As a school, we performed below the average with reading scores the lowest. The ninth graders scored 32.1 NCEs, tenth graders scored 29.7, and eleventh graders scored 35.8. The language arts and math scores were slightly better, ranging from a low of 34.3 for tenth grade Language Arts scores, to a high of 43.5 for the eleventh grade Math scores. Overall, tenth graders received the lowest scores, followed by ninth, and eleventh.

When the data is broken down by socioeconomics, the lower the income level, the lower the average test score. For instance, the ninth grade-average total reading score for those receiving free lunch was 28.98. The score for those receiving reduced lunch was 36.51. Finally, the score for those students who receive no assistance was 45.52. If the school was only measured by scores of those who receive no free lunch, we would be above the minimum 36 NCE mark for Improvement School status on all 3 measured tests (reading, language arts and math) for all 3 grade levels. Therefore, when comparing our scores with other schools, socioeconomic status needs to be addressed in any comprehensive analysis.

Ethnicity also plays an important factor in the test scores at Pacific. White students tend to score higher than Asian students, Asian students tended to score higher than black and Hispanic students. These discrepancies are evident in society in general and need to be addressed by all institutions that have an effect on our students, not just the school.

District score rankings for the SAT 9 received in July 1999 indicate that Pacific has raised over all scores in reading by one full point (the second highest increase at the secondary level in the District), in language 1.2 points (the highest increase), and in math .7 points (where we are tied for the second highest increase in the District).

¹¹ WASC 10416

English Placement Test (EPT) and Entry Level Mathematics (ELM) for California State University: The number of Pacific students taking the EPT in the 1996-97 school year was 33. Ten students scored in the low-level range, 17 were middle level, and 6 were high level. It is important to note that many of our highest achieving students do not take this test because they prefer to save their money for the AP exam in English. The entry-level mathematics scores found 27 students at low level, 6 students at mid-level, and 4 students at high level. Again, some of the top students did not take this test choosing instead to take the AP Calculus test later in the year. These results mirror the District level scores.

Post Secondary Statistics

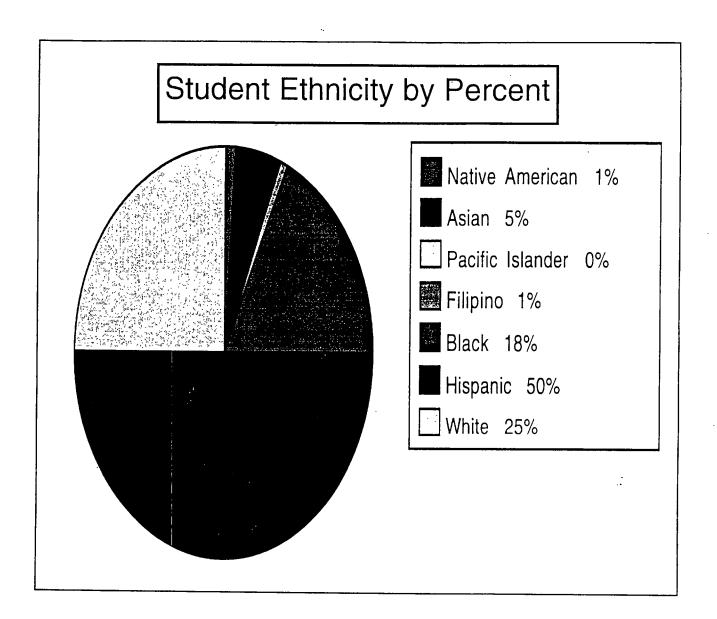
All graduating seniors are handed a survey that they must return in order to receive their diploma. The survey is directed towards determining student paths. In addition to the initial survey, the SBCUSD sends our graduates a follow-up survey to determine the accuracy of the initial survey. In 1994, Pacific High School had 330 graduates. Out of the 59% who responded to the follow up survey, 23% were in a four-year college or university, 35 % reported attending a two year community college, and only two percent indicated that they were enrolled in a trade or technical college. In the 1994 survey, other options included vocational programs that indicated that 2.59% intended to join the military, 8.81 % had chosen full-time work, and 19.7% had obtained part-time employment. In 1995, 93% of our students responded to the survey. Nine percent reported attending a UC campus, 12% indicated that they were enrolled in a California State University, 29% reported attending community colleges, 7% reported enrollment in an out of state college or university, 2% reported attending private universities in California, and 3% only indicate a technical or trade post secondary education. In addition, 1995 graduates reported 5.56% joined the military, 20.68% chose full-time employment, and 23.46% reported part-time work. In 1996 Pacific had 359 graduating seniors. Ninety-two percent responded to the follow-up survey and indicated that 27.5% were attending a four-year college or university, and 36.6 % indicated attendance at a two-year community college. Secondary vocational choices for 1996 graduates included military 7.2%, full-time employment 15%, and part-time employment 33%. The results of the 1997 follow-up survey indicate that Pacific High School had 394 graduating seniors of which 86% responded to the survey. They reported that 24% of them went to a four-year college or university and 35.67% attended a two-year community college. In addition, 10.23% indicated military service, 11.45 indicated full-time employment, and 32.46% reported part-time employment. (The statistics indicate that some of our seniors combine work and college and/or military.)

Budget and Financial Support

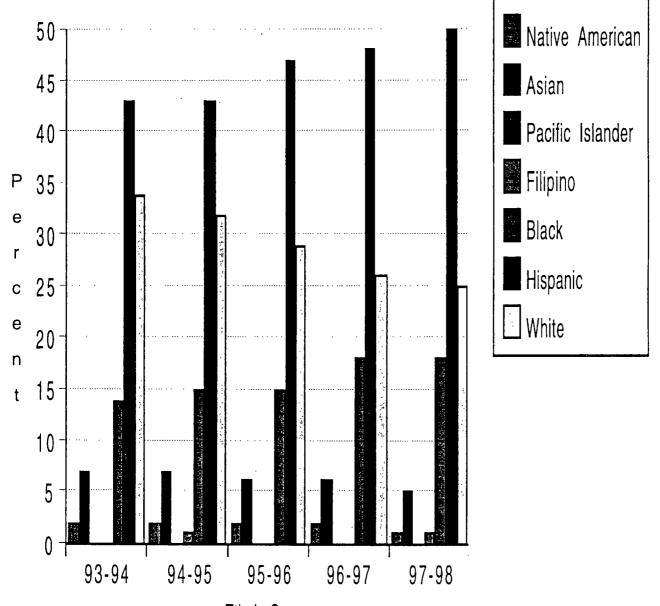
Pacific High School's operating budget includes the following categories and allocations: Instruction \$300,000; Title 1 \$372,00; Bilingual \$118,000; Opportunity \$93,000; Evening Program \$72,000; Carl Perkins, (Vocational Education) \$35,000; Class Size Reduction \$11,000; Tenth Grade Counseling \$10,000; GATE \$9,000; Vocational Education Lottery \$6,000; and Equipment Replacement \$3,000.

School Surveys

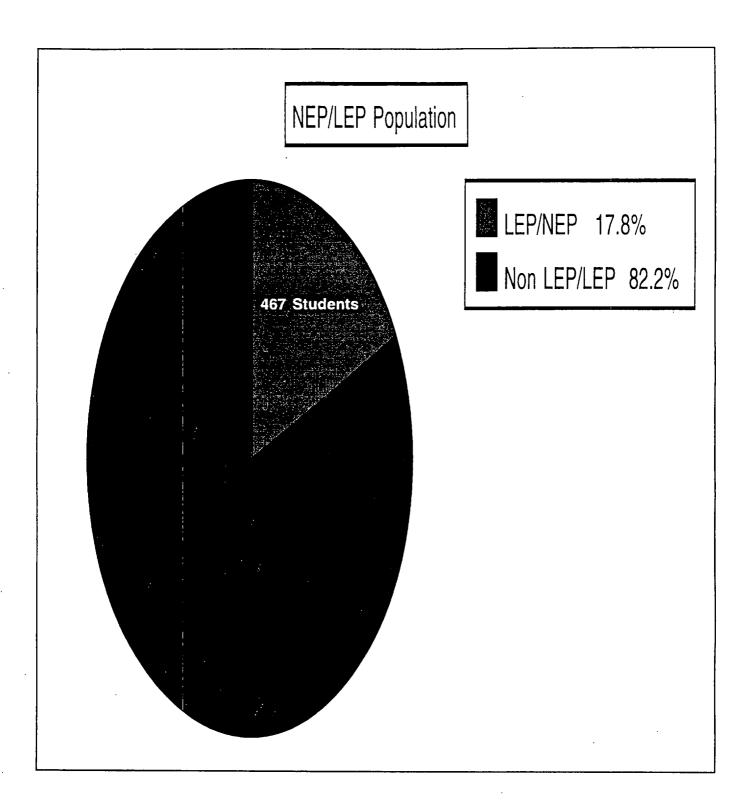
Continuing demographic changes in the Pacific student body led to administration of a communitywide survey which revealed a variety of community based health and learning needs. As a result, Pacific has applied to restructure its categorical program to address special needs. In addition, Pacific applied for and received a Healthy Start Planning grant and a Medi-Cal grant to provide an after school recreation program. In addition, a Senior Parent Survey was administered in May of 1999 during Senior Contract Meeting, and two additional surveys were distributed in September of 1999. One survey was administered in the tenth, eleventh, and twelfth grade English classrooms and another was sent home to tenth, eleventh, and twelfth grade students. All three surveys and their results are located in the appendix.



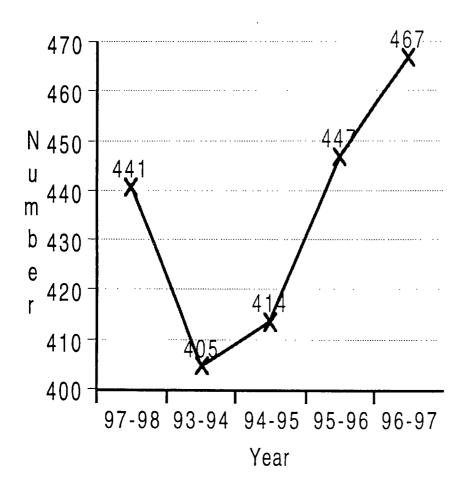
Student Ethnicity by Percent



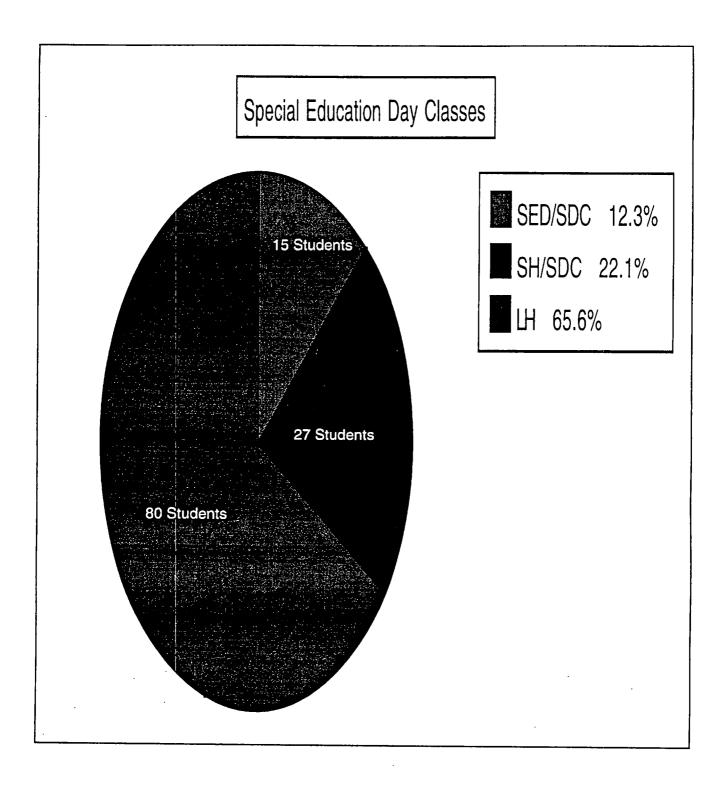
Ethnic Breakdown By Percent							
9	3-94	94-95	95-96	96-97	97-98		
Native America	2		2	2	2	1	
Asian	7	•	7	6	6	5	
Pacific Islander	•	(0	0	0	0	
Filipino			1	0	0	1	
Black	14	1 :	5	15	18	18	
Hispanic	43	4	3	47	48	50	
White	34	3	2	29	26	25	

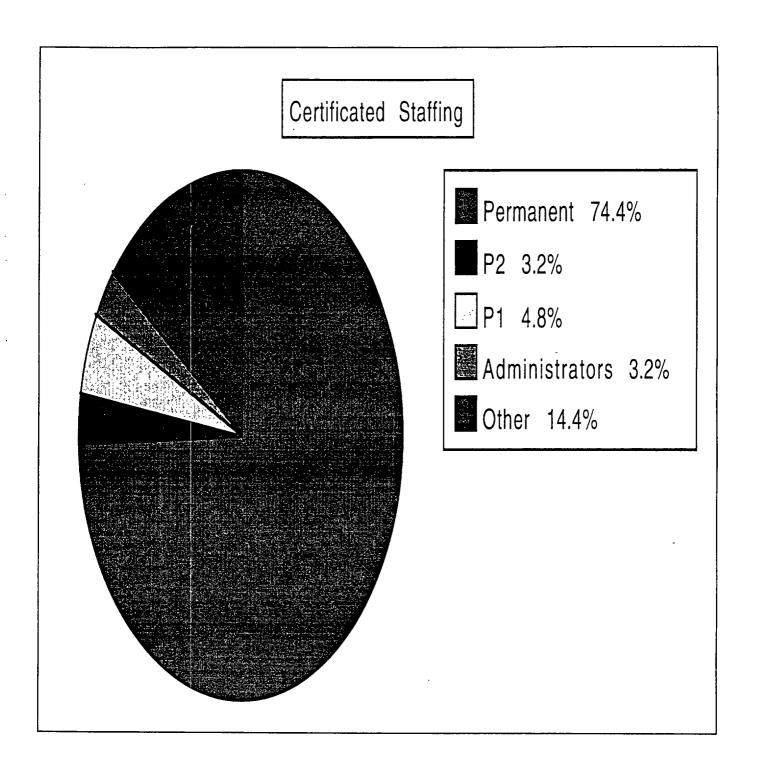


NEP/LEP Enrollment

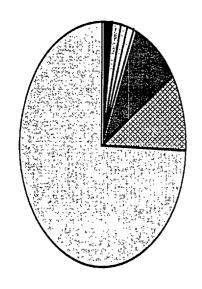




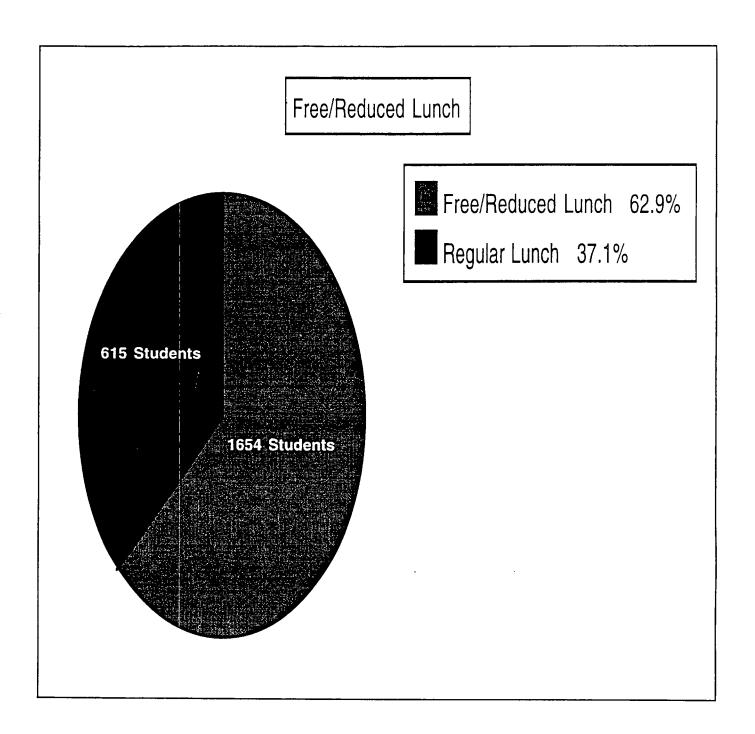


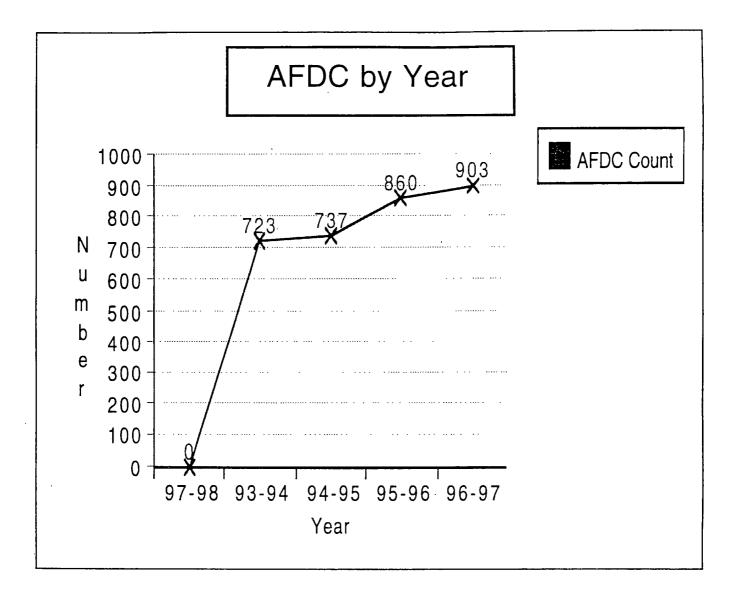


Ethnicity of Pacific High School Certificated Staff

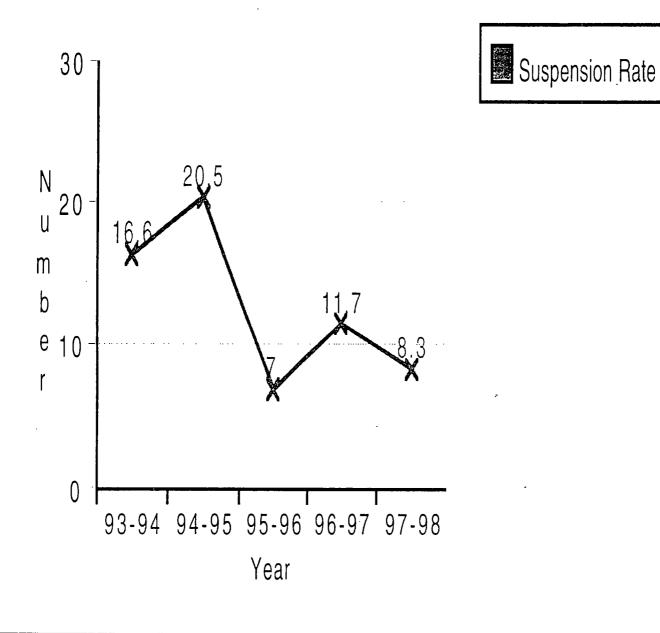


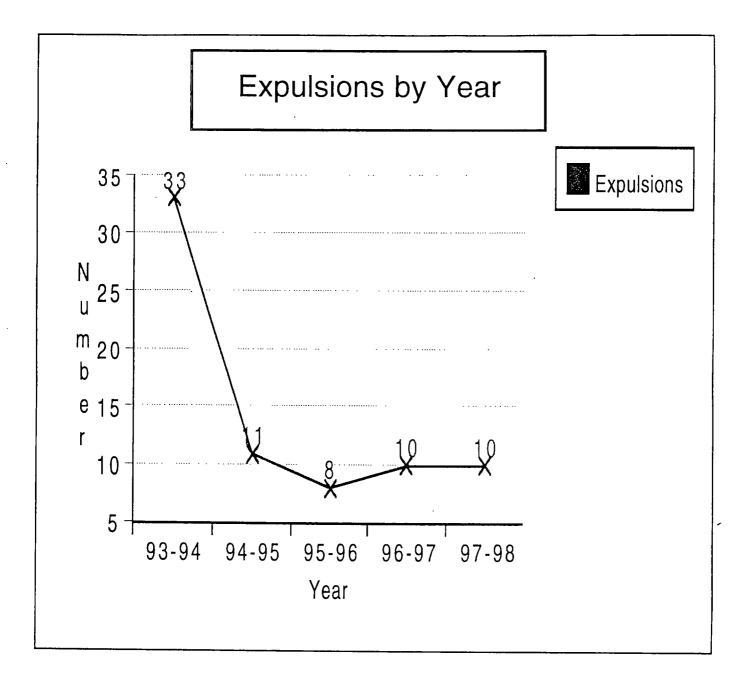
- American Indian or Alaskan Native 1.9%
- Asian 1.9%
- Pacific Islander 0.9%
- Filipino 1.9%
- Hispanic 9.3%
- African American 10.2%
- Caucasian 74.1%

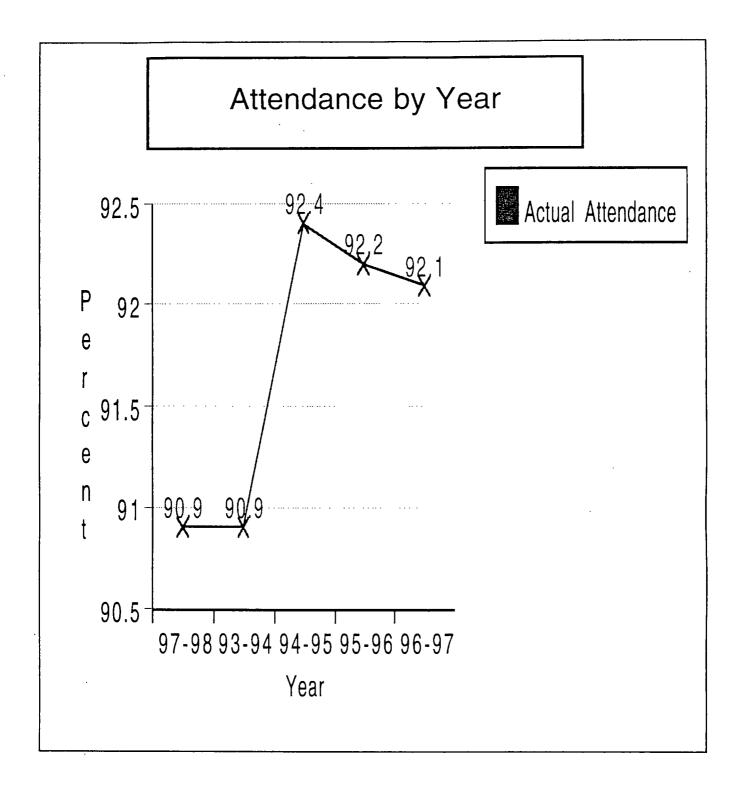


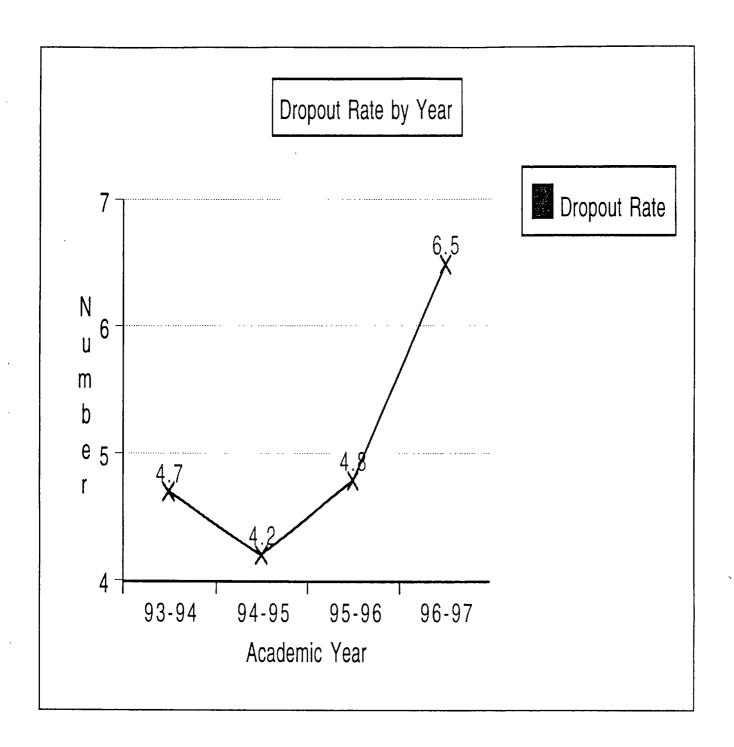


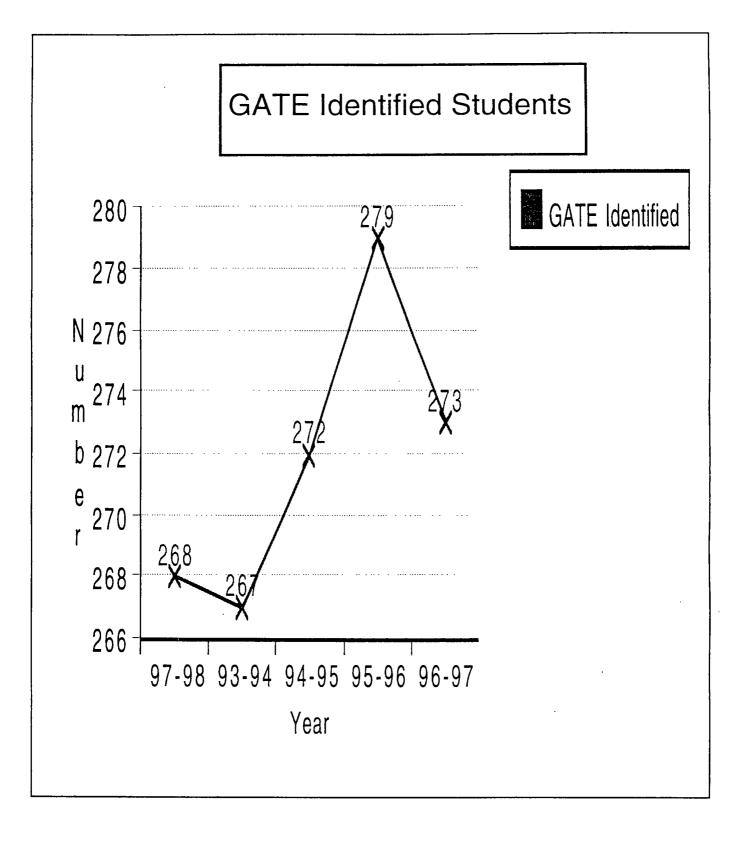
Suspension Rate (Students Suspended/Students Served)



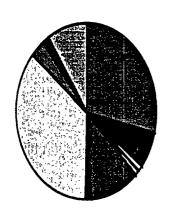








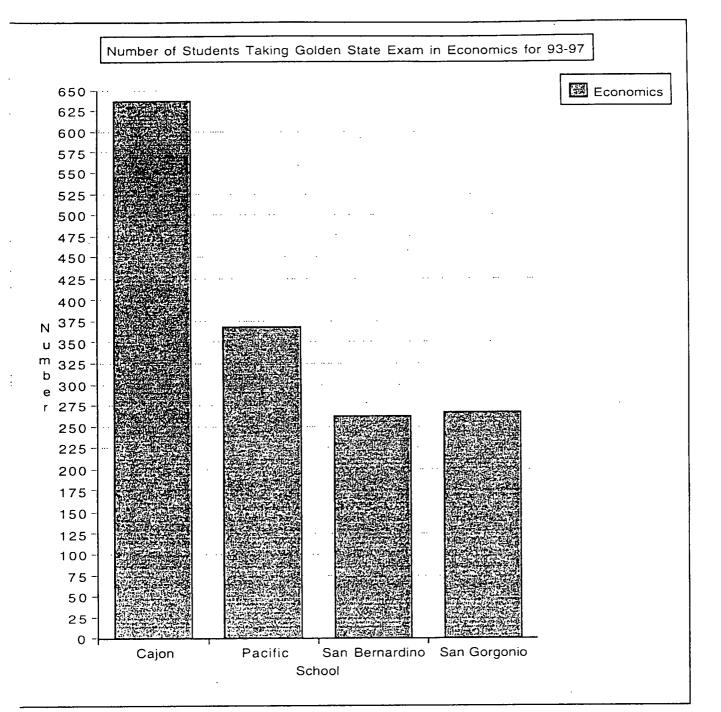
Pacific High School Operating Budget 1998 - 1999



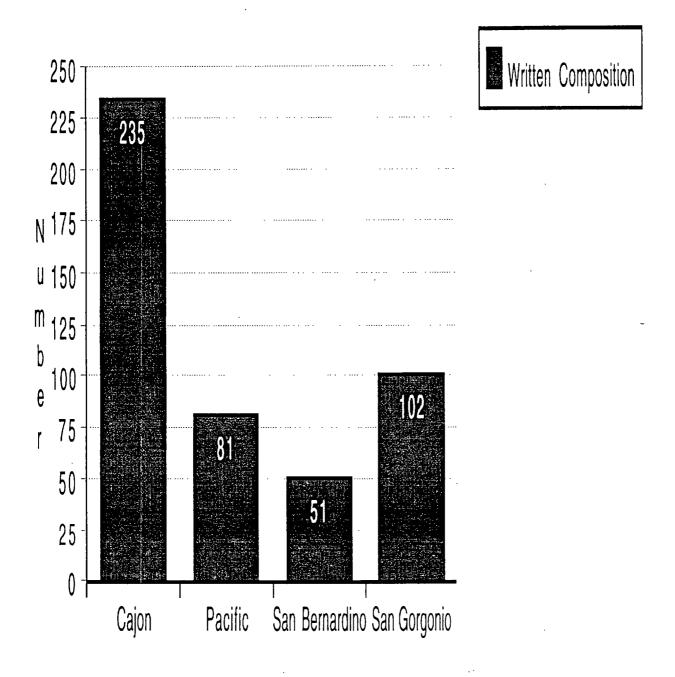
40		
1	Instruction	20 70/
	Instruction	20.1%

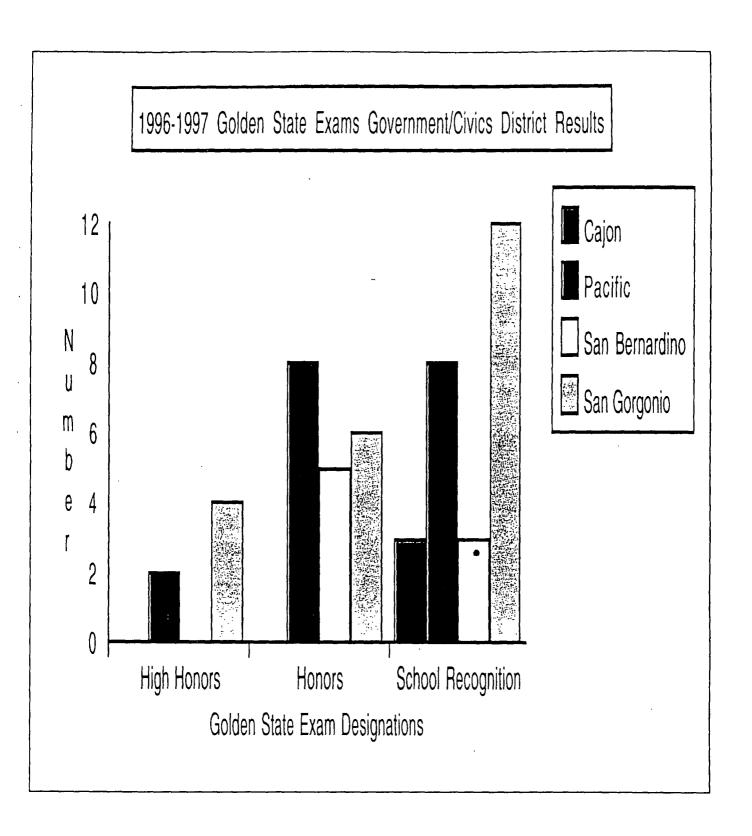
- Evening Program 6.9%
- 10th Grade Counseling 1%
- Class Size Reduction 1.1%
- Bilingual 11.3%
- 1882 Staff Development 1.6%
- Title 1 35.6%
- Carl Perkins (Voc Ed) 3.3%
- Voc Ed Lottery 0.6%
- Equipment Replacement 0.3%
- ☐ GATE 0.9%
- Afternoon Opportunity/Continuation 8.9%

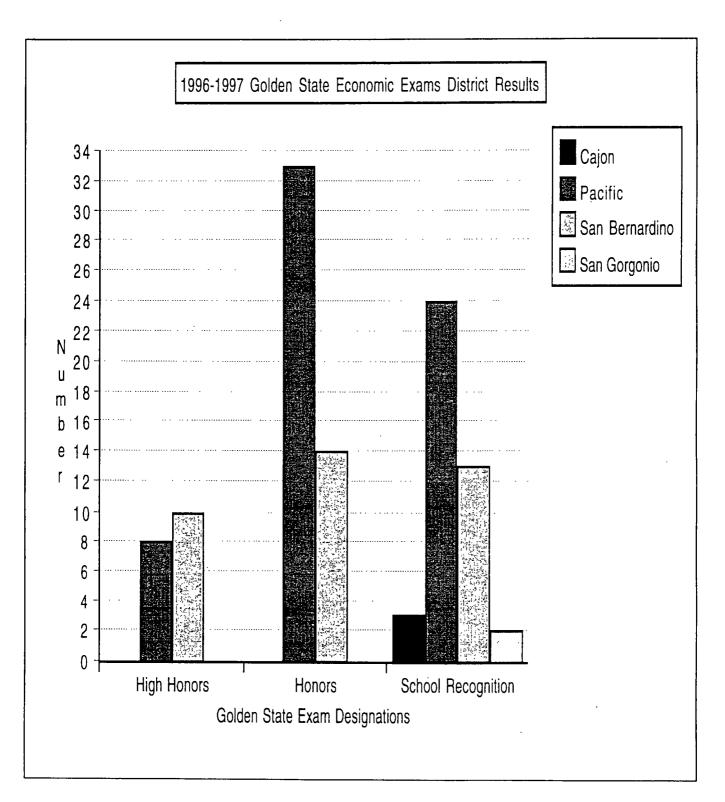
Instruction	\$300,000.00
Evening Program	\$72,000.00
10th Grade Counseling	\$10,000.00
Class Size Reduction	\$11,000.00
Bilingual	\$118,000.00
1882 Staff Development	\$17,000.00
Title 1	\$372,000.00
Carl Perkins (Voc Ed)	\$35,000.00
Voc Ed Lottery	\$6,000.00
Equipment Replacement	\$3,000.00
GATE	\$9,000.00
Afternoon Opportunity/Continuation	\$93,000.00

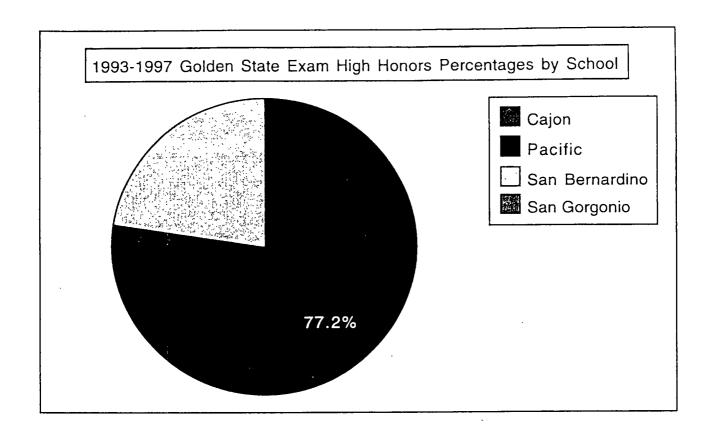


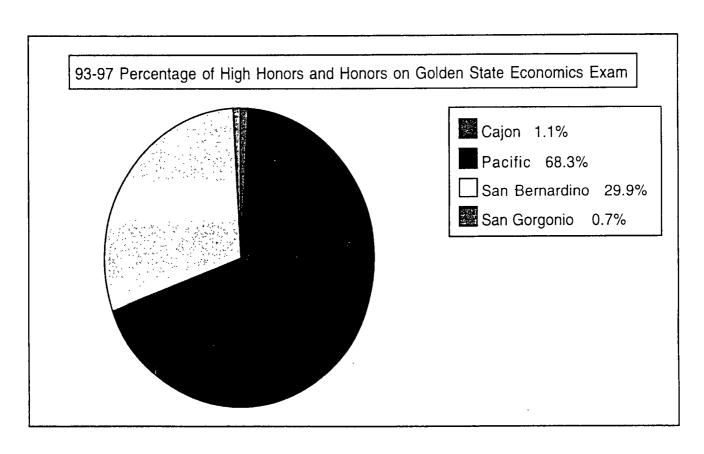
Number of Students Taking Golden State Exam in Written Comp.



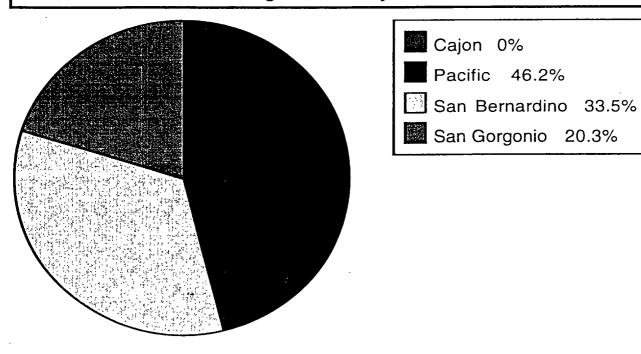




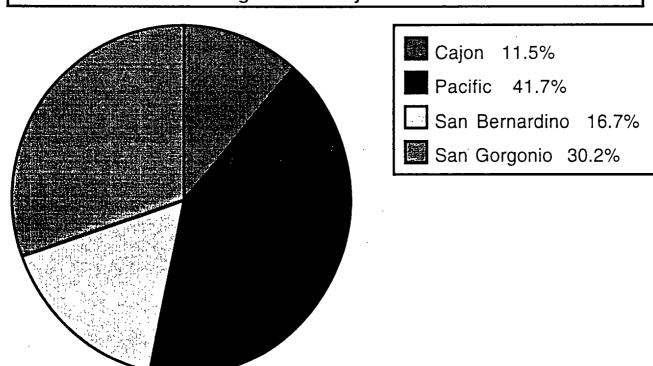


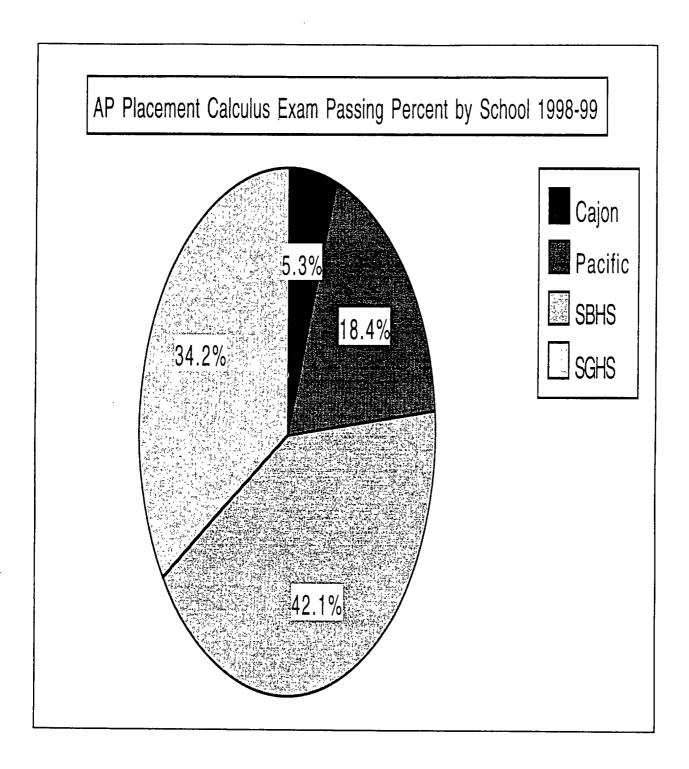


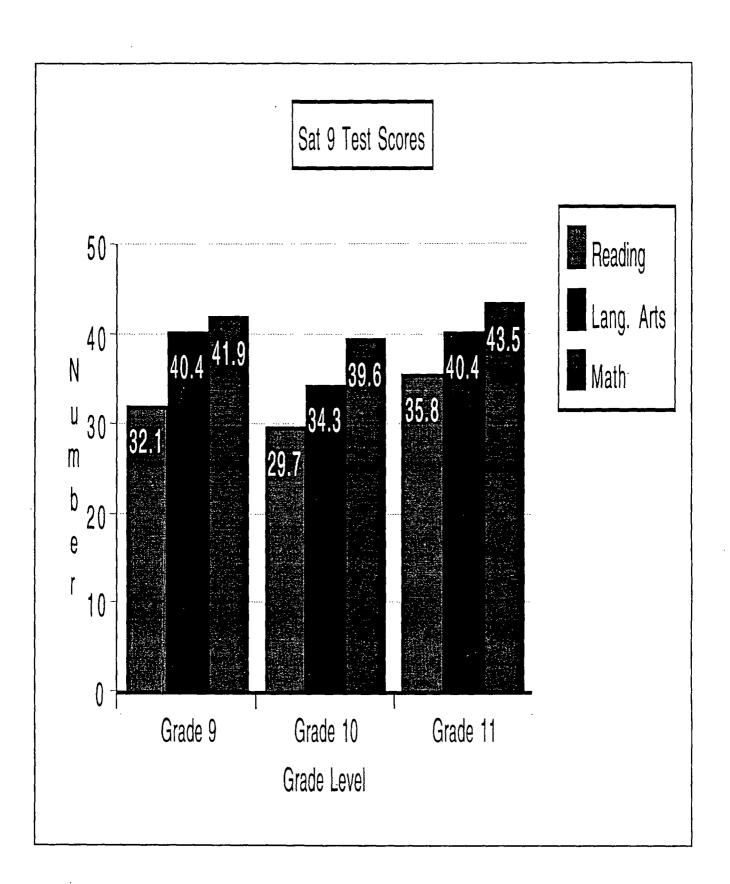
1993-97 AP Placement English Lang. Comp. Exam Passing Percent by School

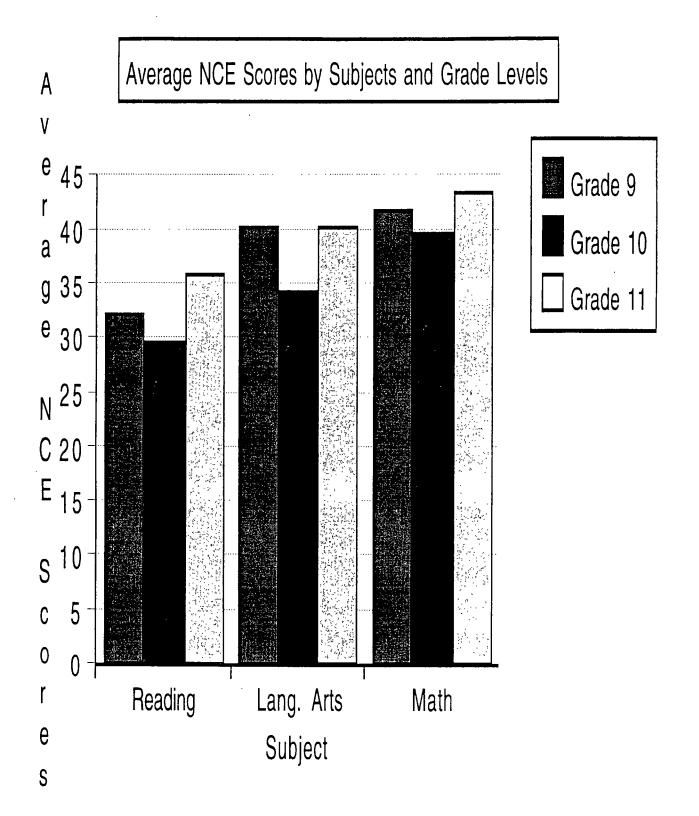


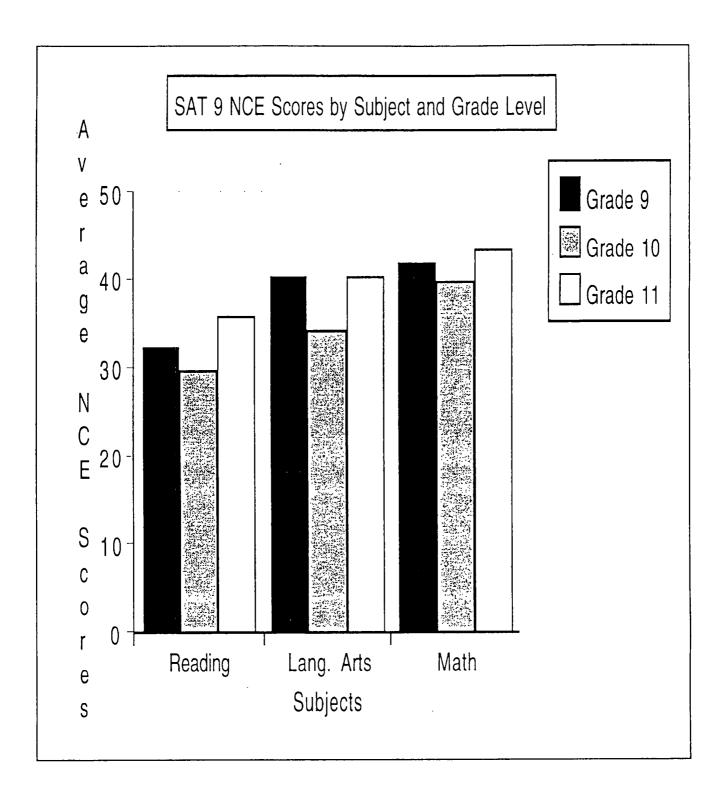
1993-97 AP Placement English Lit. & Comp. Exam Passing Percent by School



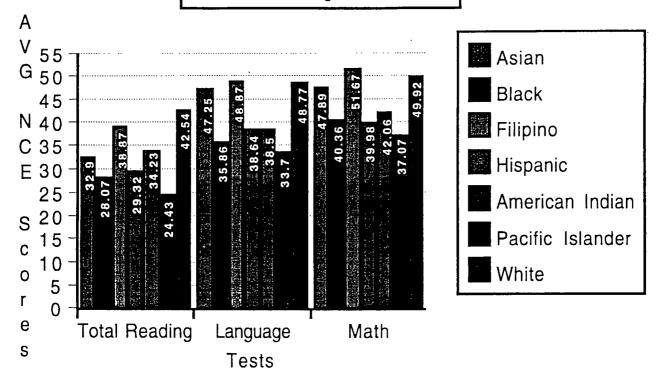




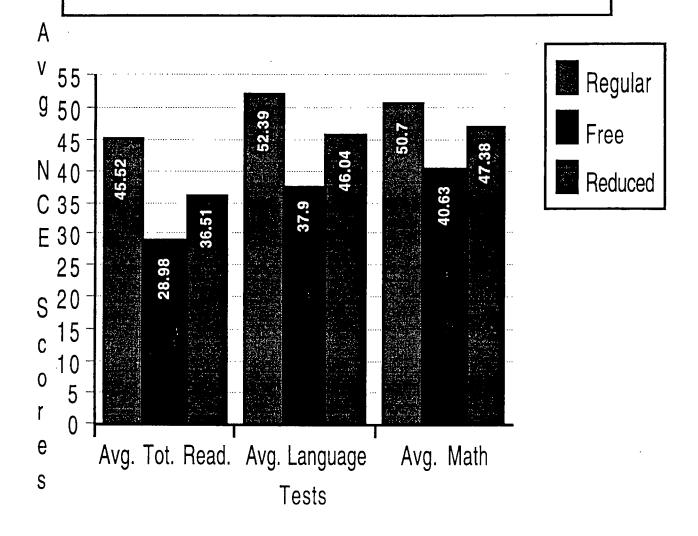




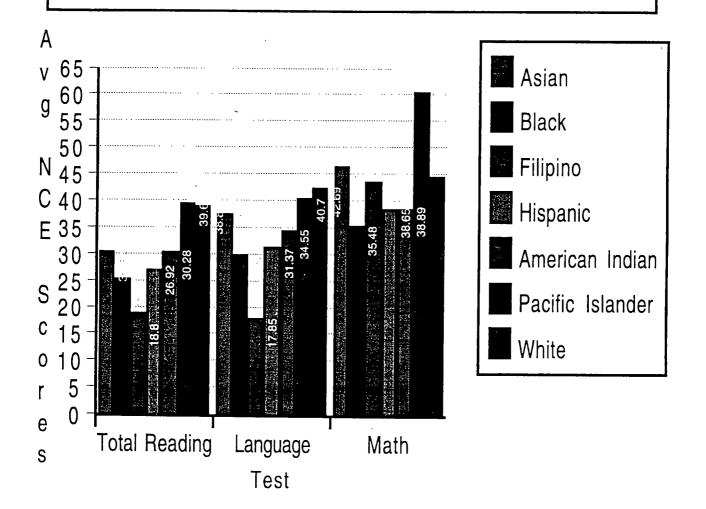
9th Grade Average NCE Scores

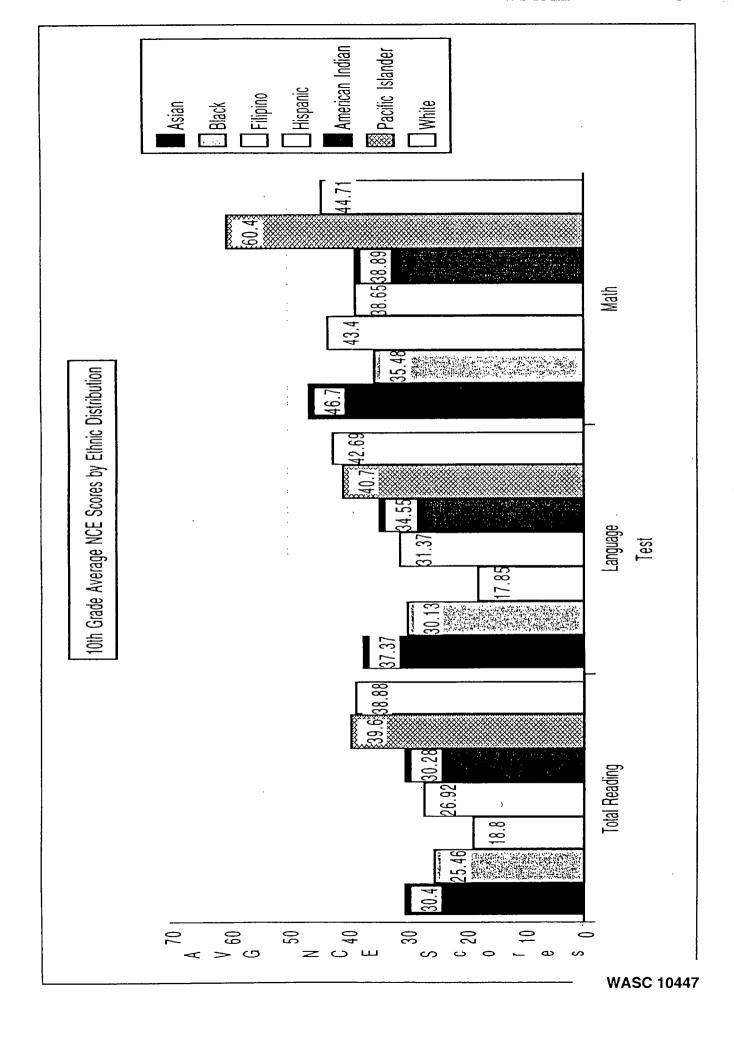


9th Grade Average NCE Scores by Lunch Count

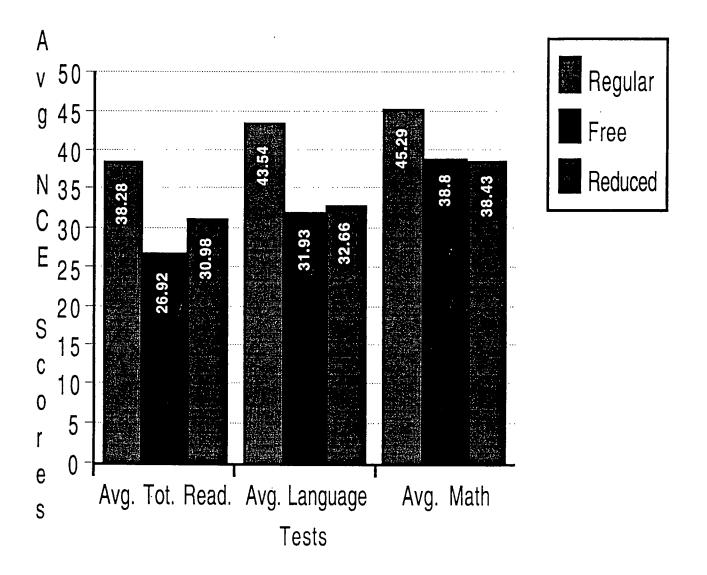


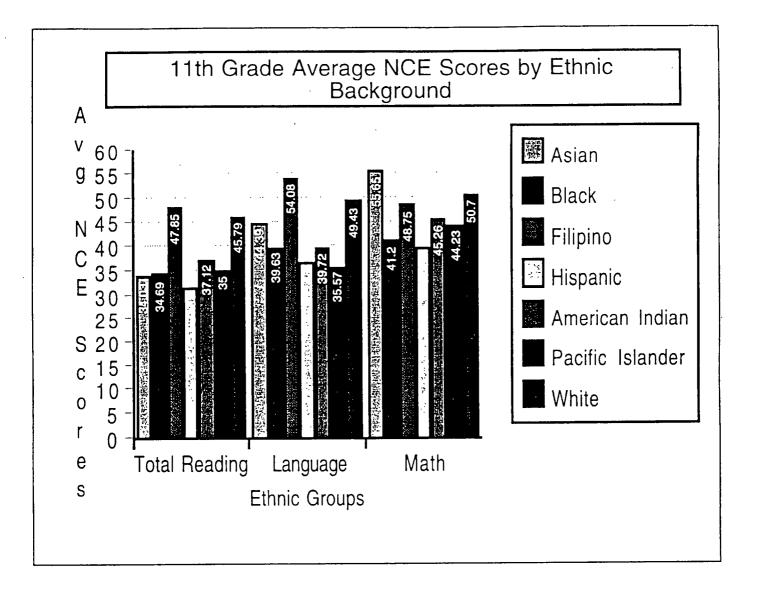
10th Grade Average NCE Scores by Ethnic Distribution



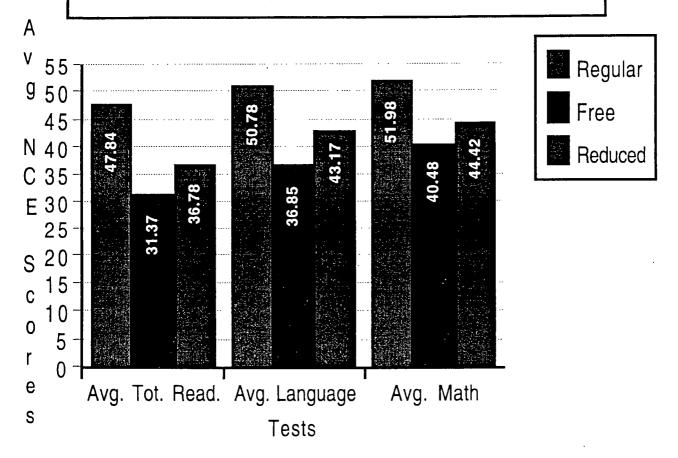


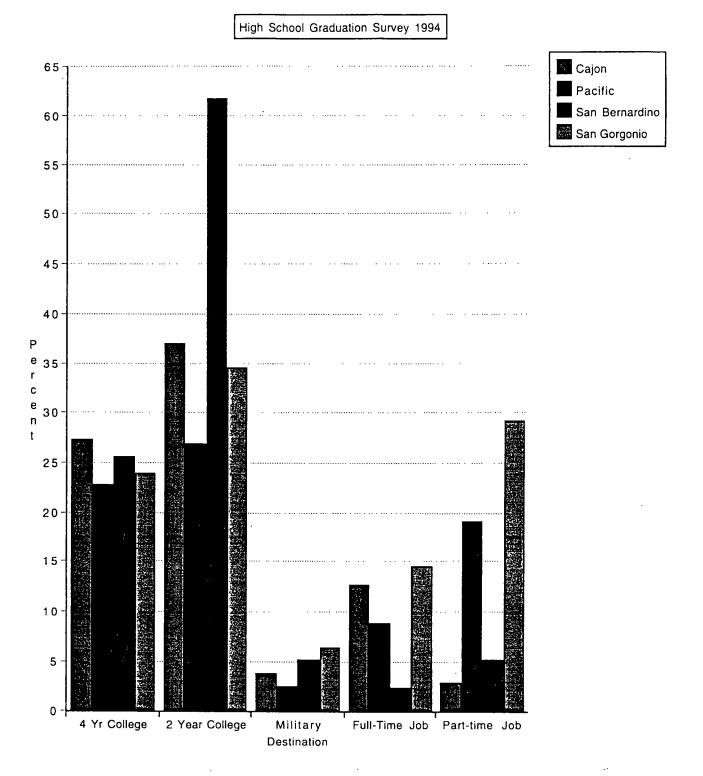
10th Grade Average NCE Scores by Lunch Count



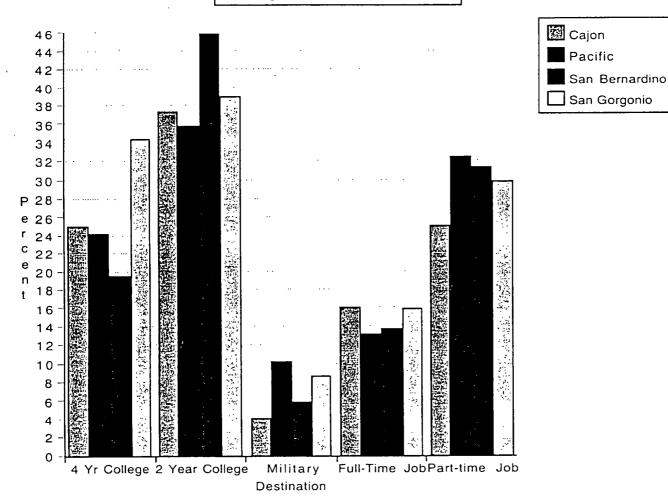


11th Grade Average NCE Scores by Lunch Count

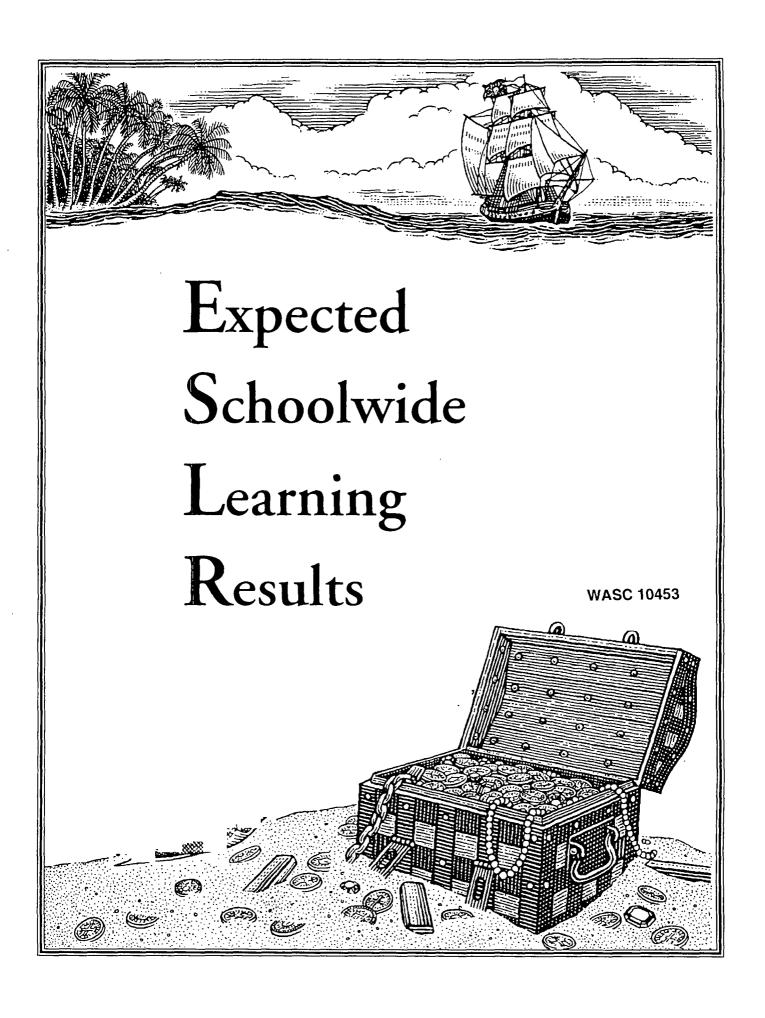




1997 High School Graduation Survey



	4 Yr College	2 Year College	Military	Full-Time Job	Part-time Job
Cajon	25.19	37.27	4.20	16.01	25.20
Pacific	24.27	35.67	10.23	13.16	32.46
San Bernardino	19.56	45.81	5.87	13.69	31.28
San Gorgonio	34.42	38.96	8.77	15.91	29.87





Pacific High School's

A-B-C's

Expected School-wide Learning Results

Academic Skills

- **→**Pacific High Students will demonstrate proficiency in all core areas.
 - Read with comprehension
 - Write clearly
 - Speak effectively
 - Think clearly
 - · Listen with understanding

Basic Life and Social Skills

- → Pacific High 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 High 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

ESLR DEVELOPMENT

Fall 1995

All of the high schools in our District met together during an Inservice Day to begin to formulate Districtwide ESLRs and individual school ESLRs as well. After lists of ideas were generated and somewhat refined, a smaller committee, 3 or 4 people from each school was formed, to refine the District and individual school ESLRs further.

October 19, 1998

During an Inservice Day, teachers, parents, and student volunteers revisited those ESLRs to determine if they still met our needs. Initially we met as a whole school, eventually breaking into departments. The departments or home groups discussed the current ESLRs and the student outcomes. Department members then volunteered for focus groups, making sure that each home group was represented in each focus group. Teachers took the home group concerns to focus group meetings and the discussion of the ESLRs and student outcomes were continued. Finally, at the end of the day the focus groups reported out to the whole school.

October 23, 1998

Focus group leaders met after school to further refine the new and improved schoolwide ESLRs. The results were published and comments from all stakeholders were solicited.

October 30, 1998

Focus group leaders met once again. The leaders discussed the concerns and desires of their groups and refined the ESLRs even further.

November 12, 1998

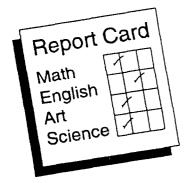
Our new schoolwide ESLRs were presented to the entire staff and representatives of the other stakeholders. Our ESLRs were approved and adopted at that time with the understanding that ESLRs are always a "work in progress" and that we would be revising them as the need demanded.

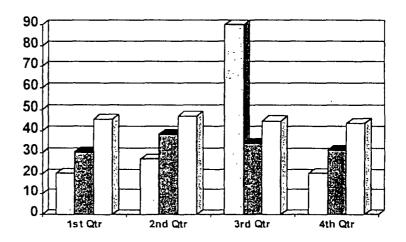
Through the ESLR development process, the following insights have been gained:

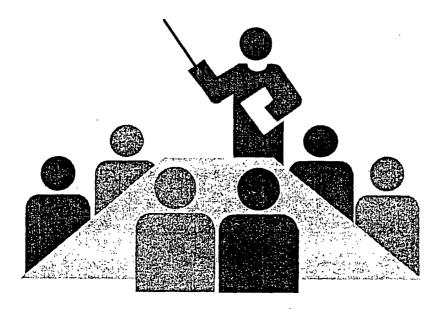
- 1. The development of ESLRs required an extensive time commitment on the part of the staff.
- 2. Selecting language to clearly express the ESLRs and provide meaningful concepts was difficult.

- 3. The value of including all stakeholders in the formation of the ESLRs was evident.
- 4. There are many differing opinions on what student should know, understand, and be able to do when they graduate from Pacific High School.
- 5. Without a clear vision of the school's goals and student expectations, the school cannot move forward together to meet the needs of a changing student population.
- 6. The value of ESLRs increases with time.
- 7. The ESLRs will be useful in driving change to help improve student achievement.
- 8. Changes in the ESLRs will be necessary as the staff, students, and community evolve.
- 9. The incorporation of ESLRs into the curriculum requires a conscious effort.
- 10. We may need to refine our ESLRs further to make them more measurable.

$P_{rogress} \, R_{eport}$







WASC 10458

Major Recommendations

The Committee Recommends:

1. That the administration, staff, students, and parents work collaboratively to implement a comprehensive plan of written communication that documents the policies and procedures of Pacific High School.

Staff members receive a copy of a Faculty Handbook, Student/Parent Handbook, Certificated Contract, and a Safety and Disaster Procedures Handbook. They also receive the projected school budget. During their regularly scheduled meetings, the leadership team is advised of discretionary financial issues. The leadership team members take these financial issues to their individual departments for discussion. After department discussions, the leadership team meets again to make discretionary financial decisions.

School safety and discipline guidelines are updated and reviewed annually. Each teacher receives copies of disciplinary guidelines that can be posted in the classroom. Student/Parent Handbooks are distributed yearly in social studies or English classrooms. Each year, vice principals provide an orientation review and conduct a discussion of key policies. Schoolwide policies and procedures are discussed and reviewed at regularly scheduled intervals. A policy and procedure archive has been established in the library. It is available to staff, parents, and students.

All parents are informed of school events, curricular programs, graduation requirements, college entrance requirements, and other pertinent information through school handbooks, newsletters, grade reports, the HI Tide newspaper, and the School Report Card, which is published through the District office. In the registration packet there is a guns and weapon contract, a copy of the residency regulations, and a dress regulations sheet. Through the work of the School Site/ Bilingual Council, a parent newsletter was published for the first time in March 1995 and has continued twice a year. The Counseling Department has published the monthly Senior News for four years in order to keep seniors and their parents informed about all the issues pertaining to seniors (scholarships, testing deadlines, etc.) Teachers are encouraged by the Counseling Department to contribute to the Senior News. The library communicates with the faculty with the Pacific High School Library Newsletter, that is published several times a year. Most faculty communicate in writing to parents and students in addition to the report cards that are issued quarterly and at the end of each semester. Examples include course outlines, contracts, syllabi, behavior expectations, attendance policies, and progress reports. Parents are encouraged to request individual conferences with teachers, counselors, or administrators whenever needed or desired. Translators are available for these meetings upon request.

During the first quarter of the school year the guidance counselors meet with each ninth grade student to develop a four-year course enrollment plan. Parents are invited to participate if they wish. A series of parenting classes is conducted during the school year.

Back-to-School-Night is held annually in September. At this meeting parents are encouraged to join School Site Council and Bilingual Advisory Council, GATE Advisory Council, and Pacific Band and Athletic Booster Clubs. In addition, the Head Counselor gives information on counseling services at the school during the general program. Back-to-School-Night and School Advisory Council meetings are conducted multilingually in English, Spanish, and Vietnamese to facilitate the involvement and interest of non-English speaking parents.

A Community Resource Center, housing a school/home/community liaison was established in 1995. The Center is open each day to promote and support parent involvement. Activities such as Pacific Parent University classes and volunteer tutoring classes are offered. The Center has been the force behind the annual drive to fill holiday baskets for families in need, allowing many of our students a chance to participate in community service. It has also offered practical help to students with graduation and/or prom expenses.

New teachers receive orientation classes through the District and are assigned a mentor teacher to assist and guide them through their first year of employment. In addition to District orientation, new teachers meet with a site administrator and receive information concerning school policies and procedures. New teachers are also assigned an on-the-department "buddy" if their mentor is not on the campus. Most department chairs meet with new department members to determine their needs and help introduce them to the school atmosphere and their new department. In addition to District curriculum materials, new teachers also receive a District Handbook, Faculty Handbook, and a Safety and Disaster Procedures Handbook.

A new teacher meeting is held in the Career Center at the end of September to introduce new teachers to the Career Development Resource Teacher and Career Tech. A discussion of the six career majors and career programs are discussed. Following the meeting, a campus tour showing the various programs and locations is taken.

The Pacific High School Home Page is created, designed, and maintained by the students of Pacific High School under the supervision of a member of the staff. The purpose of the page is to inform students of upcoming activities, academic news, and to provide general information about the school and special programs that the students might need or be interested in. The page also serves as a link between the school and the community. Alumni interests are also addressed.

2. That the site administration, staff, students and parents work together to produce and implement a formal plan to facilitate the assimilation of cultural diversity at Pacific High School. The plan could include elements such as a phone tree, an expanded International Picnic, cultural celebrations and education, clubs and conflict resolution training, all leading to an improved climate for students.

Cultural diversity is celebrated in ELD classes by reading and discussing literary works by authors of diverse cultural groups. Also, students who speak languages other than English work together to make group presentations in English.

Each quarter an ICC (Inter Club Council) Club Day is held to promote the clubs on campus. Many of the clubs celebrate our diverse cultures and set up booths at lunch to promote, to advertise, and earn money for their clubs.

Conflict managers from diverse cultural groups help students to peacefully resolve problems which, if left unattended, might result in racial divisiveness.

Cultural celebrations are held for Cinco de Mayo and Black History Month. Chinese New Year/TET (for Vietnamese) was studied and celebrated in ELD classes.

Since the opening in November 1995, our on-campus Family Community Resource Room, parent presence on campus has increased. A hub of activity, this center involves parents, staff, and students in a number of constructive activities, including holiday food drives, school site and bilingual council meetings, family support team, and parenting classes. This has proven to be a positive addition to our campus and to multicultural activities at Pacific High School.

Books and other curriculum materials about the cultures and contributions of African-Americans have been purchased for the Power Reading program. Students have been made aware of the positive role models within these cultures and are encouraged to read their biographies. Many students are taking advantage of this opportunity.

The Counseling Department sends a representative to the School Site Council and Bilingual Advisory Council meetings so that concerns regarding counseling procedures can be addressed.

Equity and Human Rights is a committee within San Bernardino Teachers' Association (SBTA) whose sole intent and purpose is to create understanding and tolerance among those of diverse cultures and experiences. The committee sponsors the training required to meet Senate Bill 1969, and provides a state conference where presenters cover a multitude of multicultural issues and minority group concerns.

Perhaps our most significant contribution to promoting various cultures is in our English Classrooms. Students read literature about a variety of cultures -- African-American,

Hispanic, Asian, American Indian and others -- and by a variety of authors (Toni Morrison, Frederick Douglas, Langston Hughes, Martin Luther King, Maya Angelo, Gary Soto, Sandra Cisneros, Leroy Quintera, Pablo Neruda, Amy Tan, Bette Baolard, H.Q., Chaim Potok, and Yevgeny Yevtushenko, to name a few). Students not only read about those cultures, but they discuss their contributions, importance, their place in the United States and in the world. Students talk about the value of cultural diversity and participate in activities such as reader's theater, plays, research, analysis, debates, journals, and Hyperstudio presentation to reinforce key ideas.

This school year, 50 of our Pacific High School students have been given the opportunity to learn about Mexican culture through dance and music in a class called Ballet de Folklorico. Although the students come from diverse cultural and economic backgrounds, together they unite to present traditional Mexican dances on stage during the month of May.

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Pacific High School's Conflict Management program utilizes trained student mediators to assist in the resolution of dispute. Students are referred to conflict management by the vice principals, teachers, parents, other students, or they can refer themselves. Mediators work in pairs to facilitate the resolution. The conflicting parties sign agreements and these are filed with the conflict management advisor (Linda Schrock). The people who referred the students are then notified whether the resolution was successful or not. Further disputes with the same individuals could result in harsher consequences if the agreements are breached.

Mediators are trained in a two-day seminar and meet weekly to practice their skills, advertise their services, and plan fund raising activities. Training is held as needed and mediators are chosen by teacher recommendation and student interest.

For the last three years, our students have enjoyed an annual performance by the Meso-American musical group "TRIBU." This assembly is well attended and is an event to which we all look forward.

Districtwide our security staff must attend one inservice training given by the Museum of Tolerance. The training is called "Tools for Tolerance" and it addresses multicultural issues. It is available several times a year so that incoming staff can have an opportunity to be trained as early as is possible on these vital issues. In addition, the required annual training for all security personnel addresses multicultural issues.

Many of our Choir, Reach, and AVID students attend and are involved in Hearts and Minds, an annual multicultural event at California State University San Bernardino. This event hosts guest speakers, choirs, and various educational workshops.

3. That the District and site administrations work together to find the means to increase the amount of available time for staff development and inservice workshops to assist the staff in achieving and maintaining professional growth, and to enable them to better meet the needs of a diverse student population.

The site administration and the District have generously offered staff development opportunities and monies to support departmentwide, as well as individual professional growth needs (Specific training is listed by departments). Sources for funding staff development include: SB 1882, Carl Perkins, GATE, Title 1, Technology Grant AB 1510, Vocational Education Lottery, and Goals 2000.

New teachers are supported very well by the District, the site administrators, and their departments. They receive a four-day training in session before school begins in curriculum content, teaching strategies, and classroom management. During their first year with the District, mentors are provided, on-site "buddy" teachers are assigned, and various inservices in classroom management and curriculum support are scheduled for their instruction and assistance.

Since the state has eliminated the Inservice days throughout the year, three voluntary days of inservice have been provided. During the 1999-2000 school year, Pacific High School personnel attended extended days in order to accomplish the inservicing.

Books and other curriculum materials about the cultures and contributions of African-Americans have been purchased for the Power Reading program. Students have been made aware of the positive role models within these cultures and are encouraged to read their biographies. Many students are taking advantage of this opportunity.

Every summer the Reach staff meet to discuss their students' special needs. The focus of the two day meeting is to discuss various teaching strategies, motivational techniques, and parent contacts.

4. That the site administration, staff, students and parents review, revise and develop written guidelines for its counseling procedures to ensure that counseling practices are clearly defined, communicated and understood by all.

In spring of 1994, a meeting was held and counseling guidelines were established. The guidelines were printed in the Student/Parent Handbook. These handbooks were given to every student and are available to the teachers.

The counselors met in June 1995 to reassess their guidelines. The Counseling Department has made the following revisions in the Counseling Handbook and in the

counselors' job description: For routine purposes there are scheduled times when students can obtain a request to see their counselors. Emergency counseling is always available. Counselors have designed a notification process whereby teachers, counselors, and parents are made aware of schedule changes and are given an opportunity for input. A Counseling Services Information Sheet is distributed early in the school year. Revisions were included in the Student /Parent Handbook given to all students at the beginning of the 1997-1998 school year.

The site administration meets with the entire staff, including the Counseling Department, on the first Monday of every month immediately after school. During this meeting any new information or updates on old issues are discussed. Often during this time the Counseling Department will address the staff and answer questions. In addition, the Counseling Department provides written notices in the bulletins or memos to the staff as the need arises.

There has been a counselor assigned to act as a liaison between each department and the Counseling Departments. Counselors work with the Special Education Department to facilitate the clustering of students in order to serve them better. The counselors often attend their assigned departments' monthly meetings. In addition, departments ask counselors to attend department meetings if there is a particular concern. Over the last two years, there has been a site administrator and a counselor on every focus group. Counselors also attend School to Allied Health Training (STAT) and Healthy Start meetings and AVID workshops.

Counselors are introduced at Ninth Grade Orientation, an annual event. In addition, the head counselor explains counseling procedures at Back-to-School-Night during the general meeting every fall.

Written communication from the Counseling Department goes out to parents regarding SAT and ACT test dates, college information, graduation requirements, and financial aide.

5. That the classified staff receive training in the development of interpersonal, multicultural communication skills to ensure that interaction with Pacific High School clientele of parents and students will be handled with dignity, and in a fair and equitable manner.

In spring of 1995, the program coordinator contacted secondary education to conduct staff development for classified staff in relation to interpersonal, multicultural and communication skills.

Prior to school opening in September 1996, the vice principals and the program facilitator met with classified staff to stress the importance of positive communication. Another staff development day for classified staff was scheduled for November 1997. Professor Angela Lougue of the University of Redlands has served as multicultural consultant in the past. Following their day with Dr. Lougue, classified staff suggested numerous changes regarding the physical environment of the administration wing.

Plans included posters and a visual directory for families. The construction classes have already labeled each building wing (A-Z), including arrows for finding the right room.

All classified staff attended a mandatory-customer service staff-development day. This is available through the District and is offered several times a year. Classified staff participated in the Focus on Learning process with the rest of the staff.

6. That the District and site administrations and the school staff review the school's curricular and program practices relative to Second to None and the literature generated by the restructuring movement especially focusing on the practice of tracking (e.g., Average vs. College Prep classes) to ensure that all students have the opportunity to experience a challenging and motivating curriculum.

Pacific has a ninth grade academy-style program entitled, Project Reach. This program was initially funded through Title 1 and is concluding a seventh year of service on our campus. This program was designated to serve "at risk" students, clustering small groups of 25-30 students in a team/family setting. The Reach pilot team has now successfully formed heterogeneous classes for mathematics, integrated science, English, and world geography to meet the needs of all students regardless of their academic levels.

Administration, counselors, and departments have been working together systematically to eliminate tracking at Pacific High School. Beginning with the 1994-1995 school year, Geography A (Average) and Biology A were not offered. During the same year World History A, United States History A, and Physical Science A were dropped from Pacific High School's course offerings. English dropped A level courses in September 1998. In each subject area the students were placed in college prep courses or honors courses as their needs and interests dictated. In order to assist students with their new challenges, many areas of academic support were added or enhanced (Reach, AVID, tutoring, academic support classes, and remedial reading). In addition, Pacific High School used class size reduction to support the students in English and math.

The Math Department eliminated Math A and Math B courses last year. In their place, a two-year Algebra I course, Algebraic Standards I and II, is offered to assist students. Traditional one-year Algebra I classes are offered to students who are able to maintain the pace of a one-year algebra course. All graduating seniors in the class of 2001 will be required to take algebra and geometry to graduate. A statistics class is offered for students who have completed Algebra II and are interested in careers that require statistical knowledge and expertise.

Pacific High School's STAT technology career pathway is the result of a partnership between education and the health care industry. This four-year program offers students a variety of "hands-on" experiences, as well as a unique curriculum of

integrated academics (math, English, and science) and health care applications through Regional Occupational Programs (ROP) courses.

Beginning with the Class of 1999, two years (20 units) of career-related courses in a selected Career Major is required of all students. In 1996, Geri Kubanek-York was appointed by the District as Career Development Resource Teacher. Her responsibilities include helping students, teachers, counselors, and parents/guardians develop an awareness of the six career majors Pacific High School and the District have to offer and also in assisting teachers with curriculum integration and relevancy. The tenth grade English teachers, counselors, career-tech, and career development resource teacher together, designed a program for students to select a career major focus and follow a sequence of courses in a career path or related path. The objective of this requirement is to make it possible for all students to become better prepared for post-secondary education, training, and/or entry into the world of work.

Childcare is provided during the day for students with children.

Two ninth grade counselors have been designated to focus on improving attendance and behavior and to promote academic success.

Process Committee

The Committee Recommends:

1. That the site administration, Leadership Team, and School Site Council/Bilingual Advisory Council work to encourage and recruit more parent involvement on school site committees.

Attendance at School Site Council/Bilingual Advisory Council meetings has increased by having student presentations at these meetings. Last year the students in ELD 1 presented flannel board stories that they had written. There was standing room only at that meeting. During the 1999 school year, students from Mr. and Mrs. Quinn's math and science classes provided multimedia presentations of their class projects. This was very well attended. One of the presentations was done in Spanish. Also, Mrs. Baldwin's geometry class presented their semester projects (presentations were translated for bilingual parents). At the same meeting, recently redesignated bilingual seniors were honored. Parents seem to take a greater interest in meetings when students' accomplishments are highlighted. We plan to continue this tradition in the coming year.

Since the opening of our on-campus Family Community Resource Room in November 1995, our parent presence on campus has increased. This center involves parents, staff, and students in a number of constructive activities, including holiday food drives, school site and bilingual council meetings, family support team, and parenting classes. This has proven to be a positive addition to our campus and the multicultural activities at Pacific High School.

2. That the site administration and staff increase their efforts of communicating with parents and students in order to keep them informed concerning activities and events and to build upon the current atmosphere of open and welcome communication.

All parents are informed of school events, curricular programs, graduation requirements, college entrance requirements, and other pertinent information through school handbooks, newsletters, grade reports, the *Hi Tide Newspaper*, and the School Report Card. Through the work of the School Site Council/Bilingual Advisory Council, a parent newsletter was published for the first time in March 1995 and has continued biannually since that time. The Counseling Department has published the monthly "Senior News" for three years in order to keep seniors and their parents informed about all the issues pertaining to Seniors (scholarship and testing deadlines, etc). The library communicates with the faculty with the Pacific High School Library Newsletter, which is published several times a year. Most faculty communicate in writing and by phone with parents and students in addition to the report cards that are issued quarterly and at the end of each semester. Examples include course outlines, contracts, syllabi, behavior expectations, attendance policies, and progress reports. Parents are encouraged to

request individual conferences with teachers and counselors or administrators whenever needed or desired. Translators are available for these meetings upon request.

Counselors are introduced at Ninth Grade Orientation, an annual event. A letter is also mailed home to incoming ninth grade students welcoming them to Pacific High School and giving them information on the counseling services. In addition, the head counselor explains counseling procedures at Back-to-School-Night during the general meeting every fall. Also, counselors meet individually with new students and their parents when they enroll at Pacific High School.

Counselors attend the Senior Parent orientation evening meeting regarding colleges, financial aid, college applications testing SAT and ACT, scholarships and other concemparents might have.

Written communication from the Counseling Department goes out to parents regarding SAT and ACT test dates, college information, graduation requirements, financial aid, and student progress.

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Counselors are represented at School Site Council/Bilingual Advisory Council meetings to address concerns regarding counseling procedures.

A senior newsletter, *Senior News*, with pertinent information is sent home to every senior and their parents every other month. A junior newsletter, *Junior News*, is mailed home in the spring of each year regarding SAT and ACT information.

3. That the site administration and staff work together to find means to increase the amount of available time for departmental and inservice meetings, to assist the staff in achieving and maintaining professional growth, and to enable them to better meet the needs of a diverse student population.

The site administration and the District have generously offered staff development opportunities and monies to support departmentwide as well as individual professional growth needs (Specific training is listed by departments). Sources for funding staff development include: SB 1882, Carl Perkins, GATE, Title 1, Tech. Grant AB 1510, Vocational Education Lottery, and Goals 2000.

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year with the District, mentors are provided, on-site "buddy" teachers are assigned, and various inservices in classroom management and curriculum support are scheduled for their instruction and assistance.

Equity and Human Rights is a committee within San Bernardino Teachers' Association (SBTA) whose sole intent and purpose is to create understanding and tolerance among those of diverse cultures and experiences. The committee sponsors the training required to meet Senate Bill (SB) 1969 and provides a State conference where presenters cover a multitude of multicultural issues and minority group concerns.

Since the state has eliminated the inservice days throughout the year, three voluntary days of inservice have been provided. During the 1999-2000 school year, Pacific High School personnel attended extended days in order to accomplish the inservicing.

Books and other curriculum materials about the cultures and contributions of African-Americans have been purchased for the Power Reading program. Students have been made aware of the positive role models within these cultures and are encouraged to read their biographies. Many students are taking advantage of this opportunity.

4. That the administration communicate the school budget to the staff, in writing, for the improvement of morale and to produce schoolwide understanding of the budgetary decision making process.

The school budget has been distributed at the first staff meeting of the school year every year since our last accreditation. In addition, the leadership team is very involved with all major discretionary financial decisions. When discretionary funds are available, the leadership team is notified by administration. The team members then contact and consult their department members. Ideas are returned to the leadership team for discussion and decision.

Program Committee

The Committee Recommends:

1. That the site administration form a group of teachers and administrators to plan and oversee the implementation of a comprehensive staff development program in order to further enhance instruction and student learning.

The site administration and the District have offered opportunities and monies to support staff development as well as individual professional growth plans. In addition, honors teachers have been able to use GATE funds to extend their learning opportunities. Because of the availability of money and the responsible individual choices, we have not felt a need for a formal governing body.

2. That the site administration, teaching staff and counselors develop a more effective dialogue with department staff by meeting with all departments on a regular basis to better serve the needs of all students.

The site administration meets with the entire staff, including the Counseling Department, on the first Monday of every month immediately after school. In addition, the site administration meets with the leadership team, which includes the Counseling Department head, on the second Monday of each month or more often if the need arises. During these meetings new information and problems are discussed.

There has been a counselor assigned to act as a liaison between each department and the Counseling Departments. Counselors work with the Special Education Department to facilitate the clustering of students in order to serve them better. The counselors often attend their assigned departments' monthly meetings to give input and receive information. In addition, departments ask counselors to attend department meetings if there is a particular concern. Over the last two years, there has been a site administrator and a counselor on every focus group. Counselors also attend School to Allied Health Training (STAT) and Healthy Start meetings and AVID workshops.

Pacific High School has designated ninth grade counselors to focus on attendance, behavior, academic and social success. This was done to decrease the drop out rate among ninth grade students.

3. That the site administration, staff and students review, revise and develop written guidelines for its counseling procedures to ensure that counseling practices are clearly defined to all.

The counselors met in June 1995 to reassess their guidelines. The Counseling Department has made the following revisions in the Counseling Handbook and in the counselors' job description: for routine purposes there are scheduled times when students can obtain a request to see their counselors. Emergency counseling is always available. Counselors have designed a notification process whereby teachers, counselors, and parents are made aware of schedule changes and are given an

opportunity for input. A Counseling Services Information Sheet is distributed early in the school year. Revisions were included in the Student /Parent Handbook given to all students at the beginning of the 1997-1998 school year and discussed at the first staff meeting.

Counselors attend mandatory counseling inservices given by the District four times a year.

Counselors are introduced at Ninth Grade Orientation, an annual event. A letter is also mailed home to eachincoming ninth-grade student welcoming them to Pacific High School and giving them information on the counseling services. In addition, the head counselor explains counseling procedures at Back-to-School-Night during the general meeting every fall. Also, counselors meet individually with new students and their parents when they enroll at Pacific High School.

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4. That the District and site administration, and the staff review the school's curricular and program practices relative to Second to None and the literature generated by the restructuring movement, especially focusing on the practice of tracking (e.g., Average vs College Prep classes) to ensure that all students have the opportunity to experience a challenging and motivating curriculum.

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Student Committee

The Committee Recommends:

1. That the site and District administrations work together to implement a staff development program for the campus security personnel to ensure that students are supervised in a fair and equitable manner.

Districtwide our security staff must attend one inservice training given by the Museum of Tolerance. The training is called "Tools for Tolerance" and it addresses multicultural issues. It is available several times a year so that incoming staff can have an opportunity to be trained as early as is possible on these vital concerns. In addition, the annual training all security personnel must attend addresses multicultural issues.

2. That the site administration form a committee to include staff, students, and parents which will review the discipline policies and procedures of the school to ensure fair and consistent enforcement of these policies and procedures.

Three years ago, the site administration, School Site Council/Bilingual Advisory Council, and security met, reviewed, and revised the discipline policies and procedures of the school to ensure equitable enforcement.

3. That site administration and staff work with students to address the needs of its ethnically diverse population as this diversity leads itself to racial tension among groups.

Cultural diversity is celebrated in ELD classes by reading and discussing literary works by authors of diverse cultural groups. Also, students who speak languages other than English work together to make group presentations in English.

Each quarter an ICC (Inter Club Council) Club Day is held to promote the clubs on campus. Many of the clubs celebrate our diverse cultures and set up booths at lunch to promote, to advertise, and to earn money for their clubs.

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Many of our Choir, Reach, and AVID students attend and are involved in Hearts and Minds, an annual multicultural event at California State University San Bernardino. This event hosts guest speakers, choirs, and various educational workshops.

4. That the site administration and staff seek District and outside support in business partnership to assist in accumulation more resources in the school library and media center.

A partnership was made with the San Bernardino City Library through which they provided recently relevant library materials as they were replaced at the library. A Community and School Alliance (CASA) grant was written and won for \$750 for a books-on-tape collection. A \$2500 statewide library grant was written and received for collection development. The librarian was active at the state level to propose and promote state-level funding to bring California school libraries out of last place in the nation for quality and quantity of materials. This was successful legislation in the 1988-99 state budget and roughly translated to \$28 per student. With this money we have purchased materials for science and geography.

5. That the site administration and staff review its procedures for implementing the On-Campus Suspension program in order to better meets the needs of the at-risk student.

Our On-Campus Suspension program is reviewed and revised every year in order to best meet the needs of our at-risk students.

Parent-Community Committee

The Committee Recommends:

1. That the site administration and staff continue to work with not only its students groups, but its parent groups in the area of cultural diversity.

Our Community Resource Center offers Pacific Parent University to all Pacific High School parents. This program offers valuable evening and weekend classes such as: Communicating with a Teen, Computers and the Internet, and English as a Second Language (ESOL). The Center also receives and distributes to interested parents monthly newsletter: <u>Latina</u> and <u>Parents Make a Difference</u>.

Parent participation is culturally diverse and consistent in Band Boosters. These parents meet once a month on the second Tuesday of the week. They raise money for the end of the year banquet and the awards given there. In addition the money raised goes to support the March Band Festival which hosts 32 competing concert groups, and the November Marching Band Tournament which hosts 12 to 15 competing marching bands, an event that embraces over 3000 people.

Our Healthy Start Collaborative is just beginning, but it does involve parents and community people of diverse backgrounds.

2. That the site administration provides training in the area of interpersonal skills for its clerical staff as they interact with students and parents.

Since the opening of our on-campus Family Community Resource Room in November 1995, our parent presence on campus has increased. This center involves parents, staff, and students in a number of constructive activities, including holiday food drives, school site and bilingual council meetings, family support team, and parenting classes. This has proven to be a positive addition to our campus and the multicultural activities at Pacific.

Everyone on the classified staff must now attend a mandatory inservice on customer relationships given by the District. This class is given several times a year so new employees can take the class as soon as possible.

English Department

The Committee Recommends:

1. That the District and site administrations work collaboratively to provide adequate instructional resource materials for all English students which will assure uniform standards of expectancies in the English curriculum and alignment with the State Framework.

Since the last self-study, the District and site administration have appropriated money and materials to enhance the instructional resource materials for all English students. Several new English Literature anthologies (McDougal Littell: The Language of Literature and International Thomson Publishing: Literature for Life and Work) were adopted by the District three years ago. A literature series, Voices in Literature was also adopted for English Language Development (ELD) classes. In addition, an accompanying series, Making Connections, which focuses on content area reading, was adopted to supplement the ELD literature texts. Representative English Department members from the four high schools came together and reviewed the options. Each textbook series was chosen because of its close alignment to the State Framework and the California State Standards. The District ordered enough textbooks so that each student would have a textbook at home, and every English instructor would have a class set of texts for each grade level taught.

Last year, the English Department at Pacific High School eliminated all regular "Average" or "A" level classes. All students take either College Prep English, Honors, or ELD levels 1,2,3 English courses. All students receive the appropriate grade level text. The curriculum, which is being developed at the District level with representative participation from all the English Departments districtwide, is still in its draft stage. The draft, however, is closely aligned with the state curriculum standards and will be aligned with the state performance standards as soon as they become available.

Our ongoing efforts to standardize curriculum and performance standards within our immediate setting led to the creation of an English Department Committee that met in May of 1999 to develop a universal essay scoring guide. Our new scoring guide is based loosely on the English Placement Test (EPT) for California State University San Bernardino (CSUSB) and the Subject A exam which is used as an entrance placement indicator for the California University system. The committee felt that the compilation of these two guides would be the most universally beneficial to our students. The new guide was approved by English Department members at the end of the school year 1999 and will be in use for the first time during the 1999-2000 school year. The guide will probably need revision after we work with it for a while.

To help assure adequate resources and appropriate placement for ELL students, a department coordinator for ELL was appointed three years ago. The coordinator, titled English Language Facilitator, also acts as a liaison to the District office.

2. That the site administration and the department review the criteria for placement into different levels: that of the Average, College Prep and Honors, in order to ensure all students have equal access to the Core Curriculum.

Since the last self-study, the District and site administration has appropriated money and materials to enhance the instructional resource materials for all English students. Several new English Literature anthologies (McDougal Littell: The Language of Literature and International Thomson Publishing: Literature for Life and Work) were adopted by the District three years ago. A literature series Voices in Literature was also adopted for English Language Development (ELD) classes. In addition, an accompanying series, Making Connections, which focuses on content area reading, was adopted to supplement the ELD literature texts. Representative English Department members from the four high schools came together and reviewed the options. Each textbook series was chosen because of its close alignment to the State Framework and the California State Standards. The District ordered enough textbooks so that each student would have a textbook at home, and every English instructor would have a class set of texts for each grade level taught.

Admission into our honors program has always been very flexible. Most students enter the English honors program with a teacher recommendation, but if a student shows a desire or a parent expresses the desire for his or her student to enter the program, the student is welcomed with open arms. Capable, but reluctant students are actively recruited into the honors program by department members. Many students who would not normally attempt an honors level class are enrolled and supported in their efforts by concurrent enrollment in the Advancement Via Individual Determination (AVID) elective program.

With the help of state monies, we have decreased the size of our freshman English classes to enhance our students' access to and success in the core curriculum. These classes now average twenty students and are allowed to get no bigger than twenty-two students per class.

3. That the District and site administrations seek resources to provide staff development opportunities in order to keep staff members up to date with new curricular developments, i.e., authentic assessment, CLAS objectives and Second to None.

The District and site administrations have provided a great deal of money and time to this effort. Attached is a representative list of the training sessions our department members have attended both as a group and individually in our ongoing efforts to become the best and most informed teachers we can be.

4. That the site administration establish alternative areas for textbook storage other than in the library in order to facilitate the timely distribution of textbooks and other English resources.

Unfortunately, an alternative area for textbook storage, although explored, has proven to be impossible. However, the issue has been addressed. There has been an ongoing and effective reorganization of our system of textbook distribution. Textbooks are now being distributed quickly and efficiently.

5. That the site administration communicate the school budget to the staff, in writing, for the improvement of morale and to produce schoolwide understanding of the budgetary decision making process.

The school budget has been distributed at the first staff meeting of the school year every year since our last accreditation. In addition, the leadership team is very involved with all major discretionary financial decisions.

English Department Staff Development

- Several of our teachers have attended a five-day course in Language! a systematic approach to the teaching of reading to older students.
- 2. Many of our members have been to seminars on Career to School Development.
- 3. Several members attended a four-day Technical Writing seminar.
- 4. Many of our members took *PABL* training, which was offered by our District to enhance our reading instruction.
- 5. Several of our members have their **CLAD** credential, the equivalent **SB 1969**, or are in the process of obtaining one or the other.
- 6. Many of our teachers have continued or completed their graduate course work for more advanced degrees.
- 7. Many of our members have participated in Consortium on Reading Excellence or CORE, a five day course developed by our District.
- 8. Several members have AVID training.
- 9. Many members have taken technology course work.
- 10. New teachers have attended The Fred Jones Discipline Program.
- 11. Several members have attended five-day **Advanced Placement (AP) Institutes** and/or the one-day AP sessions put on by College Board.
- 12. One of our members has attended Cooperative Learning Training at UCR.

Foreign Language Department

The Committee Recommends:

1. That the site administration and the department jointly develop strategies to accomplish a staff development program so that teachers can attend workshops, inservices and conferences in order to enhance their knowledge of their subjects.

Several members of the department have been able to attend workshops, for example, the Advanced Placement Conference in Spanish Language and Spanish Literature in LaJolla, San Diego, Golden State Exam Workshop in San Bernardino, and Golden State Grading Session in San Jose.

2. That the site administration and the department jointly study the issue of class size as it impacts this department, and that they agree on some strategies to minimize the negative impact on student learning.

The creation of Academic Support Classes as well as the Reach Program has decreased the number of non-honors freshman that are allowed to take a foreign language. The impact was strongest on the French, German, and Japanese classes.

The number of combination classes has been drastically reduced in all classes and completely eliminated in Spanish.

3. That the department develops an educational relationship with higher educational institutions in order to provide professional growth and articulation for students.

Currently there is minimal contact with California State University with Dr. Gonzales' Spanish 320 class.

4. That the department and the counseling staff collaborate on enhancing communication among themselves in order to promote a greater awareness of the need for more variety in foreign language experiences.

The Foreign Language Department and the Counseling Staff have met about the problem of "misplacing" Hispanic students into Spanish classes. The Counseling staff was receptive to the department's needs to communicate before placing these students.

Communication with the counseling staff has been positive and effective through individual interaction. A member of the counseling staff, Ernesto Gallardo, attends our department meetings regularly. The department needs to meet with the entire counseling staff to develop strategies to promote enrollment in all Foreign Languages.

5. That the site administration communicate the school budget, in writing, to the staff for improvement of morale and to produce schoolwide understanding of the budgetary decision-making process.

The school budget has been distributed at the first staff meeting of the school year every year since our last accreditation. In addition, the leadership team, including the Foreign Language Department Head, is involved with all major discretionary financial decisions.

6. That the District and site administrations and the department develop and implement a specific plan including timelines to replace with new textbooks those that were published in 1978, so that current language acquisition methodologies can be incorporated into the curriculum.

The District adopted French and German textbooks in the 1995-1996 school year, however, the Foreign Language Department strongly recommends that our 1980s Spanish textbooks be updated.

Mathematics Department

The Committee Recommends:

1. That the department allocate budgetary funds to purchase enough calculators so that all students will have access to their use on a daily basis.

Teachers were interviewed in March 1999 to discuss their current calculator inventory. During this year, many new calculators were purchased. The following teachers have calculators:

John Awunganyi 32 TI 82 graphing calculators

1 TI 85 graphing calculator

1 TI 82 overhead graphing calculator

2 TI 34 calculator

William Bryan 40 TI 34 calculators

20 TI 83 graphing calculators

(he owns a TI 81/82/83 overhead calculator

which he also uses)

Steve Colton 17 TI 82 graphing calculators

Linda Johnson 20 TI 30x calculators

Karen Lesko 20 TI 34 calculators

38 Tl 82 graphing calculators 11 Tl 85 graphing calculators

Kathy Martin 5 Tl 34 calculators

20 TI 82 graphing calculators

Linda Martinez 40 Tl 36 calculators

Karen Baldwin 20 TI 36x calculators

10 TI 81 Graphing Calculators

Diana Quinn 30 Tl 82 graphing calculators

30 TI 92 graphing calculators 1 TI 82 overhead calculator 1 TI 92 overhead calculator

Mary Shelton 81 TI graphing calculators

Barbara Wright 19 Tl 34 calculators

20 TI 82 graphing calculators

10 TI 30x calculators

Steve Wright 45 TI 30x calculators

Teachers who have access to special funding may ask Dr. Davitt for permission to purchase more calculators if the need arises. Karen Lesko, and Steve Wright have sheltered classes; John Awunganyi, Karen Lesko, Kathy Martin, and Barbara Wright have honors classes and may qualify for GATE funds; Trysta Schwenker has MESA classes; Algebra Standards I and II teachers and REACH teachers may have access to Chapter I and/or special education funds.

After checking with the District office, it is not cost effective to repair broken calculators. Dr. Davitt may authorize using INAP funds for calculators if we feel we need additional money for calculators.

2. That the department seek resources that will enable it to purchase computers for all mathematics classes in order to provide students with opportunities to explore and create mathematical relationships.

Each of the mathematics classrooms have one new Power Macintosh computer. William Bryan has a computer with a printer and Internet access. He has ordered a digital scan converter and a 32 " TV monitor. He also has one copy of the MINITAB student version of statistics software, TI Graph Link, and Geometer Sketch Pad for evaluation.

Linda Martinez has 20 Macintosh LC computers. She uses spread sheets and "Algeblasters" software.

Karen Peterson Baldwin has one computer with a printer and Internet access. In December 1998, 5 more computers were ordered for her room with Internet access and a printer.

Diana Quinn has a Power Macintosh 5400/200 computer, 6 G-3 Power Macintosh computers, a Color Style Writer 2500 Macintosh, a Hewlett Packard Deskjet 890 C printer, a 27" Toshiba monitor, a Panasonic VCT, and an E1K1 overhead projector.

Trysta Schwenker has a 32" RCA monitor, ten IMAC computers, a G3, a 570 Power Mac, and math software for problem solving.

Steve Wright has 6 Macintosh computers.

Barbara Wright has ordered a digital scan converter and a T.V. monitor for the Honors Geometry class.

Reach students have access to 40 computers in the Reach Power Lab. All Reach students use the lab during school, and many students use the lab after school as well. The students use "Algeblasters" software, word processing software, spreadsheets, and data bases.

John Awunganyi uses "Math in a Can" to generate tests and worksheets for his Algebra Standards 2, Honors Precalculus, and AP Calculus students. Barbara Wright also uses this software for Algebra I, Algebra II, and Honors Geometry classes.

The Prentice Hall textbooks that we are currently using for Algebra I, Geometry, and Algebra II classes have assessment software which many teachers use to generate assignments and tests.

We piloted a new Algebra I program during the summer and fall of 1996. This Addison Wesley course was accompanied by software for the teacher's use. This publisher's text was replaced by Prentice Hall for all Algebraic Standards I and II, Algebra I, Geometry, Honors Geometry, Algebra II, and Algebra II Honors classes, beginning in the 1998-1999 school year.

As the capability of graphing calculators increases, some math teachers are finding less of a need for computers for our students. Graphing calculators such as the TI 82, 83, 85, and 92 models have sophisticated programs which are very useful for students in our Algebra II, Pre-calculus, Statistics, and Calculus courses. Many students purchase these calculators for their own use, and several teachers have TI 82's and 83's for student use. The calculators in the 83 and 86 series are portable, reasonably priced (under \$65.00), and user-friendly.

John Awunganyi, Karen Lesko, Diana Quinn, and Barbara Wright attended a TI 82 graphing calculator workshop at California State University, Fullerton, in 1995.

Trysta Schwenker attended at TI 85 graphing calculator workshop at CSUF in 1995.

In July 1996, William Bryan received 5 days of training on the Hewlett Packard 38g graphing calculators.

During October and November 1996, John Awunganyi and Diana Quinn attended workshops on the TI-92 graphing calculator. Both teachers have the calculators and overhead projector modifiers so that they may do class demonstrations.

In 1998, John Awunganyi, William Bryan, Linda Johnson, Kathy Martin, Karen Peterson Baldwin, Diana Quinn, and Barbara Wright attended a TI 83 graphing calculator workshop at CSUF.

Mitch Hayden received training on graphing calculators while working for another District.

John Awunganyi offers ongoing support to teachers who have questions regarding graphing calculators on an "as- needed" basis, after giving instruction to the department during a department meeting.

3. That the site administration and the department formulate a plan which will allow for greater use of the copy machine each month in order to provide students with a variety of written assignments, open-ended questions, and SAT and AP preparation materials.

Since the purchase of a Reisograph machine, teachers have been allowed as many copies as necessary. Dr. Davitt approved the use of INAP funds for special printing orders for materials.

Teachers have been pleased with the convenient, fast service Pacific High School classified personnel have provided regarding the prompt turnaround of copies. Since a Pacific High School staff member began running copies, there has been little "down time" on either the Xerox or the Reisograph machine.

4. That the site administration and the department work toward developing a systematic staff development plan which will enable them to improve articulation and total quality management.

Department members continue to attend throughout the summer and school year (See chart on next page).

INSERVICES AND CONFERENCES ATTENDED

Conference/Inservice	Date	Attendees
CPM Training	1993-96	John Awunganyi, Matt Brubaker, William Bryan, Karen Lesko, Kathy Martin, Linda Martinez, Diana Quinmn, Barbara Wright, Steve Wright
Authentic Assessment RIMS Training	1995	William Bryan, Kathy Martin
California Mathematics Council	1993-96 1995 1996	Trysta Schwenker John Awunganyi, Kathy Martin Barbara Wright, Diana Quinn
	1997	Matt Brubaker, Karen Peterson Baldwin
· · · · · · · · · · · · · · · · · · ·	1998-99	Trysta Schwenker
Inland Area Mathematics Project (UC Riverside)	1994	Trysta Schwenker (member)
	1993	Karen Lesko (member)
Johnson and Johnson Cooperative Learning Training	1994	Trysta Schwenker, William Bryan. Mr. Bryan inserviced the PHS math teachers in techniques learned.
Graphing Calculator Workshops (CSU Fullerton)	1995-1998	John Awunganyi, William Bryan, Linda Johnson, Karen Lesko, Kathy Martin, Karen Peterson Baldwin, Diana Quinn, Trysta Schwenker, Barbara Wright
Advanced Placement Workshops	1995 (January & March)	John Awunganyi, Karen Lesko, Barbara Wright
CUE Conference	1995 & 96 1997 & 98 1999	Trysta Schwenker Diana Quinn Linda Martinez

Conference/Inservice	Date	Attendees
AVID Conference (San Diego)	1995	Diana Quinn, Barbara Wright.
	(summer)	These teachers were support
		personnel for the AVID program
		during the 1995-96 school year.
	1996	Steve Wright attended a 5-day AVID
	(January)	Conference.
	1998	Karen Peterson Baldwin, Michael
	(summer)	Thomas and AVID classes during
		the 98-99 school year.
Conflict Management Training	1995	Mary Shelton
	1997	Barbara Wright
One-day seminar - Language	1996	Steve Wright
Acquisition	(January)	
National Teachers of Mathematics	1996	Linda Jahnson Diana Quinn Tania
Conference (San Diego)	(summer)	Linda Johnson, Diana Quinn. Topic of special interest was SAT test
Contende (San Diego)	(Summer)	preparation.
	1999	Diana Quinn
	#	Linda Martinez is a member of
	"	NCTM.
		THO TIVI.
Dr. Jerry Gannon (Professor of	1996 (spring)	Dr. Gannon met with precalculus
Mathematics – CSU Fullerton)	1000 (0011119)	and calculus students. His lecture
,,		included the Fibonnacci series, math
		history, and indirect proof.
		Approximately 45 students, John
		Awunganyi, and Karen Lesko
		attended the one-hour lecture.
Articulation Day	1996 (spring)	Ninth grade teachers attended with
, i		feeder middle schools. This
		articulation continues each year.
Cultural Diversity Order Assists	1000 (Name Objects
Cultural Diversity – 2 day training	1996 (spring)	Mary Shelton

Conference/Inservice	Date	Attendees
Shadowing — These firms stressed the need for employees who are team players, who demonstrate initiative, who are dependable, who are able to communicate effectively, and who also possess problem solving skills. The companies do not expect prospective employees to have been straight 'A' students, but rather those who demonstrate the ability to learn new skills and to communicate well.	1996 (August)	Diana Quinn — Investment Brokerage Firm Karen Peterson Baldwin — Pharmacist Karen Martin and Michael Thomas — Insurance Company John Awunganyi — Engineering Firm (summer of 1997) Karen Lesko — Aerospace Engineering Firm (1998) and Karen has been attending an 8- week lecture series on cancer and technology at Loma Linda University Medical Center with our advanced math and science students every winter since 1994. Diana Quinn — Health Data Services, Loma Linda University Medical Center, and Environmental Science Research Institute (ESRI). ESRI is a firm that specializes in Global Information Systems software. (1997/1998)
Counselors' Workshops Cultural Diversity and ELL/SDAIE	Currently	Mary Shelton Steve Wright attended workshops on cultural diversity and on becoming a presenter for ELL/SDAIE which were offered by our District, by California State University, San Bernardino and Riverside County. Steve currently serves as a District trainer and is a consultant for the Hemet School District for SDAIE methods.
Advanced Placement Statistics	1996 (August)	William Bryan attended a 5-day workshop offered by the Redlands Unified School District.
Sophomore Career Awareness Program	1996 (summer)	William Bryan worked with personnel from our District for 5 days to develop lesson plans.
Core Team Training	1996	Linda Johnson

Conference/Inservice	Date	Attendees
Curriculum Integration Conference	1996 (November)	William Bryan attended this 4-day conference on curriculum integration with vocational relevance, a Pacific High School committee.
Multicultural Training- the California Challenge/ELL/SDAIE Training	1996-97	William Bryan and Karen Lesko attended 24 hours (4 Saturdays) of training offered by the California Teachers' Association and the San Bernardino Teachers' Association, and 21 hours of ELL/SDAIE training at the District office to meet the requirements of SB 1969 training. William attended an additional 27 hours of training in this area.
GATE Certification	1995	Received by Karen Lesko
artic connection	1998	Received by Karen Lesko Received by Trysta Schwenker
	#	Nearing completion - Diana Quinn
	#	Beginning coursework – Kathy Martin
Graphing Calculator Training/Media Computer Training/Multiple Educational Learning Approaches Inservice	1997	Mitch Hayden
Master Degrees Earned	1995	Trysta Schwenker – Educational Technology
	1997	John Awunganyi – Mathematics
	1997	<u>Linda Martinez</u> – Technology
,	1998	<u>Linda Johnson</u> – Education
	1998	<u>Diana Quinn</u> – Teaching Mathematics
	1999	Steve Colton – Education
	1999	Steve Wright — Continuing work on a Master's Degree and is due to finish in December 1999.
	1976	Karen Lesko – Mathematics William Bryan - Logistics Management

Conference/Inservice	Date	Attendees
Computer Literacy Standards	1996, 1997	Linda Martinez participated in developing computer literacy standards and has also worked on the exam students may take to challenge the computer literacy requirement in 1996 and 1997.
RIMS Advancement Placement	1997	William Bryan attended and 18-hour
Workshop on Statistics	1007	workshop.
Conflict Resolution Workshop	1997 (July)	William Bryan attended a 12-hour workshop.
Statistics Course Development	1997 (May)	William Bryan attended meetings at the District office.
Meetings attended – Government, Business, Education and Technology Conference, Online Conference, Tech Prep Career Conference, Distance Learning Conference, Character Education Conference, Society for Neuroscience Conference, California Health Providers Conference, Schools and Business Consortium, and the Facilitating Learning Conference	1997-1999	Diana Quinn
National Center on Education – Economy Conference (San Diego)	1998 (January and February)	Karen Lesko, Diana Quinn, Trysta Schwenker, Barbara Wright
Fred Jones Positive Classroom Discipline Seminar	1998 (January and February)	Matt Brubaker
Development of Standards and District tests for Algebra Standards and Algebra classes	1998	Karen Lesko, Diana Quinn, Trysta Schwenker, Barbara Wright
Multimedia-Strategies-in-the-Classroom Workshop	1998	Michael Thomas. Michael also attended a workshop concerning developing strategies for managing at-risk students.

Conference/Inservice	Date	Attendees
NCEE Conference for Computer Education	1998 (June)	Linda Martinez
Good Teaching Conference (San Francisco)	1998	Linda Johnson
National Science Teachers Meetings , California Science Teachers Association	1998	Diana Quinn
Sample-Standard Questions Writing for District teachers' use	1998	Diana Quinn
School and Business Solutions Workshop offered by the San Bernardino County Superintendent of Schools at Big Bear Lake, CA – 3 days	1998 (September)	Karen Lesko, Diana Quinn – Follow- up "reunions" will be held during the 1998-99 school year. Michael Thomas attended a similar
	1998 (November)	workshop in San Bernardino .
School to Allied Health Training (STAT) Health Career Advisory Board	Current	Diana Quinn – member
Internet-Use-in-the-Classroom Training	1998	Martin Porter
WASC Training for school undergoing WASC accreditation evaluation	1998 (September) 1999 (March)	Karen Lesko
SAT Preparation Course offered by the College Board	1999 (February)	Karen Lesko
Golden State Exam in Geometry – question writing	1999	Diana Quinn
Motivating the Unmotivated Workshop	1999 (March)	Martin Porter
Secondary Mathematics Mentor	1998, 1999	Diana Quinn served as mentor for the District.
Inserviced new math teachers on Lesson Plan Design	1998 (November)	Diana Quinn

Conference/Inservice	Date	Attendees
Bridges Conference at CSU San Bernardino	1999 (spring)	William Bryan – this conference opened the dialogue between the university and high school regarding the improvement of math skills and English skills for entering Freshman
Shadowing	1999 (July)	Karen Lesko – OptiVus, Inc. and Per Medics, Inc. These companies provide software and computer programming support for Loma Linda University Medical Center.
Golden State Exams in Algebra I – Graded	1999 (August)	Karen Lesko graded exams.
MESA Advisor(s)		Trysta Schwenker – lead MESA advisor. Linda Johnson, Barbara Wright – advisors. Trysta attended the MESA Advisors' Teacher Inservice in 1998, and all three teachers attended in 1999.

5. That the department continue to improve the evaluation procedure of LEP students.

The entire Pacific High School staff attended an inservice on ESOL during the spring of 1995.

Steve Wright is a presenter for ELL/SDAIE, a District trainer, and a consultant with the Hemet School District on SDAIE methods.

Steve Wright attended a one-day seminar on language acquisition during January 1996.

Teachers continue to use peer tutors to assist students with language limitations. Some teachers offer NEP/LEP students the opportunity to receive more time on tests.

Some teachers ask LEP students to make presentations to the class when they feel comfortable discussing mathematics.

Many teachers require students to provide written directions regarding the solution of mathematical problems.

A few teachers assign projects that require students to write or to present their findings. Students usually do these activities in English, receiving help from peers, teachers, or tutors, as necessary.

William Bryan and Karen Lesko finished training to obtain certificates to meet the requirements of California Senate Bill 1969 on cultural diversity and multicultural awareness, the California Challenge class.

Linda Johnson earned the CLAD Certification with her Master's degrees.

Mitch Hayden, Karen Peterson Baldwin, Martin Porter, and Steve Wright are all working on CLAD Certification.

Linda Martinez has begun District training to meet SB1969 requirements.

Physical Education Department

The Committee Recommends:

1. That the site administration and the department develop and implement, a policy requiring students to dress out and participate in class daily; participate in a well-rounded, two-year program, and develop effective personalized plans for a positive lifestyle so that all students can benefit from a high quality program.

All students in all Physical Education classes dress out every day and are required to participate in class activity. The only exceptions are students who have an injury or illness and a doctor's excuse.

All ninth grade students or first year students participate in a six-week program of swimming. They also participate in other activities that change every six weeks. The other activities include basketball, soccer, softball, volleyball, golf, track and field, flag football, tennis and handball, racquetball, and weight training. Second year Physical Education students are allowed to choose a concentrated activity like weight training or continue a well-rounded program that changes every six weeks. Students are also allowed to choose a team sport class like basketball or baseball.

The administration aids the Physical Education Department in enforcing the dress policy by sending non-dressed out students to On Campus Supervision (OCS). The administration also supports our policy of requiring students to show cause for not dressing out.

2. That the site administration and the department work together to find means to increase the amount of available time for departmental and inservice meetings, to assist the staff in achieving and maintaining professional growth and to enable them to better meet the needs of a diverse student population.

The Physical Education staff meets on a regular basis, once or twice a month. The department head is a member of the leadership team and distributes and communicates information as necessary between meetings.

At least one member of the department has been allowed, by the District, to attend a technology conference. As a result, the department has been able to issue locks and lockers on a computerized system. This helps assure security and also makes it easier and faster to help students who forget their locker combination. It also aides in the return of missing locks.

3. That the District and site administrations develop a maintenance plan which ensures that the facilities and equipment are in usable condition at all times.

It is apparent the District has taken this recommendation seriously. In 1997, the gymnasium floor was replaced and painted. In 1999, the entire gymnasium was repainted. The District has a maintenance agreement with an outside company to keep the weight room safe and serviceable.

The department head regularly asks all members of the department for their input on desired equipment and supplies and most requests have been fulfilled by the site administration.

4. That the District and site administrations improve the security and safety for students and staff by providing additional telephones in the Physical Education area as well as reviewing the assignment of security personnel in high risk areas.

Although the administration and security have taken steps to provide a safe campus, one that is conducive to learning, security remains an issue that deserves top priority. Removing non-dressed out students from the Physical Education area makes it easier to see people and students that could present a threat to the participating students. This has been, and will continue to be, very helpful.

5. That the counseling staff adhere to admissions criteria and policies before placing new students, those who are otherwise unsuccessful in other areas, into additional physical education classes.

The counselors have been very helpful to the department and have tried to lower the number of students who are transferred unnecessarily, but this continues to be a problem.

6. That the site administration investigate the feasibility of eliminating the regular physical education classes during 6th period in order to provide coaches the opportunity to work only with athletic physical education classes during that period.

Regular physical education classes have been eliminated from the 6th period schedule so that coaches are free to work with their athletic teams.

Science Department

The Committee Recommends:

1. That the site administration and the department develop and implement a staff development program to familiarize teachers with the State Framework and a variety of other instructional strategies so that students will have a well-rounded learning opportunity.

The science department, with the support of the site administration, has been inserviced on a regular basis on the state framework and other teaching strategies so all our students can have a well-rounded learning opportunity. Our District provides for the inservicing of all Integrated Science I and II instructors on a regular basis, with three site days allowed to further develop and plan strategies to be implemented in their classrooms.

2. That the department and the counselors jointly develop and implement the policies and procedures that are used for student placement such as in the integrated science courses.

Within the last 5 years, the science instructors met with the counselors individually, according to the courses they taught, to develop a plan to help guarantee that students are placed correctly in their four-year plan for the science courses they will be taking to meet the requirements for entry in the California State and the U.C. systems. The science department has prepared a flow chart to help the counselors and science staff make recommendations and place students in the following year's courses.

3. That the site administration and the department develop an action plan to seek out new sources of funding so that materials can be purchased to enrich and broaden the learning experiences for students.

We have not developed an action plan for new sources of funding because we have had inadequate monies available to start acquiring additional technology and materials for our department. We have used 411 funds (class size reduction) to regularly upgrade and enhance our department inventory. We have received a CaSA grant of \$3,500 for technology and an AQMD grant of \$1,600 for air quality testing. The Anatomy and Physiology classes received funding to purchase anatomical models, computers, calculators, CBL probeware, and display cases as part of the science department's involvement with our career pathway -- STAT (School To Allied Health Training).

4. That the site administration and the department work collaboratively to plan inservices which focus on the teaching of integrated skills across the curriculum and the infusion of technology in the science courses.

The site administration and the department have been encouraging all instructors, especially Integrated Science I and II instructors, to attend as many technology courses as possible. The department has also encouraged District training for teachers to learn how to infuse technology into the science courses. In addition, we have teachers who have already voluntarily attended District-sponsored technology courses and are implementing various types of software into the classroom for student learning of technological and scientific understanding. We have purchased a computer for every teacher who requested one in their classroom and have given those teachers access to the Internet as the wiring on campus was completed. In addition, we have purchased technology with our SB 1564 Education Trailer Bill for every science instructor on our campus, which provides them with an overhead calculator, CBL, and Vernier probeware to use so that all students can see and experience the relationship of technology to science and the collection of valid data.

5. That the District administration develop, and implement, a specific plan to purchase the new science texts that should have been adopted in the 1993-94 cycle so that up-to-date resources can be used for student learning.

We have adopted new textbooks for ALL curricular areas in the science department.

- Integrated Science I and II
- Honors Biology
- Chemistry C, and Honors
- Physiology C, Honors
- Physics C. Honors
- Environmental Science
- Agriculture Biology
- Advanced Placement Chemistry
- Advanced Placement Biology

Vocational Education and Applied Technology

The Committee Recommends:

1. That the department and the counseling staff work together to ensure that students enroll in vocational-technical courses for their chosen career paths, job exploration or life-skills enhancement, and continue in properly sequenced courses so that they are able to make informed career decisions and engage in real world experiences.

During our departmental meetings, we reviewed the WASC recommendations and budget information received. Departmental work and communication has been ongoing.

As of the 1999-2000 school year, Pacific High School offers Auto 1 and Vocational Auto Shop, Business (including accounting, key type and word processing), Child Care, Drafting 1,2,3 and 4, Health Occupations, Medical Assistant, Pregnant Minor, Education and Sports Therapy. Several members of the department continue to teach Computer Literacy along with their other Vocational Education assignments. Teacher transfers continue to hinder the department's ability to maintain continuity. Since the last review, the Vocational Education Department has had almost a 50% turnover in teachers. It should be noted that we were able to find qualified teachers to replace the teachers that left the school (although we did lose our Ag program when Craig Seevers left the school District). The ROP program has increased, and a new, larger classroom was scheduled for Child Care for the 1999-2000 school year. It was anticipated that this would permit the ROP Child Care and the pregnant minor programs to operate in a more efficient manner since it would eliminate the need of sharing classroom space. At this time, Health Occupations is still sharing classroom space with another instructor.

As of the first semester of 1996-1997 year, an additional teacher was added to the roster for one period of business math. As of the second quarter of 1996-1997, Business Math and Accounting classes are scheduled with two different teachers due to Career Resource teacher placement of a former teacher. Flexible scheduling is being utilized to offer after-hour Drafting, Health Occupations, and Computer Literacy classes. Computer Programming and Desktop Publishing have been reopened; a future teacher's class is also offered.

We continue to work with all counselors on an individual basis. Class size and frequent transfers continue to be concerns for the department.

A District-appointed Career Development Program Resource Teacher will soon be appointed to each high school to establish internship opportunities. (As of November 4, 1996, Geri Kubanek was assigned to this position; she is also the work experience instructor).

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"Focus on the Future" is a newsletter distributed by the District in collaboration with the San Bernardino County Superintendent of Schools and the Community Coalition. It provides updates on present policies and programs. Copies are given to the department chair and are then placed in requested mailboxes.

Some teachers utilize class questionnaires to determine student career goals; some teachers offer their students as workers to perform jobs on campus for other teachers. There are efforts to assist in job exploration and real world job experiences. Assisting students to realize that future employers may require certain dress codes and other requirements are ongoing issues with some department members and their classes. Outside speakers are utilized in some classes to bring the work ethic to the classroom.

An on-campus shadowing program was suggested to showcase our departmental offerings. This program would utilize our students to bring other students into the classes to witness our departmental offerings on a first-hand basis. Some department members are continuing to utilize individual subject brochures and invitations and newsletters to promote their classes.

2. That the site administration, the department and the Leadership Team work together to find means to increase the amount of available time for departmental and inservice meetings in order to assist the staff in achieving and maintaining professional growth, and to enable them to better meet the needs of a diverse student population.

Inservice days have been well structured and provide beneficial opportunities for meeting with colleagues outside of our department. However, it is still felt that some inservice days are needed to provide time for personal classroom equipment organization and departmental organization. Also, District reorganization processes are requiring much substitute time by some regular classroom teachers, which is becoming a burden for the day-to-day continuity of individual programs. Some members have attended conferences and workshops. As of the 1999-2000 school year, inservice days have been eliminated from the regular schedule. Inservices are planned after hours and are voluntary.

Due to the diversity of the department and the modified schedules of the department members, it is difficult to meet collectively on a regular basis. It was suggested that each member try to meet with the department chair at a time convenient to each to discuss major concerns; departmental memos would be utilized on a continued basis to keep members apprised of departmental business.

All departmental members may request meetings and agenda items as needed. Peer departmental observations were arranged; departmental members voted to utilize their conference or lunch periods for these observations rather than require a substitute. Each member will keep an ongoing record of classroom progress by maintaining classroom albums and evidence boxes

Due to the technology, other equipment, and outside resources utilized by many departmental members, it is still desirable to schedule work time for personal classroom organization. New department members are invited and encouraged to meet with department chair to discuss issues and concerns at any time.

3. That the District and site administrators and the department work to adopt cross-curricular credit for joint courses between vocational and academic departments, enabling students to participate in classes that offer relevancy and application as instructional vehicles for greater individual retention and success.

The District's Career Paths and Second-to-None strategies are reorganizing our programs. The newly assigned Career Development Program Resource Teacher will be working in this reorganization and will keep us apprised of changes.

The District has eliminated elective math credits for some of the Vocational Education classes that offered cross-curricular credit in the past.

4. That the site administration and department develop a policy that encourages and motivates better school attendance.

At the March 1995 Leadership meeting (and again at our August 1996 departmental meeting), views were voiced concerning the District Attendance Policy. Site administration mentioned that no plans were apparent for review of policy by Attendance Committee as the District deemed the matter "shelved." However, it was mentioned that the matter could be discussed as a faculty.

Concerns are still present that the District needs to reconvene its Attendance Committee and revise the District Attendance Policy.

Efforts have been made by individual teachers on the staff with support by the Pacific High School's administration and teachers to strengthen the current attendance policy and model our program after a neighboring school District's attendance program but the efforts were thwarted by the District administration.

5. That the site administration communicate the school budget to the staff, in writing for the improvement of morale and to produce school-wide understanding of the budgetary decision-making process.

At the August 1996 faculty meeting, the projected school budget was given to all faculty. On October 16, 1996, budget information from Judy Kissinger of Career Development was received by all department members. During the October and November Leadership meetings, a one-time-only state stipend of approximately \$60 per student was discussed; possible schoolwide use of the allocation discussed included air conditioning in some rooms, revamping of Gibbs Auditorium, library updates, and math book replacements.

Pacific High School's administration continues to update the staff of the available school budget on a regular basis.

6. That the department review and revise course titles to more accurately reflect the actual course content, thereby enabling the department to receive appropriate vocational funding.

Computer Literacy assignments have eliminated a large number of classes that would qualify for vocational funding every school year. The reorganization of the District's philosophy to utilize career paths is still ongoing. The Career Development Program Resource Teacher, the Career Development Department, and the Vocational Education/Applied Technology Department at Pacific are still addressing the funding issues. It is felt by the District that the Career Path restructuring will address these issues in the near future.

It has been suggested that Vocational Education classes that utilize computers for instruction be offered as the Computer Literacy graduation requirement. So far the District has not responded favorably to this idea.

Visual and Performing Arts Department

The Committee Recommends:

1. That the department utilize resource personnel to enhance special needs students, thus allowing them to be challenged to their fullest extent.

All department members have special education students integrated into their classrooms. Each department member is in touch with the special education staff concerning the students that are placed in their classrooms. The special education staff has always been available to us, and we are making plans to have regularly scheduled consultations to serve our students better.

2. That the site administration and the department actively pursue opportunities which will lead to greater articulation, at all levels, in order to enhance all strands of the Visual and Performing Arts curriculum.

The department personnel are participating in activities and classes which will lead to greater articulation at all levels, thus enhancing all strands of the Visual and Performing Arts Curriculum. Two of our teachers have attended the RIMS TCAP summer invitational conferences and are continuing with the program. Three of our department members are taking classes to enhance teaching knowledge, personal enhancement and strategy techniques. The department is working together to establish cross-curricular standards which will enhance each of the different programs. We have plans to have fine arts appreciation events to highlight the Visual and Performing Arts as a whole.

The site administration has shown limited support for the department as a whole. While they have paid for some of our workshops and class work, we feel that the day-to-day support for our programs is somewhat lacking. We are working on creating a better rapport with the administration so that we can improve the quality of communication and support between the administration and our department.

3. That the site administration and the department design a plan for prioritizing and scheduling auditorium usage in order to give more students more opportunities to showcase their talents and accomplishments.

A plan has been developed and implemented for auditorium usage. The system works well and has been in place for four years. The system is explained each year at the first staff meeting, and flyers and IOC's describing the system are handed out to groups using the auditorium throughout the year. The system and its implementation meets the approval of all department personnel, administrative staff, and District Facilities Use Coordinators.

4. That the counseling staff adhere to the admissions criteria, established by Visual and Performing Arts Department, before placing new students, those students who are transferring in and those who are transferring in and those who are otherwise unsuccessful in other areas into Visual and Performing Arts Classes.

The counseling staff and the Visual and Performing Arts teachers have worked for student success at the beginning level in each discipline. Higher level classes need greater communication between counseling staff and teachers before scheduling students into those classes.

Vision,
Leadershif,
and
Culture

WASC 10505

VISION LEADERSHIP & CULTURE

Sam Anguiano Tim Burroughs **Christopher Casey** Rick Castro Sharon Chamberlain Jennifer Classen Scott Cundiff Debbie Espiritu Ernesto Gallardo Randy Jensen Marcia Lefebyre Dita Lehrack Stephanie Liggins Jami Martinez Mike McCuistion Randi Moore Ross Myers Khen Nguyen Palla O'Neal Shoshanah Ozacmak Barbara Pastuschek **David Portz** Diana Quinn **Udo Rollberg** Trysta Schwenker Mark Sension Mary Shelton Ben Suescun

Lilia Taman

Kathy Van Fleet

Vision, Leadership, and Culture

A: The Process and Structure of the Focus Group

The Vision, Leadership, and Culture Focus Group consists of 21 members. Members represent all curricular home groups, as well as parents and students. Members volunteered to participate in the group or were selected to participate based on their areas of expertise.

The Vision Leadership and Culture Focus Group first met in October 1998. Members were encouraged to become acquainted with one another.

During the next two inservice days in the 1998-1999 school year, members learned more about the WASC accreditation process. Phil Hamilton from the County Office of the Superintendent of Schools addressed the entire school on powerful teaching and learning techniques.

In February 1999, members discussed the types of evidence their departments could collect to evaluate student progress. In March 1999, members of the large group broke into smaller groups in order to concentrate on one of the criteria for this focus area. Each of the criteria group leaders concentrated on one criterion and led the discussion for their subgroup. A sample report was distributed so that members could get an example of the format of the final written product after gathering evidence and learning more about our school's vision, leadership, and culture.

Members of each department met in March 1999 to develop schedules for peer observations. Observations within departments and within focus groups were encouraged. Department members reported on the discussions and needs for their particular focus groups.

Dr. Joann Tortarolo, Ms. Linda Kewin, and Mr. Chuck Schindler from the District Office were available at many of the meetings to answer questions and guide discussions as necessary.

The focus group began writing the rough draft of the report in Spring 1999 and has continued to refine and update the original draft during extended after school meetings this fall. We are continuing to gather evidence through peer observations, student shadowing, and student interviews.

B: Evidence Considered

- Parent and Student surveys
- Peer observations
- Student shadowing
- History of the ESLR development process
- History of the WASC preparation process

- Community Profile
- Standardized Test Scores
- Student work

C: Impact on Attainment of ESLRs

The Vision, Leadership, and Culture Focus Group provides leadership in areas of community involvement, staff development, team building, school culture, and school safety.

Criterion

A1. Does the school have a clearly stated vision or purpose that is based upon its beliefs, student needs, and current educational research?

Members of the Pacific High School community are committed to providing all students the knowledge and skills necessary to fully achieve their personal, educational, and career goals. Using the School Site Council as a vehicle for producing consensus, teachers, students, community members, and other stakeholders, collaborated to articulate the school's vision. This produced our school's ESLRs which are posted conspicuously throughout the school, especially in the classrooms. Our ESLRs, are supported by current research and educational practice and are based on state and national standards. Student interviews and many teachers' classroom experiences indicate our students are beginning to have an understanding of what the ESLRs are and how they relate to graduation requirements.

To what extent is the vision supported by the governing board and the central administration?

District officials encouraged the process of introspection leading to the creation of a clear focus for Pacific High School. They have provided materials and monies to support our process and expert personnel to guide us through our self-study. In addition, they have reviewed and approved our ESLRs. Changes or revisions in our ESLR statements have been generated by stakeholders, presented to the School Site Council and, once consensus was achieved, submitted to the District for approval. The District has created an environment that facilitates and supports this ongoing process.

District standards for academic content areas have been developed and are used at the site level to plan curriculum that meets state and local standards in support of our local vision. Board and District policies clearly support our vision for Pacific High School.

To what extent is the school's purpose defined by Expected Schoolwide Learning results?

The staff of Pacific High School based the development of its ESLRs on the school's vision statement and the District's mission statement. In other words, we asked ourselves what students would need to know and what skills they would need to have in

order to fully achieve their personal, educational, and career goals. In answering this question, we produced our ABCs, a simplified expression of our Expected Schoolwide Learning Results. The ABCs of Pacific High School are posted in each classroom and elsewhere throughout the campus.

The faculty and administration are committed to using the ESLRs to establish school policies and measure the effectiveness of our policies and procedures in securing our vision for the success of our students. As observed during student shadowing, peer observations and informal teacher surveys, teachers are beginning to rely on the ESLRs to develop lessons, classes, programs, and courses of study and are starting to measure learning within the context of the ESLRs. However, our study has also indicated that there is a great need to come to consensus on what quality attainment of each of the ESLRs means. Our examination of student work indicated prevelent inconsistencies in the areas of definition and implementation. Instructional goals are aimed at helping students achieve ESLRs as well as meeting graduation and college entrance requirements; however, these goals will not be easily achieved without a consistent definition of quality attainment of ESLRs and schoolwide implementation of the ESLRs in the classroom.

Criterion

A2. The school leadership makes decisions and initiates activities that focus on all students achieving the expected school-wide learning results.

The leadership at Pacific High School is committed to making decisions and initiating activities that focus on and support all students achieving the Expected School Wide Learning Results (ESLRs). The principal serves as leader and facilitator, empowering the staff to participate as equals within the leadership team, while encouraging continuing assessment and improvement in both teacher performance and student learning.

Our leadership team consists of teachers, parents, administrators, counselors, students, and interested community members. Leadership team meetings are open to anyone and are held frequently for the purpose of decision making. Leadership is shared and any stakeholders with an interest in our school and its students are welcome. The entire community, therefore, is invited to shape and promote a positive, productive school culture and to allocate resources and to make sound decisions in support of student learning. However, substantial parental involvement continues to be a challenge. Input from the school community is sought through surveys and various other communications and valued when it is received. However, our community outreach is only marginally effective. Back-to-School Night is not well attended and Freshman Orientation attendance is never adequate. It is clear that our students' needs would be more effectively addressed with more direct participation from our community at large.

Because of our commitment to learning for all students, Pacific High School has developed several programs that promote student achievement. Academically oriented programs such as STAT, Reach, MESA, and AVID are actively supported by our leadership.

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Additionally, programs such as Gateway, 7th period, After-school tutoring, Academic Support classes, English Learners Program, Special Education, and Remedial elective classes support our ESLRs. Our Special Education programs, such as Resource Specialists (RSP), Special Day Class (SDC), Emotionally Disabled Transitional (ED-Transitional), Severely Handicapped (SH) are all supported by the leadership team, which works to maintain adequate resources within the least restrictive environment. Students are mainstreamed, whenever possible, with the full support of the staff. Advanced learners find support in honors and Advanced Placement (AP) classes. Upward Bound provides encouragement and support for college preparatory students who also enjoy a climate of support rich in materials for standardized test preparation.

Other support programs and activities include: Student Study Team (SST), Family Support Team (FST), Family Services, Pregnant Minor Program, after school programs (Crafts, Tall Flags, and Marching Band), the music program, drama, Academic Decathlon, MESA competition, Challenge Bowl, and Mock Trial are all supported by administration to encourage and motivate students and involve them in our school community.

Our strong athletic program motivates and supports students to achieve social tolerance, academic competence, and athletic confidence. Coaches demand proper behavior and team work. The academic grade requirements encourage effort in schoolwork as well as providing opportunities for our athletes. Several students win athletic scholarships for college each year.

It is clear that Pacific High School puts an emphasis on student support programs. Our study has convinced us, however, that a formal system should be in place to track the success of our many programs for the purpose of expanding on the strategies that work well and eliminating those that are not effective.

All faculty receive a Faculty Handbook. All students receive the Parent Student Handbook. The vice principals make a point of discussing The Parent Student Handbook with students in English classes each year. All classrooms have posted the ABC chart (a representation of our ESLRs), along with Vision and Mission Statements. Additionally, during faculty meetings, through mailings, and by direct communication, the administration makes every effort to inform the faculty and staff of decisions that effect procedures and policies.

The administration makes every effort to provide technological support to teachers and their programs. We have one on-line individually paced English course, six full computer labs, and 3 mini labs on campus. We are in the process of securing a Digital High School (DHS) grant, and much of our campus has been wired for Internet access. However, it is clear through our observations in the classroom and our study of student work that the available technology is not being used extensively. The DHS survey of teachers indicates that many teachers do not feel competent in basic technology and many more are not ready to integrate technology into their classroom instruction. If we are going to prepare our students to be competitive in colleges and in the job market,

this must change. Computers are available for the teachers in most classrooms, but student access to computers is limited.

The leadership empowers the school community and encourages commitment, participation, collaboration, and shared responsibility for student learning.

Pacific High School has a continuing commitment to empowering our school community, by encouraging participation, collaboration, and by sharing responsibility for student learning.

The 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. The leadership uses ideas generated by all participants within the school community to make decisions and develop policy. Additionally, conferences and inservices for staff members are encouraged and supported financially, thus preparing and encouraging full and informed faculty participation in leadership decision making. Non-English speaking parents and community members are provided with translators to encourage active participation in meetings. Administrators and regular participants in Leadership Team meetings are usually present at department meetings to collaborate with staff, answer questions, and provide information.

Students are encouraged to share responsibility for their own learning through participation in student government, Peer Leadership Training, and Conflict Management programs. The Associated Student Body (ASB) provides student leadership, information, and feedback to the entire leadership team, and student-input is actively sought by leadership when policy decisions need to be made. In addition, the presence of a psychologist and a counseling department on site encourages a balanced approach to student understanding of themselves and their roles and responsibilities within the school community.

ROP specializations such as Building Trades, Welding, Medical Insurance/Medical Billing, and Auto Shop provide connections to the world of work within the context of the greater community. Students receive additional real world experience through Job Shadowing and externships within the STAT and teacher training programs. Service Clubs like Pacific Pride and Key Club involve the community in the school and staff members with students.

The school principal and other leadership personnel maintain close communication with the District office and the school board through principal meetings, department meetings, inservices, and community program meetings.

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Criterion

A3. The support, utilization, and monitoring of staff facilitate achievement of the Expected Schoolwide Learning Results. Leadership and staff are part of an organized structure that is committed to professional development.

Though the school's Instruction Improvement Plan (IIP) it is clear that support, utilization, and monitoring of staff at Pacific High School facilitates student achievement of the Expected Schoolwide Learning Results. Through informal interdisciplinary discussions, participation in various inservice training opportunities, and continuing education programs, the staff works to improve its ability to help students achieve the ESLRs. Upon returning to the campus, teachers are given opportunities and encouraged to share what they have learned with the rest of the faculty.

Leadership at Pacific High School supports, utilizes, and monitors staff in such a way as to facilitate student achievement of the ESLRs. Staff is given teaching assignments with careful attention to teacher credentials and experience, while substantial support is offered to new teachers through our District Mentor-Teacher program. Teacher assignments are based on personal and professional strengths, or skill-sets, which best meet the identified needs of students. 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. Professional growth activities are actively promoted and sometimes required. Teachers take advantage of funds provided to cover the cost of conferences and inservice training aimed at achieving ESLRs. Generally, the faculty considers monitoring to be supportive and uses it as a vehicle for professional growth and development.

To what extent are the leadership and staff a part of an organized structure that is committed to professional development?

The leadership and staff at Pacific High School are part of an organized structure committed to professional development. Collegiality is encouraged. In general, the staff considers itself to be a community of learners committed to supporting each other in professional development. Teachers are supported in their efforts to provide peer support. Substitutes are available for peer observations and procedures are in place for teachers to ask and receive compensation for participation in various staff development opportunitites and continuing education activities. The availability of support is guided by how well the professional development activities relate to or support growth in the school's ability to help students achieve the ESLRs.

Criterion

A4. The school is a safe, clean, and orderly place that nurtures learning. The culture of the school is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

The leadership at Pacific High School recognizes the importance of maintaining a safe, clean, and orderly environment conducive to learning.

Recent school beautification and painting projects have improved the appearance of the campus. Pacific Pride, a student service organization, has planted flowers and continues to care for them. They are raising money to continue this project. Trash cans are visible and plentiful; students and faculty work together to model their use. A no-tolerance graffiti policy has cut down on vandalism. There is an ongoing problem with restroom maintenance. In the student survey, less than 15% of our students felt that the restrooms were clean and well maintained.

The installation of alarm systems and telephones has improved the feeling of personal security and safety on campus. In addition, the entire campus has been retrofitted with air-conditioning, doing much to improve tempers and attitudes among students and staff. The administration, in cooperation with local emergency service agencies and the District's police and safety departments, has written and implemented a comprehensive safety plan. However, there is concern about pedestrian safety on the campus perimeter.

The perception of reduced vandalism and increased control of students on campus is linked to the visible presence of officers. Campus rules are posted in every classroom, however, 52% of students feel that rules and regulations are unfair and not enforced consistently. As a focus group concerned with campus culture, we are much more concerned about the students' perception that rules are inconsistently enforced. There is a need to discuss the reasons for certain rules and regulations with the students.

Our Safe Schools Grant program is in its third year and is a major resource for the school. This collaborative of law enforcement, school police, security, and neighborhood action groups has focused on campus and community safety developing a stronger partnership with the surrounding community and business District.

Pacific High School is a closed campus. Only seniors qualifying for a special permit are allowed to leave campus during lunch. Fences, gates, and the physical presence of security personnel create a sense of safety and security for staff and students. In addition, students eat in a designated lunch area, allowing for tighter supervision.

Orderliness is enhanced by a standardized system for using passes. Each teacher is issued an orange vest to be worn by students who wish to go to the restroom. Written passes are issued for other purposes. The high visibility of the vests makes it possible for security to concentrate their efforts on students not so clearly identified. The use of a two-minute warning bell during passing periods and the presence of staff and administrative personnel during passing periods has discouraged tardiness.

At the time of registration all students and parents receive packets that provide information about safety and security on campus. This information is reiterated early in the year during presentations vice principals make in English classrooms or during special meetings. Students who are tardy or fail to meet behavior standards may serve time in On-Campus Suspension (OCS). Students in need of behavior guidance issues may be referred to counselors or vice principals.

With regard to trust, teachers feel most students can identify a staff person (a teacher, counselor, or administrator) with whom they can discuss sensitive issues. In addition, the Peer Counseling Program, the Conflict Management Program, the Family

Community Resource Program, the Pregnant Minor Program, the Day Care Center, and the Grief Counseling Program have appeared to be effective in creating a climate of trust and mutual support throughout the entire school community. However, students report that less than 50% of them feel they can confide in an adult on campus. We need to assess our support programs for effectiveness and find ways to increase the climate of trust.

The faculty, and staff, at Pacific High School make every effort to foster a climate of multicultural appreciation in all aspects of the school, and most students feel that teachers and counselors treat them respectfully. However, only 28% of the students feel that they are treated respectfully by their peers. We have many student support programs in place; but, it is evident that we need to increase student participation in them.

A high degree of professionalism is apparent when examining the attitudes and performance of most staff. All but a few staff members are fully credentialed and teach within their specialties. Teachers generally stay current by attending conferences and staff development training in their fields. For the most part, faculty relate to each other and students in a professional manner. Teachers and administrators are cognizant of the importance of adults in the lives of young people and work hard to be appropriate role models for their students.

As role models, teachers, administrators, and other members of the leadership team strive to maintain high standards for student performance and behavior. Most teachers have rules of conduct as well as our ABCs posted in their classrooms. These visual aids remind members of the school community of our commitment to excellence. Our faculty teaches to State and District standards with the belief that all students are capable of learning, given the right support. This general sense was confirmed by our peer observations, student shadowing, and review of student work. However, it was also clear that students would benefit from more course level consistency and sequential skills training. ESLRs are being used in the classroom but not consistently. Informal teacher interviews indicate that many teachers are not yet comfortable with ESLR assessment.

Participation in Advanced Placement and honors level classes is high, but our college prep courses are still too crowded in many subject areas. Students taking standard,

college-level courses may nominate themselves for honor courses. Many teachers also feel that there is a need for more career-oriented programs. Most of our students will need to work as soon as they graduate from high school, even if they are going on to college. The perception is that many more students would take career-oriented classes if they were available.

Faculty expertise is highly valued. Ideas, research, and innovations are shared formally and informally. Many teachers feel students could be more successful consistent opportunities for collaboration with other teachers. All staff are encouraged to try new, researched based methods and techniques. For example, based on one teacher's idea to use technology to help students achieve the ESLRs, an innovative on-line English course utilizing a computer lab was established at the beginning of this year. Most faculty members are looking forward to using focus groups to facilitate and formalize cross-curricular instruction and teamwork, implement action plans, assess and evaluate programs, and facilitate the school improvement process.

Programs like Pirate of the Day recognize exceptional student performance and honor students for their personal and academic growth. The leadership team looks forward to developing more ways to honor and recognize student achievement.

Areas of Strength:

- A dedicated caring staff
- A Digital High School Grant is in the developmental stages
- A successful athletic program
- A climate of respect between teachers and students
- Safety and security programs
- An emphasis on student support programs

Areas of Growth:

- Increased focus on ESLR attainment, ESLR implementation, and assessment of current strategies
- Increased student support for achievement of ESLRs
- Increased availability of career oriented classes in the technical and business fields
- Increased communication and collaboration among all members of the school community
- Increased parent/community involvement in all aspects of Pacific High School
- Increased availability of technology and technological support training for all teachers and students
- Pedestrian safety and traffic safety on the school's perimeter
- Cleaner, more adequately stocked and supervised restrooms

Curricular Pathways



WASC 10517

CURRICULAR PATHS

Kathy Arrandale

Bill Christleman

Justine Coley

Jeannie Cox

Jennifer Dart

Joan Doty

Al Duerbig

Connie Hamilton

Jill Happ

Geri Kubanek-York

Karen Lesko

Roger Light

Ann Palmieri

Tom Quinn

Michael Richards

Barbara Simms

Michael Thomas

Sue Van Luven

John Wesling

Brian White

Penny Winter

Debbie Worthington

Curricular Paths

The Structure and Process of the Focus Group

The Curricular Paths focus group consists of 35 members. The group members are from the following areas: vice principal (1), classified staff members (9), counselor (1), English teachers (4), foreign language teacher (1), math teachers (4), parent (1), performing arts teacher (1), physical education teacher (1), Career Development Resource teacher (1), science teachers (3), social science teachers (2), special education teacher (1), students (3), and vocational education teachers (2). Members volunteered to participate in the group or were selected to participate based on their areas of expertise. The wide range of departments represents a good cross-section of the Pacific High School stakeholders.

The Curricular Focus group first met in October 1998. Members were encouraged to become acquainted with one another in order to learn about people with whom they might not otherwise encounter on a daily basis.

During the next two inservice days in the 1998-1999 school year, members learned more about the WASC accreditation process. Phil Hamilton, from the County Office of the Superintendent of Schools, addressed the entire school on powerful teaching and learning techniques.

In February 1999, members discussed the types of evidence their departments could collect to evaluate student progress. In March 1999, members of the large group broke into smaller groups of approximately ten members each in order to concentrate on one of the criteria for this focus area. Each of the focus group chairs concentrated on one criterion and led the discussion for their subgroup. A sample report was distributed so that members could get an example of the format of the final written product after gathering evidence and learning more about our curricular paths.

In March 1999, members of each department met to develop schedules for peer observations. Observations within departments and within focus groups were encouraged. Department members reported on the discussions and needs for their particular focus groups.

Dr. Joann Tortarolo, Linda Kewin, and Chuck Schindler from the District Office were available at many of the meetings to answer questions and guide discussions as necessary.

The focus group began writing the rough draft of the report in spring 1999 and has continued to revise and update the report during extended after school sessions this fall.

Elements of the School/Community Profile Related to this Criteria

As indicated in the School/Community Profile, Pacific High School (Pacific High School) faces many challenges. The population of Pacific High School has shifted from a middle class, somewhat homogeneous group of students to a diverse population in which a large segment lives below the poverty line. Seventy-five percent (75%) of the students represent ethnic minorities, 68% receive free/reduced lunch, the school has the highest Limited English Proficient (LEP)/ Non-English Proficient (NEP) student count of any comprehensive high school in the District, and the Special Education (SE) population is the highest in the District.

Various funds and programs are available to support students in choosing challenging educational paths. Some of the financial budgets are Title I funds, bilingual allocations, Carl Perkins funds, Healthy Start, Goals 2000, class size reduction funds, the Tenth Grade Counseling budget, and the Vocational Education Lottery. The Advancement via Individual Determination (AVID) program, the Reach program, Extended Day, Gateway, after-school tutoring, SDAIE classes, Independent Study, and Supervised Study are some of the programs offered to assist students in their success.

C: Impact on Attainment of ESLRs

The Curricular Paths students follow are intrinsically connected to the Pacific High School ESLRs. The curriculum is designed in accordance with recently adopted state standards to help students attain academic excellence. College preparatory, honors, and advanced placement classes provide students with opportunities to learn and enhance academic skills in reading, writing, and thinking. Required computer literacy classes and the increasing availability of technology in classrooms and the library begin to address the technological needs of our students. Basic life and social skills are incorporated throughout the curriculum; clubs organizations such as peer leadership, conflict management, and student government, emphasize these aspects of our ESLRs. Career Pathways, vocational, ROP, and fine art classes, and the STAT program are offered in accordance with the career aspect of our ESLRs. Students have opportunities throughout their four years to explore their interests and to develop personal portfolios.

Supporting Evidence

Through classroom observations, interviews, and surveys, some of the following evidence was discussed in writing this focus group report. Sections of this Self-Study also serve as evidence.

BUSINESS

Two computer labs
A networked computer lab is on order
Business writing
Business ethics

Guest speakers

Keyboard skills/computer literacy

Record keeping and personal budgets

Career awareness

Word processing, data base, and spreadsheet applications

Secretarial skills

Use of business machines

Accounting

Outside employment opportunities, coordinated with the Career Center

Individual, small and large group activities

Daily textbook activities, manual projects, and log activities

Active learning and problem solving via discussions and work revision

Typing pool for outside projects

Software use for word processing, spreadsheet, data bases, and graphics

Weekly vocabulary

Class folders

After-school tutoring

COUNSELING

Fall orientation for all ninth grade and new District students

New student registration and scheduling

Schedule changes

Transcript evaluation

Graduate follow-up survey

Four-year plan development and semester review for students new to the District

Concurrent adult education enrollment

Concurrent college enrollment off campus

Concurrent Regional Occupations Program (ROP) enrollment

Referrals to the Pregnant Minors program

Homework requests

College representatives and speakers

Counselor liaison meetings with academic departments

Reports to parents of students' unsatisfactory academic progress (Poor Work Notices)

Summer school course selection and registration

Selection of fall classes for eighth grade students

Evening information meeting for parents of incoming ninth graders

On-campus Valley College courses

ENGLISH

Essays -- autobiographical, introspective, expository, persuasive

Journals

Notebooks

Portfolios

Research papers

Library and reference techniques

Vocabulary exercises

Resumes

Videos

Oral presentations

Projects

Continuation of career portfolios begun in ninth grade into the tenth grade

Career Ability Placement Survey (CAPS)

Career Occupational Preference Survey (COPS)

Career exploration unit

Models

Costumes

Speeches

Dramatic scenes

Business writing

Multicultural projects

Guest speakers

Research

Career Major selection

FOREIGN LANGUAGE

Travel opportunities and needs

Visual and oral presentations

Career awareness

Audio cassettes and videos

Guest speakers

Cultural diversity

Instrumental and vocal music

Vocabulary drills and exercises

Cinco de Mayo assembly, Christmas caroling

Business liaison with a local Spanish newspaper

Group projects

MATHEMATICS

Collaborative learning projects

Career projects

Packaging projects

Time line projects

Power Point presentations

SAT, ACT, SAT 9, Golden State, and AP exams

Use of calculators and computers

Model building

Use of manipulatives

Visual and oral presentations by students

District pre- and post-tests for Algebraic Standards I and Algebra I

Notebooks

Portfolios, work folders
Journals
Mathematics, Engineering, Science, Achievement (MESA) program
Job shadowing by students and by teachers
Guest speakers
Videos
Individual and group test scores
State standards' incorporation in District curriculum guides
Field trips to local hospitals and medical centers, theme parks, and academic competitions
Standardized test skills practice

PHYSICAL EDUCATION

Video demonstrations
Teamwork
Current sports issues
Rules and regulations
Cooperative learning
Written assignments
Tests
Safety rules
Fitness tests
Competitions

SCIENCE

Hands-on lab experiments
Lab reports/notebooks
Hypothesis testing
Oral and visual presentations
Science safety equipment
Health education reports
Individual projects
Model building
Videos
Guest speakers
Journals
Portfolios
Golden State and AP exams
Field trips to local hospitals and medical centers
MESA

SOCIAL STUDIES

Visual and oral presentations

Written reports

Travel and geography simulations

Videos

Mock trials in the classroom and the school Mock Trial team

Career education, beginning in the ninth grade with a career awareness unit, orientation to the Career Center, career research, taking the COPS interest survey, and beginning a career portfolio

Golden State and AP exams

ACT exams

Original personal history biographies

Current events

Political cartoons

Economics project and games

On-line stock market game

Individual, teams, and group work

Class notebooks

International cooking

VISUAL AND PERFORMING ARTS

Hands-on projects

Ceramics art displays

Painting and drawing displays

Marching Band, Wind Ensemble, Jazz Band performances, competitions

Annual Band Festival

Attendance in area parades

Tall Flags performances and competitions

Plays, theatrical presentations

Talent Shows

Assemblies and rallies

Lighting and sound techniques

Choral presentations

Some telecommunication capabilities

VOCATIONAL/TECHNOLOGY

The Power Lab

Group and individual projects

Computer-aided drafting

Blueprints

Safety rules

Cost analysis

Machine operation and maintenance

Work environment training

Work ethic

Computers

Graphic design, Power Point presentations

Auto shop maintenance and repairs

Construction skills

Proper use of tools

Certified Nursing Assistant certification training

ACE testing (Golden State exam for vocational education in health occupations)

Internships

Community Classroom

Child care Facility and Program

Medical Back Office Lab

Medical Front Office with Internet access

OTHER

School to Allied Health Training (STAT) program

Business Information Systems major

Education major, teacher training, child care classes

Communications major (journalism, visual and performing arts)

Comprehensive Health Careers major

Engineering, Science, and Technology major

Government and Community Occupations major

"Bridges" software site license for all teachers' and students' use in career awareness/career development

ASVAB testing for all interested juniors and seniors

SAT/ACT/AP reports

Senior exit interviews

Follow-up questionnaires and interviews

College reports on Pacific High School graduates

Career Center use

Issuance of work permits

Student and Teacher job shadowing

Work Experience program (student cafeteria workers)

Career development (curriculum integration and development of career pathways)

Pregnant Minor Program (PMP)

Curricular Paths Criteria

B1. Do all students participate in a rigorous, relevant, and coherent curriculum that supports the achievement of the ESLRs?

As a result of our self-study we have found that Pacific High School has a rigorous, relevant, and coherent curriculum for its students as well as high standards in all departments and in most classes.

Classes are open to all students, according to their interests and needs. Students may freely change levels (college prep to honors or vice versa). Requests for a change in class level from students, parents or guardians, and teachers are honored as scheduling allows.

California State Standards are the primary guidelines for the curriculum. District office personnel and classroom teachers align the curriculum to these standards. Instructors from the various high schools serve on the textbook and resource selection committee to ensure that the adopted curricular instructional materials are aligned with the state and District standards.

In Science Department classes, students use critical thinking skills to solve relevant problems by utilization of the scientific method both individually and in groups. Students are assessed on their ability to communicate their findings by oral, written, or performance-based methods. Science classes incorporate technology in the acquisition of data and information by using the Internet, graphing calculators, probeware, computer programs, digital cameras, video microscopy, microscopes, electronic balances, and other devices. Some science courses encourage activities that explore social and ethical decisions, career exploration, and multicultural awareness. Some classes are incorporating problem based learning situations that have a cross-curricular, technology based presentation product, such as the grant-funded Air Quality Management District (AQMD) project completed in the physiology courses. All science teachers have been given the opportunity to acquire technology that will provide rigorous and relevant educational experiences for their classrooms. The Science Department from Pacific High School has been represented in recent textbook adoption committees and continues to have an ongoing influence in the development of the curriculum to align it with the District and state standards as they are formulated. New curriculum is currently being developed to align with state standards, SAT 9 testing, and District guidelines with full implementation and adoption expected in the 2001-2002 school year.

The Social Studies Department provides a curriculum that addresses the ESLRs with high standards and expectations which challenge all students to apply critical thinking to their learning skills. Some of the frequently used instructional methods reflect this rigorous approach in the classroom. When collaborative/cooperative learning groups and individual research projects are assigned, they culminate in a variety of oral presentations such as: speeches, debates, panel discussions, mock interviews of historical characters, and reenactments of historical events. Relevant historical events are made more relevant when students discuss contemporary issues based not only on researched facts but on their own experiences with current social problems like school dropout rates, juvenile gangs on the streets and in the schools, and teenage pregnancy. The Social Studies Department features technology in the classroom as a viable resource for students to learn how to access the Internet or produce a hard copy of a report that will have all the aspects of an accomplished professional.

Peer observations and teacher surveys indicate that most classes in the Mathematics Department employ lecture, classwork, and homework as their primary teaching

techniques. Most teachers also require standardized test practice, note-taking skills, and whole class discussion. Some instructors institute calculator usage (scientific and/or graphing), open-ended questioning, and collaborative learning to simulate real world problem solving approaches. In the area of assessment, most teachers utilize individual tests and quizzes as well as homework to monitor student learning. Other areas of assessment relied upon by most educators are practice tests, class participation, sponge/warm-up activities, and attendance. Some teachers include group tests and quizzes, notebooks, boardwork, and projects to evaluate the learning process. In the Mathematics Department the curriculum has been aligned to meet California State Standards. Students use a primary text for each class, but an approved list of texts and resources provide teachers and students with additional support.

The Fine Arts Department offers a wide variety of classes. Marching Band, Concert Band, Wind Ensemble, Jazz Band, Beginning Choir, Concert Choir, and Voice Ensemble are offered through the music program. Ceramics, drawing, and painting classes are offered in various ability levels. Drama classes include instruction in set design, lighting, and sound, in addition to acting and theater production. The Tall Flag team regularly participates in area competitions and performs for the student body at rallies. Monthly Districtwide department chair meetings for art and music help to coordinate activities such as art shows, concerts, and festivals.

In the English Department, an exploration of language and evidence of critical thinking are found in many of the students' assignments. The department uses literature, classic-present authors, magazines, and newspapers to link the students culturally to global, political, and community issues. Literary themes connect students to concerns related to such issues as personal growth, racism, and cultural diversity. All English classes pivot around students thinking creatively, academically, and logically. Portfolios, journals, bulletin boards, and writing walls exhibit student work. Oral communication though literary discussion, presentations, and speeches provide students the opportunity to develop individual and group skills. Career portfolios begin in the ninth grade and are expanded upon in the tenth grade. Plans are being made to continue these portfolios for all students in the eleventh and twelfth grades. Students in the English Department learn research skills write resumes and participate in mock interviews with community professionals to prepare to enter the work force. New English textbooks have been selected because of their close alignment with the state curriculum standards.

In the Vocational Education and Applied Technology Department, there is a major emphasis on career development designed to help students gain entry-level employment with marketable skills. Preparation for life skills is included in a hands-on curriculum throughout the department. Students use skill-appropriate technology. For example, students in the auto repair classes use computer diagnostics, and drafting students use computer-assisted programs. Computers are used regularly in accounting, keyboarding, word processing, and computer literacy. Teachers in business classes also stress business ethics, proper attire, and safety issues with their students. Health careers, sports therapy, teacher training, work experience, and

childcare classes use simulations and hands-on projects. These programs offer externships and worksite experience for employment preparation. The Construction class' projects may be found throughout the campus (for example, informational signs, overhead projector carts, and podiums).

There are many classes that support career awareness; however, our classroom observations convinced us that there were many more that do not. We believe that most of our students will need to work after high school even if they pursue a higher education. We would like to see them in high-paying, skill-demanding jobs. It is also our belief, and current educational research supports it, that it motivates students to achieve when they can see the real world connections to what they are doing. Career awareness needs to be stressed schoolwide.

Special Education students who are in the Special Day Class (SDC) or in the Resource Specialist Program (RSP) have access to the core curriculum through mainstreaming or modified core curriculum. Severely Emotionally Disturbed (SED) students receive the core curriculum in regular classes or in the SED classroom. Other students in the Severely Handicapped (SH) program receive appropriate instruction in their classrooms.

As evidenced in classrooms on bulletin boards, through interviews with students and the staff, and through classroom observations, teachers and students are participating in a large variety of activities in order to achieve our ESLRs.

B2. 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. Courses are offered in remediation, such as reading, for elective credit. After receiving teacher recommendations and parental approval, students may enroll in honors or Advanced Placement classes by contacting their counselors. Honors and Advanced Placement scheduling is constantly monitored. A variety of electives and vocational courses are available.

As freshmen, students develop a four-year plan with their counselors and their parents. These plans are composed on an individual basis, depending upon the students' academic and career goals and current skills and interests. Counselors review, modify, and revise these plans periodically with students and their parents/guardians. Seniors are checked for graduation requirements during the fall semester and their progress in monitored throughout their last year. Beginning in September 1999, all students are required to take twenty units in a career major to meet high school graduation requirements.

Ninth grade students receive an orientation to the Career Center and begin to investigate careers of their choice. Freshmen take the COPS career interest survey

and cover a career exploration unit in their World Geography class. They develop career portfolios, which are continued in their Sophomore English classes. Students take the CAPS survey in the tenth grade, and interested juniors and seniors may also take the ASVAB interest and abilities test battery. Juniors and seniors enrolled in college preparatory sections of Pre-Calculus investigate careers of their choice and develop four-year college plans from college catalogues. Graduate school plans are also required if students' career choices so dictate, such as careers in education, law, dentistry, and higher levels of medicine.

Career majors have been established in six areas for the San Bernardino City Unified School District's comprehensive high schools: Business and Information Systems, Education, Communication, Comprehensive Health Careers, Engineering, Science and Technology, and Government and Community Occupations. All students may enroll in as many courses as their schedules will allow and the school offers.

The School to Allied Health Training (STAT) program is a career pathway that offers courses for students interested in the medical and comprehensive health career field. These courses were instituted in the 1998-1999 school year, and teachers are developing curriculum and activities. Courses in medical terminology, medical insurance and billing, front and back office medical assistant, and Certified Nursing Assistant training prepare students for entry-level positions in the health fields. Advanced Placement courses in English, calculus, statistics, and biology help students earn college credit for those who are interested in health careers that require advanced education. Students enrolled in the Sports Therapy program provide assistance to athletes on and off the field.

Guest speakers from the community are invited into classrooms and the Career Center in order to offer students information on colleges careers in the military, and other occupations. The Career Development resource teacher maintains lists of speakers that teachers may invite into their classrooms to fit their individual programs and students' interests.

As evidenced by records in the Pacific High School Career Center, students have the opportunity to job shadow in local businesses and government agencies twice each year. According to District records in the Career Development Office and teachers' discussions in department meetings, some teachers have job shadowed in order to gain an appreciation for the skills local business people desire for their employees. Students and teachers in the STAT program have also shadowed in various health career facilities.

Field trips are offered to local hospitals and medical centers. Students have toured the Arrowhead Medical Center, City of Hope, the Heart Institute, and Loma Linda University Medical Center. Some students have been able to view surgeries. Each year, twenty students may attend a lecture series on cancer management and technology offered by Loma Linda University Medical Center on eight Sunday afternoons. Students tour different departments where participants are encouraged to ask questions regarding cancer patients' treatment and the equipment they are viewing.

Externships are available in medical assistance, health occupations, teacher training, and childcare. Students gain valuable learning experiences at local job sites.

Work experience is an elective class, which combines paid employment with classroom instruction. Students work one hour a day in the cafeteria on campus and also attend a class session once a week at school. Students will develop work habits, attitudes, self-confidence, job skills, and a personal portfolio, which can be used to locate, secure, and retain employment in the community.

Class enrollment lists serve as evidence that there is some degree of ethnic diversity in honors and Advanced Placement classes. Students who are Gifted and Talented Education (GATE) identified also represent our culturally diverse student body. Currently, Hispanic students constitute approximately 50% of our enrollment, but this population only represents 27% of the students in honors courses. We are proud that Hispanic students comprise 66% of the students in Spanish language honors courses offered. African American students also average only 12% of honors enrollment, despite the fact that they represent 19% of the student population. However, we are proud that they represent 20% of the enrollment in honors English and AP calculus. At this time, larger numbers of White and Asian students (40% and 14% respectively) take honors and Advance Placement classes than their respective proportions of the student body (25% and 7%). Teachers indicate that they make every effort to encourage and recruit students of all ethnic backgrounds to enroll in honors and advanced placement classes.

Pacific High School offers sheltered classes in English, science, social studies, and mathematics.

The Special Education Department incorporates an Individual Transition Plan (ITP) into each identified student's Individualized Education Plan (IEP). A student's career goals are reviewed annually with the student, the parent(s)/guardian(s), and the IEP team. ITPs are written to transition students from school to work.

Many students are enrolled in rigorous college preparatory programs to meet the state university entrance requirements. These students frequently discover that time restrictions make it difficult or impossible to take some of the vocational courses Pacific High School offers.

AVID classes are offered throughout the school day to encourage students who might not believe that they are "college material" to aim for honors level classes at Pacific High School and/or higher education after graduation. The AVID curriculum offers support in study skills, notetaking, problem solving, and writing in all academic areas. AVID students take field trips to visit colleges and universities.

During the spring of their senior year, students may participate in mock interviews to prepare for job, college, and for scholarship interviews. The College Collaborative is a consortium of the four District comprehensive high schools, California State University San Bernardino, University of California Riverside, the University of Redlands, San

Bernardino Valley College, Crafton Hills College, and representatives from the San Bernardino City Unified School District. Every October, one week is designated "College Week," during which time teachers are encouraged to talk about their colleges and universities to their students. Teachers may wear college sweatshirts and T-shirts and display their college banners. College Night is held on a rotating basis at one of the four comprehensive District high schools where students and their families may meet with representatives of the local colleges. In October 1999, Pacific High School hosted this event.

Career awareness is introduced in the ninth grade geography classes and further developed in tenth grade English classes. Students continue career investigation in their eleventh and twelfth grade by selecting courses from one of the six career majors.

Juniors are encouraged to take the ASVAB military vocational aptitude battery to further assess their career interests and skills. Recently, a committee of English teachers agreed to make "job interview skills" part of the eleventh grade curriculum in English. These pathways are works in progress that include integrating curriculum and program development with the culmination of a senior portfolio.

In summary, Pacific High School staff makes every effort to provide access for all students to the school's curricular paths through flexible scheduling and a variety of support programs. Students may find it difficult to find the time for all of the avenues they would like to pursue due to time constraints and UC requirements. Flexible scheduling alternatives such as 7th period, and on-campus college course offerings provide students with opportunities whenever possible. Nevertheless, some students find it difficult to enroll in vocational and college preparatory classes concurrently.

B3. Are all students prepared upon graduation to continue their academic and occupational goals?

To meet graduation requirements, all Pacific High School students must successfully complete courses of study in their chosen career major. Doing so gives them the foundation necessary to continue their academic and occupational goals.

There are six career majors: Business Information Systems; Education; Communication; Comprehensive Health Careers; Engineering, Science, and Technology; and Government and Community Occupations. In the Health Careers area, Pacific High School has been specifically designated as the School to Allied Health Training (STAT) pathway for the District. Therefore, a large part of school resources is dedicated to this career area. Through our career program, students are encouraged and given direction as freshmen and sophomores to focus on a career major that appeals to them. By the end of the tenth grade, they select a career major.

Students choose courses that prepare them for the following career major pathways:

Business Information Systems careers are the emphasis of our business courses, which incorporate keyboarding skills, word processing, data base management, spreadsheets, accounting, web-based design, and Internet research.

Education careers include our on-site childcare program. This program combines on-site instruction with off-site practical applications at designated preschools. A teacher-training course introduces students to issues and methods of teacher instruction. Students in these classes work in local elementary, middle, and high schools.

In Communications careers, we provide opportunities in journalism through the school newspaper and yearbook, art, ceramics, theater arts and stagecraft, choir, and instrumental music.

Students in advanced mathematics and science classes are often enrolled in Engineering, Science, and Technology career courses. Automotive technology is fundamental to our auto shop classes. Students in the ROP Construction course learn industry standards and codes in their projects. Students in drafting courses use Computer Assisted Design (CAD) software and other current technology.

Government and Community Occupations are available in our on-site Work Experience program, which emphasizes food preparation and service skills. The Peer Leadership program and Associated Student Body promote public service activities. Students may contact our Family Resource Program Center in E 10-1/2 to participate in service learning projects. Mock Trial participants learn a great deal about the legal system through their preparation for competitions. Special Education students who are in the Severely Handicapped program are involved in a work training program. The program serves approximately one hundred students at the District level and around fifteen at Pacific High School. The students are employed by local businesses and the Severely Handicapped Special Education student's teacher serves as the supervisor.

The Career Center, the Counseling Center, and the Career Development Resource Teacher provide students and their teachers with the necessary resources in preparation for college and employment. The Career Center and the Counseling Center offer the ASVAB military interest survey for all interested juniors and seniors. The Counseling Center publicizes scholarship information through the daily student bulletin and a bulletin board. Representatives from local colleges and military recruitment personnel meet with students in the Career Center. Speakers are occasionally invited to address large groups of students in Gibbs Auditorium.

The Career Center, located in Room B-6, is open everyday from 6:30 a.m. until 3:00 p.m. The Career Center Technician is responsible for maintaining the Career Center and its resources. Students can receive information regarding career exploration, community colleges, universities, and trade schools. The technician administers a computerized scholarship search. Guest speakers from business, post-secondary education, and military services are scheduled through the Career Center. Students can receive employment preparation training, and work permits are issued upon employment. With the Work Experience Coordinator and the Cafeteria Supervisor, the Career Technician hires thirty students per year for the District-student cafeteria program. Information regarding ROP classes, JTPA summer youth program, District

shadowing, and San Bernardino Valley College classes on campus are also available in the Career Center. Career portfolios for all students are housed and maintained in the Career Center.

Many students participate in job shadowing opportunities in local businesses and agencies. Partnerships with California State University San Bernardino (CSUSB), Loma Linda University Medical Center, and St. Bernardine's Hospital encourage students to explore career opportunities.

When graduating seniors pick up their diplomas, they fill out an exit survey in the Registrar's Office listing their plans after leaving Pacific High School. A Counseling Center clerk does a follow-up survey of these students in the fall. Through these surveys, information is obtained regarding students' preparation for their continuing education or their employment after high school. Currently, a formal schoolwide process for analyzing the results does not exist; however, students' post graduation activities and accomplishments are discussed in the departments.

In summary, whatever their post graduate plans, each student is encouraged to attain academic success tailored to a chosen career area that gives the student the tools to pursue higher educational and professional career opportunities. The school provides students access to technology. However, peer observations, student shadowing, and the DHS survey indicate that many teachers are not yet prepared to advance their students use, knowledge or integration of technology skills. Considering the competitive job market we are sending our students into, this is not acceptable. The school also provides students with access to community resources. Students are provided opportunities to make connections between high school academic programs and future opportunities. The resources are available and many students take advantage of them. Detailed records of student inquiries are maintained by the career technician at the Career Center and at the Career Development Office, Districtwide. Students are made aware of the availability of scholarships through the daily announcements and the scholarship bulletin board in the Counseling Department. Some classrooms also have fliers and announcements regarding post graduation opportunities.

Areas of Strength

- Freshman Orientation
- Four year plan development and semester reviews, with frequent transcript evaluation by students, parents, and counselors.
- Graduate follow-up
- Flexible schedules and alternative course work are offered concurrently through adult education, ROP, and community college enrollment.
- Externships and worksite experience are offered in health occupations, childcare, and teacher training.

- Students and teachers participate in job shadowing throughout the community.
- Students may participate in mock interviews with adult volunteers to practice interviewing skills for jobs, colleges, and scholarships.
- Vocational programs in auto shop, construction, the medical field, welding, and child care are available.
- STAT provides a challenging mix of academic study, job shadowing, interaction
 with health care professionals at school and the worksite, and to provide
 internship opportunities that will prepare students for post-secondary education
 and success in the health care industry.
- AVID provides skills and techniques which prepare students for success in college.
- The Work Experience program provides students with on-site employment and classroom instruction.

Areas of Growth

- Increased promotion of career awareness
- Increased availability of technology to all students
- Computer training for faculty and staff members
- Increased student access to vocational programs
- Increased assessment remediation-feedback loop within and among departments.

Powerful Teaching & Learning



POWERFUL TEACHING & LEARNING

John Awunganyi

Karen Baldwin

Carol Caporuscio

Jason Carney

Cynthia Case

Steve Colton

Sally Craig

Michael Davitt

Valerie Dixon

Gerry Duffy

Tony Finazzo

Maggie Gallardo

Debra Harper

Ray Herber

David Hunter

Janet Jacobson

Christie Jenkins

Bob Lange

Gerald Niehus

Deanna Nielsen

Shirley Oliver

Marie Olsen

Carolyn Pace

Bruce Prentice

Sylvia Salem

Gloria Toussaint

Denise Villalba

Carolyn Young

Powerful Teaching and Learning

A. Structure of Group:

Pacific High School's Powerful Teaching and Learning focus group is comprised of 32 members representing all curricular home groups, parents, and students. During the 1998-1999 school year, the focus group met formally on October 19, November 12, February 2, March 12, and May 7 to collaborate on the WASC process. During the 1999-2000 school year, voluntary inservices were held after school to finalize the report. Together, we developed and reached consensus on our Expected Schoolwide Learning Results, which we call Pacific High School's ABCs. We discussed the role of the focus group, examined our guide questions and criterions, and analyzed the STAGES rubric.

We divided our focus group into three smaller groups, which we called our criterion subgroups. We were careful to ensure that each subgroup was representative of all of our stakeholders and we worked together, usually in the same room. After analyzing the guide questions and criterions, our focus group enlisted the assistance of home groups in gathering, analyzing, and synthesizing evidence to back up our responses to the guide questions. District and county personnel assisted us in understanding the evidence and how to gather it. Home groups supplied our focus group with evidence to enable us to write a rough draft response to our guide questions on May 7, 1999. Throughout the entire process, focus group members were given the opportunity to respond to, edit, and revise the rough draft.

B. Evidence Considered

Evidence Related to ABCs ABCs: Academic Skills

This ESLR refers to students demonstrating proficiency in reading, writing, speaking, thinking, and listening, as well as using technology to support and enhance learning in all content areas.

Challenging learning experiences related to the academic skill of reading with comprehension include, but are not limited to, the following:

- reading from text and core literature in each discipline and across all genres
- technical /vocational reading
- readers' theater
- computer assisted reading
- · basic literacy skills

Comprehension is assessed in a variety of ways, including exams, oral feedback, and writing.

Challenging learning experiences related to the academic skill of writing include, but are not limited to, the following:

- dialectical journal writing
- MLA- and APA-style research papers, formal essay writing and the writing process (prewriting, first draft, responding, second draft, revising, editing, final draft, publishing)
- creative writing, such as poetry, descriptive essays, advertisements
- quickwrites and journal writing using prompts
- reflective writing
- autobiographical essays and reflective essays, including comparison/contrast, explanation of process, and report of information
- career/vocational writing, such as memos and resumés

Challenging learning experiences related to the academic skill of speaking include, but are not limited to the following:

- readers' theater
- oral presentations
- interviews, autobiographical presentations, character maps
- debates
- dramatic presentations

Challenging learning experiences related to the academic skills of thinking and listening include, but are not limited to, the following:

- lectures and discussion
- interpretive questions (addressing why questions)
- problem-solving
- cultural analysis
- summaries, written and drawn

The District requires that all students pass a computer literacy course or pass a computer competency exam in order to graduate. Challenging learning experiences related to the academic skill of using technology to support and enhance learning in all curricular areas include, but are not limited to, the following:

- using graphing calculators
- using the Internet for research projects
- Using word processing programs for writing assignments
- developing multimedia presentations using tools such as laser discs, Power Point, and Aver Key
- preparing videotaped presentations
- · utilizing spreadsheets and data base software programs

Evidence Related to ABCs ABCs: Basic Life and Social Skills

This ESLR refers to the expectation that all students will behave ethically and be held accountable for their behavior by maintaining a safe environment, respecting the diversity of others, resolving conflicts peacefully, and participating in the school and community.

Evidence of students involved in challenging learning experiences related to this ESLR include, but are not limited to, the following:

- individual research projects, such as physical geography booklets
- and country boards
- oral presentations
- cultural analysis
- · extracurricular activities, such as Challenge Bowl, MESA, Odyssey of
- the Mind, Academic Decathlon, Mock Trial, History Day, ICC Day, and
- athletics
- · community service projects
- · class discussions, quickwrites, and journals on ethical values

Evidence Related to ABCs ABCs: Career Awareness

This ESLR refers to the expectation that upon graduation from Pacific High School, all students will

be prepared for the future by setting goals, developing personal learning plans, and committing themselves to lifelong learning.

Evidence of students involved in challenging learning experiences related to this ESLR include, but are not limited to, the following:

- technology skills, such as word processing
- solving real world problems such as letters to the editor, persuasive essays,
- and problem-solving essays
- · technical reading and writing, such as proposals, memos, and resumés
- career pathways emphasis
- meeting with counselors to develop learning plan
- filling out surveys from the counseling staff regarding post-graduation plans
- access to the Career Center

Observations, surveys, and collected student work revealed evidence that many teachers, in most curricular areas, utilize a variety of strategies and resources to actively engage students and help them succeed at high levels:

- cooperative learning groups
- direct instruction
- graphing calculators
- open-ended questions
- Venn diagrams
- contracts for accountability
- essays on literary analysis
- field trips
- construction projects
- guest speakers
- reports
- peer editing
- technical writing
- quizzes, oral exams, tests
- debates
- reciprocal teaching

- reading journals
- computers/Internet
- · class discussions
- graphic organizers
- peer tutoring
- discovery lessons
- dialectical journals
- job shadowing
- ROP (Regional Occupations Program)
- Cornell notes
- labs
- creative writing
- sponge activities
- skits, simulations
- multimedia assistance

Resources:

- primary and secondary sources
- ROP
- library
- listening centers/tapes
- cameras for web pages
- manipulatives
- core literature
- Gateway Program
- Reach
- Honors/GATE/AP Programs
- counselors
- laser disks
- graphing calculators
- thesauri
- overhead projectors
- videos
- CD ROMs

- guest speakers
- Fairfax Elementary School (tutoring)
- computers/Internet
- VCR/TVs
- video cameras
- textbooks
- STAT Program (School to Allied Health Svs)
- AVID
- Title I
- Career Center
- CAD in drafting class (Computer-Assisted Design)
- calculators
- dictionaries
- other reference materials
- transparencies
- copiers
- computers in classrooms

Evidence of learning opportunities that emphasize higher order thinking skills and opportunities to integrate academic and applied content.

Evidence analyzed includes individual and group evaluation sheets completed by the teachers when assignments or projects are completed. In addition, observations and student work were used as evidence. This evidence shows that many lessons across the curriculum included higher order thinking skills. Student work demonstrates understanding of the analysis, synthesis, and evaluation processes in many projects.

Some examples of these include:

- essays
- readers' theater
- creative projects
- literary analysis
- portfolio assessment
- peer editing
- interactive journals
- school paper
- job shadowing
- research paper

- open-ended question tests
- Venn diagrams
- performances (drama, music)
- Baby Think it Over project
- dialectical journals
- thematic analysis
- yearbook
- student shadowing
- exhibitions
- multimedia projects

Evidence analyzed, which included teacher surveys, club rosters, and printed programs from performing arts group presentations indicate that collaboration occurs among staff, between staff and students, among students, and between school and community. The following are some examples of collaboration at Pacific High School:

FIELD TRIPS

- museums
- live theater
- quest speakers
- job shadowing

- picnics
- Career Day
- college visitations
- educational theme parks

ACADEMIC CLUBS

- Science Club
- CSF
- 21st Century Journalist
- Spanish AP Club
- Odyssey of the Mind
- Literary Magazine
- Pacificana
- AVID
- Challenge Bowl Team

- STAT Club
- National Honor Society
- Apple Club
- German Club
- Mock Trial
- French Club
- Japanese Club
- Calculator Club
- Academic Decathlon Team

FINE ARTS

- band/flags
- drama
- ceramics

- theater
- choir
- Ballet Folklorico

PRIDE/BACKGROUND

- BSU
- Asian
- Alive
- BSU Choir

- MECHA
- Latino
- Krayons
- Polynesian

SERVICE

- Spirit
- Pacific High School Pride
- SAVE
- Construction
- Conflict Management
- Z Club
- Peer Leadership
- Treasure Chest
- Family Community Resource Program

SPORTS

- baseball
- cheerleading
- swimming
- softball
- golf
- cross country
- tennis

- soccer
- basketball
- water polo
- volleyball
- football
- track and field
- wrestling

C. Impact on Attainment of ESLRs

Data provided by the District's Office of Assessment and Accountability indicates that since the implementation of the ESLRs during the 1997-1998 school year, Pacific High School students have shown improvement on their SAT 9 scores. Through teacher recommendation and encouragement and the evaluation of test scores, students in need of extra support are moved in the direction of ESLR attainment. Programs and special classes such as Reach, AVID, reading labs, and bilingual support labs help to ensure that students receive any assistance they may need to become academically proficient. Other programs such as peer mediation and service learning give students opportunities to develop their basic life and social skills. In terms of career awareness, each student draws up a four-year plan and participates in various career awareness activities, including writing a resume. Evidence of ESLR attainment pertaining to career development can be found in student career portfolios which are maintained in the

Career Center. Seniors also prepare a portfolio which can be used in college and job interviews. Furthermore, classroom observations show that a variety of powerful teaching and learning strategies are being used schoolwide on a regular basis. The achievement of ESLRs is ongoing in many classrooms. However, peer observations, student shadowing, and examination of student work indicates that ESLR attainment is not consistent schoolwide. We feel that increased collaboration within departments and among department would elevate the quality of ESLR attainment.

Criterion

C1. To what extent are all students involved in challenging learning experiences to achieve the expected schoolwide learning results? To what extent do teachers use a variety of strategies and resources, including technology, to engage students actively and help them succeed at high levels?

All students are involved in challenging learning experiences to achieve the Expected Schoolwide Learning Results. Teachers use a variety of strategies and resources, including technology, to engage students and help them succeed at high levels.

The staff at Pacific High School understands the importance of achieving ABCs (ESLRs). Pacific High School's ABCs are incorporated through powerful teaching and learning, and students are beginning to understand the importance of acquiring them. Pacific High School's ABCs encompass all aspects of the school's curriculum and also focus on each student's future after high school.

In order to determine what students ought to learn at Pacific High School, many teachers refer to state frameworks, new standards, and our ABCs. Many teachers are beginning to familiarize themselves with the new state-mandated curricular standards because this presents a new way of teaching for them. All teachers are aware of the pressure of accountability, especially at the high school level since the anticipated Senior Exit Exam is only five years away and there will be an end to social promotion.

The staff is very proud of our ABCs because these are what we believe all students should be able to do upon graduation from Pacific High School. Teachers and students are continuing to familiarize themselves with the newly adopted ABCs. The implementation of the ABCs and standards has resulted in an increase of challenging learning experiences. Classroom visitations, surveys, and student work have demonstrated that students in many subject areas are exposed to diverse and innovative learning experiences. Many of these experiences include the use of technology. For example, students in ELD 2 and 3 classes use the Internet for research projects. English Language Learners also have access to a bilingual support lab where they can improve their computer skills. One English teacher does all of her instruction on computers, and her students each have a computer to use for their assignments. Students enrolled in the STAT program create cross-curricular multimedia presentations in their classes.

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While students at Pacific High School are exposed to a wide variety of challenging learning experiences, and teachers use varied strategies and resources to help students achieve the ABCs, there is room for improvement. Teachers are continuing to teach their curricular standards and are aligning their teaching with the ABCs.

Pacific High School was recently awarded the opportunity to become a Digital High School, which means more funding will go toward technology. Presently, most classrooms have computers and some teachers use them in their instruction. Many teachers also use the computer in the classroom for professional use such as lesson planning. Most classrooms are wired for Internet access and the library is fully equipped for Internet access for students. According to a technology survey given in conjunction with the Digital High School grant proposal, only 10% of the teachers are using the available technology in their curriculum. There is a universal concern that this will not prepare our students adequately for life in the 21st century.

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?

All students experience learning opportunities that emphasize higher order thinking skills and integrate applied content. Collaboration about teaching and learning occurs (1) among staff, (2) between staff and students, (3) among students, and (4) between school and community.

According to peer observations and analysis of student work, teachers at Pacific High School have high expectations for their students and, therefore, design many learning experiences which emphasize higher order thinking skills. As teachers become familiar with the new standards in their specific disciplines, they observe that many of the standards require higher order thinking skills. As the teachers align their instruction with the standards, the emphasis will be on higher order thinking skills as well as integrating applied content. The honors and Advanced Placement classes typically emphasize higher order thinking skills. Since the A level classes have been eliminated, there is a greater challenge to create learning experiences which emphasize higher order thinking. Students have numerous opportunities to be actively involved in their own learning and to apply their knowledge. For example, Academic Decathlon, Challenge Bowl, STAT classes, and MESA all provide opportunities for long-term collaborative projects that are challenging and academically rigorous.

All classes, whether college preparatory or honors, need to emphasize further learning experiences which utilize higher order thinking skills. As teachers become more familiar with the standards for their specific subject areas, they will expose students to more critical thinking opportunities. We must continue to make the lessons meaningful by integrating academic and applied content. We must link the two so that the students see the value in what they are learning. Moreover, peer observations and informal student interviews indicate a need for increased collaboration within and among departments with a focus on higher order thinking skills. Within departments, teachers

with expertise in this area should be afforded the opportunity to share their knowledge and experience with their colleagues. The same opportunities should exist interdepartmentally for when teachers plan and execute their lessons in isolation, they do not offer students the chance to enrich their learning by forging connections among curricular areas.

In terms of assessment of learning experiences which involve higher order thinking skills teachers utilize a variety of sources from formal test assessment to authentic assessment. The English, Social Studies, and Math Departments have rubrics they use to evaluate formal writing.

One benefit of the WASC process is collaboration among all of the stakeholders in the Pacific High School community. The focus groups have enabled people from all disciplines to come together and talk about teaching and learning. Previous collaboration was far less frequent and usually took place in staff meetings, department meetings, and staff development inservices. Most have enjoyed the dialogue and feel a real commitment to improving our high school.

Pacific High School has much to offer students in terms of opportunities for collaboration. An area which has improved, but needs to continue to improve, is collaboration among staff. In addition, we must continue to strive to improve our collaboration and communication with members of the community. Also, improved communication between staff and students is essential so that students are made aware of the many opportunities available to them.

Evidence of Collaboration

(1) among staff

Staff members have the opportunity to collaborate monthly in staff meetings. However, the topics covered do not contribute to ESLR attainment. Meeting agendas show that the focus of staff meetings is more on dissemination of information (i.e. rules, schedules) rather than on teacher collaboration regarding ESLRs. There is an agenda, and the speakers vary. Teachers also meet in department meetings, typically once per month. Coaches meet at the beginning of each season. Classified staff have meetings with administration on occasion as well. Staff also work together on staff development days. WASC has improved collaboration, especially in terms of the focus groups, because representatives from all disciplines and backgrounds meet together. Most staff members have enjoyed the collaboration even if it has meant more time after school.

(2) between staff and students

Sign-in sheets for after-school tutoring demonstrate that staff and students have the opportunity to interact beyond the regular classroom setting. In addition to the seventeen teachers who are involved in this tutoring, two classified bilingual tutors offer assistance for limited-English speakers. Other examples of this interaction between

students and teachers include academic and athletic teams as well as campus clubs where teachers act as coaches and advisors. According to the school financial records, there are over 50 different clubs and service groups on our campus. An interview with the chair of the Physical Education Department confirmed that there are 26 sports teams, many of which have a freshman, junior varsity, and varsity contingent. Sports rosters indicate that an excess of 600 students participate in sporting activities.

(3) among students and

The various clubs give students many opportunities to practice leadership skills and to take responsibility for planning dances, rallies, assemblies, and other school activities. Field trips are also included in many of the programs.

According to observations, surveys, polls, and teacher-collected evidence of student work, students also collaborate in academic activities such as in cooperative group projects. Students collaborate in discussions, oral presentations, science lab activities, and peer editing of essays, reports, science and math projects among other activities and assignments.

Students who are involved in various school, community activities and service projects practice collaborative skills when participating in such activities. Our athletic programs are very successful. Various clubs and programs also bring students numerous awards and accolades.

(4) between school and community

Students demonstrate their learning and achievements in many school and community activities and service projects. For example, we are especially proud of the fact that this year alone, our students and staff provided holiday food baskets for thirty families. Additionally, Pacific High School has had the highest number of volunteer hours recorded by any high school in the District during the last four years. Approximately 60% of our seniors and 40% of the underclassmen are presently involved in some type of volunteer service. School Site Council, the Family and Community Resource Program, Insight, and other student support group meetings foster collaboration between students and the community. Additional community involvement includes job shadowing, service learning projects, and tutoring at a local elementary school. One history teacher has a community involvement project included in his curriculum. The students interview residents at a local elder care facility, then share their projects with the residents they interviewed. More community participation of this kind is something we wish to encourage.

Criterion

C3. To what extent do students routinely use a variety of resources for learning and engage in learning experiences beyond the textbook and the classroom?

Student surveys indicate that some students use a variety of resources for learning and engage in learning experiences go beyond the textbook and the classroom. For example, over 50% of students surveyed average an hour or more of homework per day. Additionally, this survey shows that 53% of the respondents use the library and media center to expand their classroom learning.

The quality and accessibility of resources for students, especially in the area of technology, are improving at Pacific High School. Nearly every classroom has a computer and is Internet ready. In addition, the library provides Internet access for students and staff as well as the many other resources, such as textbooks, literature, newspapers, and copy services. According to our technology coordinator, currently only 73 out of 98 classrooms have computers with Internet access. Some teachers require their students to use a variety of resources for assignments. Students engage in learning experiences beyond textbooks and classroom either through required coursework, community service hours, ROP courses, vocational courses, or job shadowing.

The English and Social Studies Departments continuously focus on powerful teaching and learning. Some teachers invite guest speakers to class and ask these speakers to engage in dialogue with the students. As a pilot program, one English teacher is using the Internet as a resource in her instruction and the students' learning experiences. Most students are comfortable using the computer for word processing. Students are encouraged to explore independent learning opportunities through free reading time and independent research.

Community-based instruction is one strategy implemented for students within the Severely Handicapped (SH) Special Education (SE) program. Students receive vocational instruction at off-campus job sites such as St. Bernardine's Hospital, Long's Drug Store, Grocery Outlet, Stater Brothers, and other local retail businesses. Various guest speakers have visited SH classrooms to discuss conflict management strategies, demonstrate cooking ideas, and instruct the students in basic banking skills. Speakers have come from the San Bernardino Police Department, California Egg Commission, Redlands Drug Court, and a credit union.

The Science Department provides students with a variety of opportunities and resources beyond the utilization of the text. Some of these resources include Internet access in the classroom and library to facilitate independent research, the STAT program in medical technology, field trips to explore medical and physics principles, career research through the Career Center as well as guidance leading to post-graduation education and careers. Students may access the Internet for collecting data in the classroom, allowing for real-time application. They are provided with supplementary material including educational games, videos, programs, periodicals, and encyclopedias. They are encouraged to work in cooperative groups to achieve a

common goal. Research papers develop skills in computer literacy and technology. The Golden State Exam and Advanced Placement exams are offered to provide opportunities for students to showcase their academic expertise and/or earn college credit for their high school courses.

The Career Center is an excellent resource for students to engage in learning experiences beyond the classroom and textbook. Many students benefit from college field trips and job shadowing.

Pacific High School students have many opportunities to engage in learning experiences beyond the classroom and the textbook, and many staff members have been enthusiastic about sharing these opportunities with the students.

Many of these experiences are collaborative opportunities and these are listed under C-2 in Powerful Teaching and Learning.

As technology continues to be introduced to Pacific High School, it is essential that we learn how to use it most effectively to serve best the needs of our students in order to offer them even more opportunities for learning beyond the classroom and textbook.

Areas of Strength

- A staff commitment to student support and growth
- By graduation, students are computer literate
- A variety of resources, strategies and programs designed to help students achieve
- High student participation in service programs

Growth Needs

- Increased use of technology in the classroom
- Increased student access to technology
- Training for teachers in the effective use of technology.
- Increased collaboration within and among departments
- Increase emphasis on higher order thinking skills and attainment of ESLR

Student Support



STUDENT SUPPORT

Raj Ali Maria Baglien Janie Blair Tim Brock Reno Cervantes Kristen Countryman Darlene Cunningham Steven Emrich Darren Goodman Kathy Guerin Sandy Hannan Tammy Heaton Katherine Jewsbury Linda Johnson Gary Libby Maureen Lindberg Sue Loversky Linda Martinez Barbara Montoya **Jeff Moss** Mike O'Connor Randall Olson Mary Paquet Maria Purcell Jennifer Purintun **Doris Roberts** Linda Schrock Scott Smith Alyne Speed Terris Walker Susan Ward Barbara Wright Steve Wright

Support for Student Personal and Academic Growth

A. Structure of Group:

The Support for Student Personal and Academic Growth focus group consists of 36 members. The group members are from the following areas: vice principal (1), classified staff members (5), counselors (2), English teachers (4), foreign language teacher (1), math teachers (4), physical education teachers (2), science teachers (2), social studies teachers (3), special education teachers (3), students (3), and vocational education teacher (1). Members volunteered to participate in the group or were selected to participate based on their areas of expertise. The wide range of departments represents a good cross-section of the Pacific High School stakeholders.

In October 1998, the Support for Student Personal and Academic Growth focus group first met Members were encouraged to become acquainted with one another in order to get to know teachers they might not otherwise encounter on a daily basis.

During the next two inservice days in the 1998-1999 school year, members learned more about the WASC accreditation process. Phil Hamilton, from the County Office of the Superintendent of Schools, addressed the entire school on powerful teaching and learning techniques.

In February 1999, members discussed the types of evidence their departments could collect to evaluate student progress. In March 1999, members of the large group broke into smaller groups of approximately ten members each in order to concentrate on one of the criteria for this focus area. Each of the focus group chairs concentrated on one criterion and led the discussion for their subgroup. A sample report was distributed so that members could get an example of the format of the final written product after gathering evidence and learning more about our programs that support student growth.

In March 1999, members of each department met to develop schedules for peer observations. Observations within departments and within focus groups were encouraged. Department members reported on the discussions and needs for their particular focus groups.

Dr. Joann Tortarolo, Linda Kewin, and Chuck Schindler from the District Office were available at many of the meetings to answer questions and guide discussions as necessary.

The focus group began writing the rough draft of the report in Spring 1999 and has continued to refine and update the original draft during extended after school meetings. Because of the scheduling of our after school meetings, the attendees varied. Members stayed involved in the same group, but not all were able to attend all meetings.

B. Evidence Considered

- Parent surveys
- Student surveys
- Student work
- Informal teacher surveys
- Peer observations
- Student shadowing
- Student interviews
- Student/Parent Handbook
- Counseling guidelines
- Master Schedule
- Community Profile

C. Impact on Attainment of ESLRs

Support for Student Personal and Academic Growth addresses all of the ESLRs. Academic Skills are impacted through the tutoring programs and special services offered to students here at Pacific High School. Numerous provisions have been made and programs instituted to promote the academic success of all students. Through clubs, support groups and special programs, students are able to become ethical and accountable citizens.

Criterion

D1. To what extent do all students receive appropriate support to help ensure academic success?

Pacific High School's core curriculum is based on current curricular standards. All students, regardless of their abilities, are supported within that base. Many teachers know their students and use a wide variety of teaching strategies to provide academic opportunities and support for students who are at-risk or who have special needs.

All academic departments have worked diligently to align the core curriculum with the state standards and frameworks to raise student performance standards and expectations. Through peer observations and student surveys, it is evident that efforts have been made to incorporate more hands-on and critical thinking activities and to raise the level of academic rigor. The Student Survey indicates that fifty-six percent of the students enrolled at Pacific High School are guided by their counselor and their interest and ability surveys in their career portfolio to chose an academic program designed to meet their individual interests as well as their graduation requirements. Career Ability Placement Survey and Career Orientation Placement Survey interest and ability surveys are given to the students' in ninth and tenth grade classes. They then meet semiannually with their counselor to discuss and implement their four-year plan.

To help students become independent and successful learners, they are offered a variety of support services. These support services are accessible to all students and are provided through an extended day, an established reading program, Reach (an academy style program), AVID (Advancement Via Individual Determination), MESA (Math, Engineering, and Science Association), Academic Support classes, and an after-school tutoring program, which is coordinated with all core curriculum departments. Language tutors, bilingual aides, and peer tutors help the school's English Language Learners to complete assignments and understand the class materials. Summer school is provided to allow students to make up a class, to move ahead, or for enrichment. Special support classes like reading are also available in the summer.

Teacher surveys indicate that students only have limited access to technology, including computers, calculators, and audio/visual equipment. However, the results of the Student Survey indicate that 53 percent of the students feel that they have opportunities to use technology in the classroom. Through peer observations and student shadowing, we have come to believe that teachers are thinking appropriately about their students' future. There is much to do to prepare these young people for the 21st century. However, at this time, there are 6 computer labs for student training. Students have access to an electronic card catalog in the library, many CD-ROM programs, and magazine and news programs through the Internet. The Math Department is in the process of setting up 3 mini-computer labs, and the English Department is conducting one on-line, individually-paced English class.

Many special target programs, such as Reach, Gateway, Pregnant Minors Program (PMP), and Child Care Center are designed to provide proactive and positive intervention strategies to help at-risk students complete high school successfully. Reach uses positive incentives and acknowledgement to reinforce confidence and a positive attitude toward school. Outside speakers are brought in to address aspects of vocational and ethnic diversity issues. Gateway is a program designed to meet the challenges of those students with high absenteeism and low grades. These students are grouped together and rotate among the same core group of teachers throughout the day. They have access to other electives, the library, a high technology computer lab, and schoolwide activities. The PMP and Childcare Center support students with health, nutrition, parenting, childcare, and education services. The program also provides instruction for those enrolled and their children. These classes augment the regular supervised study programs and keep these students in school.

English Language Development (ELD) classes are organized for small group instruction and have bilingual aides and tutors to assist English Language Learners. Students are tested and placed by ability with the goal of being mainstreamed into the general student population as quickly as possible. Sheltered, Specially Designed Academic Instruction in English (SDAIE) core classes provide an interim placement until students are fluent enough for mainstream success.

Special Education (SE) personnel provide support and assistance to special needs students in both Special Day Class (SDC) settings and in general education classes

with Resource Specialist Program (RSP) assistance. Special Day Classes are usually smaller to allow for a more individualized program for each student. These classes provide the academic support and intensive interventions that Special Day Class students need in order to achieve their individualized goals. Special Day Class students may also be mainstreamed into academic or elective classes as their success in general education classes is determined.

Students in RSP are provided support and service within the general education classroom by RSP teachers and tutors. This support varies from student to student depending on their individual academic needs. Classes for the Emotionally Disturbed (ED) are staffed by a qualified ED teacher and an instructional assistant. These students are mostly mainstreamed with two subjects in self-contained ED classes. These students see a trained ED counselor twice a month. Behavioral intervention plans are implemented for student success and teacher monitoring. The Severely Handicapped (SH) population is enrolled in Special Day Classes and is involved in many schoolwide activities. All SE students have access to all extra curricular activities and are encouraged to participate throughout their high school career.

Pacific High School's vocational programs and Gifted and Talented Education (GATE) programs provide expanded opportunities to students on campus. The District's Vocational Education Department at Pacific High School is expanding. Pacific High School has a wide variety of programs, including ROP (Regional Occupations Program), Nursing, Medical Career Path classes, Construction, Automotive, Cafeteria/Food Preparation, Welding, Teacher Training, Child Development, Pregnant Minors Program, SAPIDC, MESA, and CNA. Volunteer work helps provide students with externships in the community.

Our academic teams and our honors and Advanced Placement courses are open to GATE students as well as other academically motivated or capable students. Students are encouraged, actively recruited, and carefully supported in these challenging academic areas. Most of our departments have honors and advanced placement courses and the English Department provides an individually paced, on-line course. There are several fine arts electives, in addition to several academic team preparations, including Academic Decathlon, Odyssey of the Mind, Mock Trial, and Challenge Bowl.

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 students are given access to a system of support services and activities at school and within the community. These services not only help students overcome obstacles to success in school and in their personal lives but also provide meaningful connections.

Teachers are frequently involved in school-sponsored activities with students outside of the classroom. There are academic and athletic teams as well as campus clubs. In fact, there are over 50 different clubs and service groups on our campus, each one sponsored by a qualified staff member. Ten percent of Pacific High School's teachers work in after-school tutoring four days a week. Here the student may see a math, English, or science instructor and receive help with a class project or homework. Though many students avail themselves of this opportunity, many more do not. Many students have indicated that they would attend tutoring if late bus transportation or bus passes were available. Other opportunities such as 7th period are offered to provide students with necessary courses to graduate. Several teachers and students have expressed concern that we no longer offer night school or 0 period. Students who participate in sports and clubs have difficulty utilizing the 7th period for making up credits or taking extra classes. The Venture Program provides students with positive after-school activities including arts and crafts and recreation. Extracurricular activities such as band, choir, sports, and academic teams are supported by our staff. Many times events are attended by staff members.

Recently we reestablished our link with California State University, San Bernardino, who is providing instructional tutors in college bound English and math courses through the Pre-Collegiate Academic Development (PAD) program. This program provides CSUSB college students trained as tutors for high school campuses to work with students in developing mathematical competencies, reading comprehension, and writing skills.

Pacific High School's Academic Support classes provide a focused daily period of study in which students receive individual encouragement, tutoring/monitoring, and academic assistance in all subject areas. The students receive five units of academic credit per semester for this class. We have not, at this time, established a way of determining the impact this program has on student achievement. Teachers and students feel that this type of support is working, but an assessment tool would be valuable.

The Gateway program has been extended this year to a six-hour program offering classes in English, math, and computer literacy. Students in grades 9 through 12 eam five credit hours after completing 75 hours of attendance. Students attend during the regular day Monday through Friday. RSP teachers are available for evaluation, assessment, modification of assignments, and tutoring. Accumulating credits and keeping students connected to Pacific High School will positively effect their decision to return to the regular, full-time program. Gateway is designed to meet the challenges of those students with high absenteeism and low grades. They are grouped together, share the same core of teachers, and rotate among these teachers throughout the day. They have access to other electives, the library, a high technology computer lab, and schoolwide activities.

The Supervised Study Program allows students in a crisis situation to complete a class they are failing or to make up a needed class on their own. They are supervised by a teacher who agrees to assign, review, and grade their work.

Independent Study allows a student to remain enrolled in the District. The District allows these students to come to a central location (San Andreas High School) once a

week to pick up course work from a credentialed teacher. In the case of students with disabilities, an SE teacher modifies lessons and assigns work. Credits earned are based upon completion of an acceptable unit of work. Independent Study is also offered in summer school.

Pacific High School's English Language Learners (ELL) program is designed to assist non or limited English-speakers in becoming academically proficient in English as quickly as possible. To accomplish this goal, students are enrolled in ELD classes (levels 1, 2, and 3) and SDAIE. These classes provide a balanced curriculum that prepares students for success in mainstream academic classes. Those students in need of extra support are also enrolled in a reading lab and/or an after-school computer literacy academic support lab. Bilingual tutors provide native language support as needed.

Pacific High School offers GATE to students who are gifted intellectually, academically, and/or in the visual and performing arts. The GATE program offers special programs such as Academic Decathlon (a nationwide competition), Mock Trial (the study of law and the simulation of criminal trials), Challenge Bowl (a Districtwide academic competition), and honors and Advanced Placement courses. The GATE program is available to all qualified students (9-12), and the special programs are available to identified and unidentified interested students. The goals of the GATE program include offering a variety of challenging programs and providing an academic program sufficiently rigorous to ensure the success of the students in the most highly rated colleges in the nation. The current enrollment in the GATE program is 256 which is about 10% of our student body. However, we provide GATE course work to a much wider body of students. English honors courses show an enrollment of 432 students, science honors courses serve 293 students, the social studies serve 289 students, and our math department has an enrollment of 195 students in honors courses.

Special Education personnel provide assistance to special needs students in both SDC settings as well as in the regular classrooms. SDC give students support, provide interventions, and are designed around individualized goals. RSP provides support for identified students in the regular classroom setting. The ED and SH students are served in a SDC setting to accommodate their educational and social needs.

In addition, the AVID program prepares under-represented students to be eligible for admission to the University of California and the California State University systems. Pacific High School's AVID program provides continuity for students who were enrolled in an AVID program at their middle school as well as providing opportunities for students who have never had involvement in the AVID program. AVID is an elective course that can be taken all four years of a student's high school career. Students who elect to participate in this program are offered many of the same advantages as those in Academic Support classes. However, this program is geared toward encouraging interested students, particularly low-income minorities, to focus on attending a four year college or university. Guest speakers, field trips, college student tutors, instruction in study skills, and various motivational activities make up the AVID curriculum. There is data to support the value of this program to students statewide, but we have not yet established a monitoring program on site.

Pacific High School offers support services for a diverse student population, but we are particularly concerned about our "at-risk" ninth graders. The superintendent's Ninth Grade District Objective, "reducing the ninth-grade dropout rate," is addressed in our Reach program. Six years ago we established Project Reach, a school within a school, which utilizes team teaching and positive reinforcement to encourage students to feel connected to their school. We are just beginning to trace the progress of our Reach students and are proud to note that last year's Reach students graduated at a higher percentage rate than did the rest of the senior class population.

Furthermore, two counselors are designated ninth grade only in order to provide guidance services for that target population. The second semester of the 1998-1999 school year, we increased the number of Freshman English classes and decreased the number of students in each class. Although we have not seen improvements in formal data, both students and teachers feel this has made a real difference. We have also recently provided development-training opportunities to a number of our teachers in the direct teaching of reading skills to high school students. Last year, for the first time, there were several well-established reading classes for students who are deficient in this crucial skill. At the same time, we reduced the number of students in our Algebra 1 and Algebra Standards 1 and 2 classes to increase student /teacher time and aligned instruction in Freshman Academic Support classes to reinforce core academic classes. Again, we cannot directly point to substantial differences in test scores, but we are hopeful and expectant.

Additional support for incoming ninth graders includes a Freshman Buddy system and a campus orientation tour, including shadowing.

In order to provide emotional and physical security for our students, many of our teachers and students have been trained in peer leadership and conflict management. Peer leaders are trained in communication skills in order to provide a safe, understanding place where other students can share personal situations and get resources for further assistance. Conflict managers help students to resolve disputes verbally. In addition, many of our staff members (classified and certificated) have been trained in using Student Assistance Programs (SAP)--county-run programs that train staff to facilitate support groups such as student parents, grief, self-esteem, crisis counseling, and Insight--a drug and alcohol intervention program. However, not all of our support systems are well utilized by the student body. Peer leadership records twenty-six sessions for the first quarter and conflict managers only nine. This concerns us because students report in their survey that only 28%, feel they can trust their fellow students to treat them with respect. We have also received countless inquiries from parents, teachers, students, and the courts for anger management programs for students. In the light of the Columbine incident and others like it, it seems unwise to ignore the requests. At present, there is no support group in this area.

Pacific High School's Insight Program is a mandatory support group for students caught with drugs or alcohol. Students can also elect to participate in the program. The groups meet twice a week. A support group is also offered for parents and community members with an interest in drug treatment or prevention for children. Addictive Medicine Consultants, an outside agency, runs the program with a teacher liaison.

Additionally, the Pregnant Minors' Program (PMP) provides students an opportunity to continue their education and learn necessary skills to become effective and caring parents. A Child Care Center has been opened for children of our students to provide care while their parents are pursuing and completing their high school education.

Pacific High School offers our students a chance to participate in several sports activities, and clubs. There are 11 sports for the boys and 10 for the girls. Twenty-eight of Pacific High School's teachers coach one or more sports. We also have 19 off-campus coaches; only 60% of the coaching staff teach at Pacific High School. Our staff members volunteer time to assist in after school events. There are 57 sponsored extra-curricular clubs offered on campus: 21 academic, 5 fine arts, 7 ethnic/religious, 11 service, and 13 sports.

A wide variety of academic and personal services are offered through our Counseling Department. Academic services include articulation with middle schools; individual meetings with ninth graders to develop a 4-year plan; a minimum of two individual academic advisement meetings per year; information on colleges, applications, financial aid and scholarships; notification, preparation, and administration of the PSAT, SAT, and ACT; organization and hosting of the District's College Night; publication of a bimonthly *Senior News* and a yearly *Junior News*; sending a ninth grade letter to all incoming freshman welcoming them and advising them of all of the available counseling services; and mailing home Senior Failure Notices advising students and parents of the possibility of not graduating. Pacific High School has designated two ninth grade counselors to focus on attendance, behavior, and academic and social success in order to meet the Ninth Grade District Objective of increasing attendance and reducing the dropout rate.

The Counseling Department also provides numerous personal support services. Personal and crisis counseling is available as needed. The counselors monitor students with attendance and/or behavior problems. If interventions are necessary, parents are contacted by phone or letter. Appropriate meetings are which may include the student, parents, teachers, counselors, and administrators.

Beginning with the Class of 1999, two years (20 units) of career-related courses in a selected Career Major is required of all students. In 1996, Geri Kubanek-York was appointed by the District as Career Development Resource Teacher. Her responsibilities include helping students, teachers, counselors, and parents/guardians develop an awareness of the six career majors Pacific High School and the District have to offer along with assisting teachers with curriculum integration and relevancy. The tenth grade English teachers, counselors, career-technician, and Career Development Resource Teacher together designed a program for students to select a career major focus based on students' personal and academic interests and goals. The objective of this requirement is to make it possible for all students to become better prepared for post-graduation education, training, and/or entry into the work world. The District's Career Pathway is a four-year program that provides a challenging mix of academic study, job shadowing, interaction with professionals, and externship

opportunities. Although Pacific High School's emphasis is on Comprehensive Health Careers, we offer Communication, Education, Government and Community Occupations, Business, Engineering, Science and Technology Career Pathways.

The Health Occupations Career Pathway was selected by Pacific High School for the development of an innovative model program concept. The project, entitled STAT (School To Allied Health Training), was developed through a partnership between the school and the health care industry. The mission of STAT health careers pathway is to prepare students for entry-level jobs and/or entrance into colleges or universities as medical professionals upon high school graduation. The purpose of the program is to help students make future career choices while completing the necessary prerequisites for a post-graduation education. Students are offered a wide variety of hands-on experiences as well as a unique curriculum of integrated and health applications. During the first two years of the program, students will gain knowledge in basic principles and skills required in the medical field. Junior and senior level students continue classroom instruction and have opportunities for work-site learning.

Pacific High School also offers various avenues to link school and community. Back-to-School Night is held during the first month of school to give parents an orientation to our campus and an opportunity to meet teachers and staff. The School Site Council, which includes the principal, staff, parents, and community members, meets monthly to develop, monitor, and evaluate state and federally funded school programs. The Career Center coordinates college visits, employment opportunities, work permits, and maintains student portfolios. There is a Transition Program that links special education students with the California Department of Rehabilitation for post-graduation education and careers.

Our Family Community Resource Program (FCRP) provides a liaison between school and community to provide for our students and their families' health and other needs. Evening parenting classes are provided in English and Spanish for families in crisis. Additionally, Pacific High School has offered beginning computer classes to our parents. Last year was the planning year for our Healthy Start grant. This year is the first year of its implementation.

Pacific High School has encouraged parent involvement through the FCRP center. It also serves as the focal point of student volunteers who earn service hour credits toward graduation. This center is the first of its kind in the entire District at a high school campus. The center was created to provide a place where families could feel comfortable and offer their expertise. It is also a place where resources and linkages to the community are available. A Pacific High School parent and a District employee were hired to coordinate the activities of the center, working with numerous parent volunteers. To date, this center has offered Pacific Parent University-enrichment classes for parents, including training on computers, ESOL, Spanish Language instruction, child care, and communicating skills with teens. Women's health classes have been provided by the centers as well as food distribution programs. The center

has also served as a "Clothes Closet," especially for Prom dresses, graduation, and other expensive high school "niceties and necessities." Finally, this community, school, family collaborative serves as a resource referral for many of our families.

The FCRP center is also the meeting place of our School Site Council/Bilingual Advisory Council. These councils meet together once a month to discuss the school and its concerns. It is comprised of the principal, teachers, students, and parents. The School Site Council advises the principal regarding budgetary and other concerns, such as safety. The Bilingual Advisory Council focuses on the needs of our ever-growing population of English learners. However, both the School Site Council and Bilingual Advisory Council are minimally attended. It would benefit our students if we could find a way to involve parents more successfully.

D3. To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement?

Pacific High School has a wide variety of strategies to involve parents and other community members and to inform them of events and the academic progress of the school. Pacific High School has also established connections with local businesses through several programs.

Information frequently promotes involvement and tries to keep parents and the community informed of ongoing school events. All parents are informed of school events, curricular programs, graduation requirements, college entrance requirements, and other pertinent information through school handbooks, newsletters, grade reports, the Hi Tide newspaper, and the School Report Card which is published through the District office. In the registration packet there is a guns and weapon contract, a copy of the residency regulations, and a dress regulations sheet. Through the work of the School Site Council/Bilingual Advisory Council, a parent newsletter was published for the first time in March 1995 and has continued twice a year since that time. The Counseling Department has published the monthly Senior News for four years in order to keep seniors and their parents informed about all the issues pertaining to seniors (scholarships, testing deadlines, etc). The Pacific High School Home Page is created, designed, and maintained by the students of Pacific High School under the supervision of a member of the staff. The purpose of the page is to inform students and parents of upcoming activities, academic news, standardized test results, and to provide general information about the school and special programs that the students might need or be interested in. The page also serves as a link between the school and the community. Alumni interests are also addressed.

Posters are displayed in local businesses to promote Pacific High School sports. In addition, the campus marque displays important notices to parents and the community. Events and other school information are also contained in the Student Parent Handbook, which is distributed to each student during the first weeks of school.

Student/Parent Handbooks are distributed yearly in social studies or English classrooms. Each year, vice principals provide an orientation review and conduct a discussion of key policies. A policy and procedure archive has been established in the library. It is available to staff, parents, and students.

During the first quarter of the school year the guidance counselors meet with each ninth grade student to develop a four-year course enrollment plan. Parents are invited to participate if they wish.

Keeping the community informed of the academic progress of the school and parents informed of the progress of their son or daughter is of primary importance and is accomplished in several ways. Schoolwide results on various standardized tests are available through the School Report Card and Pacific High School's own website. Many members of the faculty phone their students' parents regularly to discuss not only problems of students but also to praise students' progress. Most faculty communicate in writing to parents and students, in addition, to the report cards that are issued quarterly and at the end of each semester. Examples include course outlines, contracts, syllabi, behavior expectations, attendance policies, and progress reports. Parents are encouraged to request individual conferences with teachers, counselors, or administrators whenever needed or desired. Translators are available for these meetings upon request. These measures ensure that the communication link between parents and community and the school is intact to facilitate maximum involvement of all parties.

Pacific High School regards parents as partners in planning, problem solving, decision making, and in the development of the school's ESLRs. Pacific High School has actively recruited parental involvement in a number of ways including parent surveys, WASC focus groups, site councils, and Pacific Parent University. However, it has proven difficult to get a high level of parent involvement.

At last year's mandatory Senior Contract Night, senior parents were given a survey, in Spanish and in English, and asked to respond to several questions relating to the quality of schools academic and support programs. At the beginning of the school year parents of tenth, eleventh, and twelfth grade students were asked the same questions. In addition, on this survey parents were asked to help us with our improvement process for the upcoming years and given a name to contact for suggestions. We have had parent involvement on each of our focus groups, but it has not been as consistent as we hoped.

Back-to-School-Night is held annually in September. At this meeting parents are encouraged to join School Site Council/Bilingual Advisory Council, GATE Advisory Council, and Pacific High School Band Booster Club. Parent participation is consistent in Band Booster. These parents meet once a month on the second Tuesday of the month. They raise money for the end of the year banquet and the awards given there. In addition, they also support the March Band Festival which hosts 32 competing concert groups, and the November Marching Band Tournament which hosts 12 to 15 competing marching bands, embracing over 3000 people. Back-to-School-Night and School Advisory Council meetings are conducted multilingually in English, Spanish, and Vietnamese to facilitate the involvement and interest of non-English speaking parents.

In 1995, the FCRP center, housing school/home/community liaisons, was established. The center is open daily to promote and support parent involvement in activities

such as Pacific Parent University classes which offers Pacific High School parents and the community at large, week night and weekend courses (for example: Communicating with a Teen, Computers and the Internet, and English as a Second Language [ESOL]). In addition, the center also encourages parents to volunteer as tutors and classroom aides. The center also receives and distributes monthly newsletters, *Latina* and *Parents Make a Difference* to interested parents. The center is also the base for the Family Support Team. It has been a force behind the annual drive to fill holiday baskets for families in need thus allowing many of our students a chance to participate in community service. We are very proud that our students provided food basket for over thirty families this Thanksgiving. During the last four years ,we have recorded more student volunteer hours than any high school in our District. Volunteer service involves 60% of our seniors and 40% of our younger students.

Pacific High School has been involved with county-supported programs that help establish and maintain real-world connections. These programs provide teachers with job shadowing experiences in local businesses, especially those that emphasis technology. There is an active effort to include community figures as guest speakers in classrooms and on-campus teachers have been provided with inservice time to ensure this connection. Teachers who bring guest speakers into the classroom often advertise these events to fellow teachers and to parents to maximize the benefit of the occasion. However, many teachers feel a central registry for community volunteers and guest speakers would enhance community involvement in the classroom. Also, there is an active effort to promote links between business scholarships and student volunteer work. These efforts help to connect the student to the real-world workplace. In addition, inservices were available to provide teachers with an opportunity to collaborate with community business people in a problem-based learning environment.

D4. To what extent are the human materials, and financial resources as well as facilities available to the school?

The human, financial, and material resources at Pacific High School which support all students' personal and academic growth include 115 certificated and 60 classified staff. Many of the certificated staff are continually pursuing some type of specialized post-degree training or inservice. Additionally, there is a complement of parent and community volunteers. A small core of faithful parent volunteers assist through the FCRP. Band, athletics and other booster clubs have good parent participation. FCRP and counseling staff attempt to keep parents and others informed through periodic publication of newsletters. A small core of community volunteers make themselves available for student shadowing, classroom presentations, and fund-raising events.

Insight personnel, who are staff at Addiction Medicine Consultants, provide drug abuse prevention and education services. Security staff, consisting of four Campus Security Officers (CSO's) and one School Police Officer, help maintain a safe and calm campus. On Campus Supervision (OCS) provides an alternative location for students to minimize classroom disruptions. When necessary, the Truancy Center--an off-campus location--is used to encourage students' consistent and prompt arrival at school.

Maintenance is provided by four day and eight night custodians, plus two athletic equipment specialists who prepare and maintain athletic areas. Additionally, the site is visited twice each year by the District's Mobile Maintenance Team.

In 1998-1999, students and faculty joined together to enhance and beautify our campus by creating a campus club called, "Pacific Pride." This campus club was started by students and dedicated to improving the campus environment. Volunteers plant and care for flower gardens, bushes, and trees, remove graffiti and grime, and pick up litter. In only the first year of this program, approximately \$2,000 has been denated by teachers, school employees, community members, and students to purchase plants, materials, and tools. Students and faculty have volunteered over a thousand hours of service.

The greatest strength of the Pacific High School program is the staff's determination to provide for the success of every student and its willingness to create innovative responses to student needs. For example, during the 1998-1999 school year steps were taken to lower teacher/student ratio in English and math classes and reading courses were developed to improve student overall academic performance.

A Healthy Start planning grant coordinated through the Family Community Resource Room and Title I Office, is in the early stages. A Safe School grant that was coordinated by one of the vice principals has helped to insure the security of the campus. Teachers, in a variety disciplines, are available to tutor students after school four days per week in addition to teachers making themselves available at other times for their specific students. Students needing assistance beyond that may be referred to alternative programs such as Gateway, PMP, AVID, Reach, Extended Day, Independent Study, or ROP, including child care, health professions, construction, and auto shop.

Core Team (a cadre of teachers who have taken special training) lead groups specific to students' social and emotional needs: grief, self-esteem, smoking cessation, Insight (drug and alcohol intervention), concerned persons (students who are teen parents), and peer leadership. Support groups are now offered in English and Spanish with hopes to add more languages in the near future.

The FCRR staff receives referrals or requests relating to students' extraordinary needs and convenes Student Study Team (SSTs) to respond.

There is an adequate supply of current textbooks. In addition to individual student texts, there are class sets available for most English and math classes. In other subject areas, students must bring their books to class. The library has several on-line databases, Internet access for students with parental permission, on-line library catalog of 20,000 books, and other traditional library materials. Pacific High School is in the process of obtaining a Digital High School grant which would update our technology and provide resource and reference materials for individual classrooms. Almost all classes are wired for the Internet with plans to complete the system. Once the system is in place, teachers and staff will need inservice training in order to best implement the

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technology available. The librarian and the classified staff assigned to the library provide training for students in use of the library through introductory classes in conjunction with course content for individual teachers and when needed for students who require assistance to complete specific assignments.

Recent upgrades in electricity, carpeting, air conditioning, and on-going aesthetic improvements such as painting through District maintenance and planting through Pacific Pride Club have improved the physical appearance of the campus and encouraged school pride.

The single greatest challenge to success in our community of learners is transiency of staff and students. There are 21 new teachers on our staff this year and 65% of our students are new to Pacific High School this year. It is difficult to accurately assess our programs with that kind of turnover. The lack of rewards and consequences related to school attendance on the school and District level is a second source of challenge to student success. The campus is 54 acres large, creating a physical plant that is difficult to supervise and open to graffiti. Students indicate in their surveys that they are concerned about the level of cleanliness throughout the campus, especially in restrooms and the lunch area.

The relationship between Pacific High School and the school District is collaborative in many areas. Discretionary spending is discussed in the leadership team meetings. District leadership is frequently seen in the classrooms and involved in campus activities and meetings and can be depended upon for guidance when even small challenges arise.

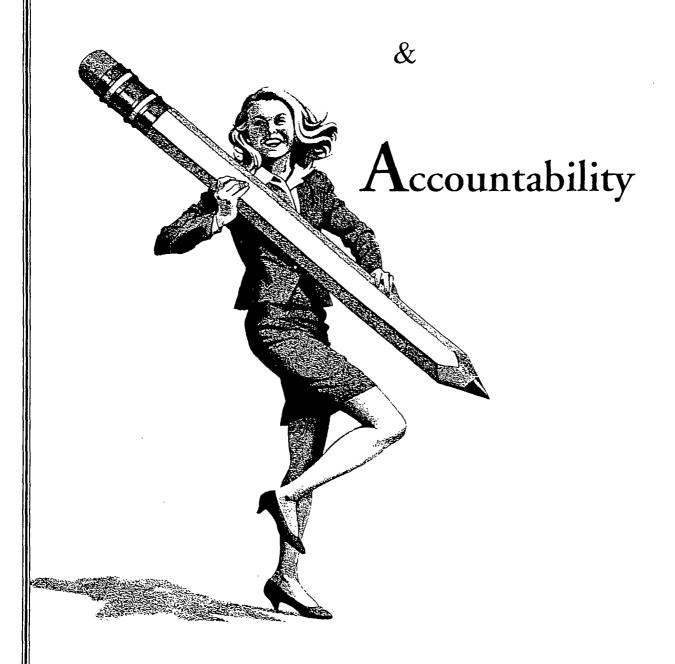
Areas of Strength

- · A variety of support programs offered
- Numerous dedicated staff members
- The Family Community Resource Program
- Smaller class sizes in freshman English and math
- Site improvements
- Designated ninth grade counselors
- Pacific High School Home Page (School website)

Growth Needs

- A system to track the impact of support programs including Reach and AVID classes
- Technology inservice training
- Increased emotional and physical safety for our students
- Increased availability of support opportunities for our students
- Increased community involvement

Assessment



WASC 10565

ASSESSMENT & ACCOUNTABILITY

Mike Adams

John Blaine

Carmel Brand

Tyrone Brown

William Bryan

Dan Burroughs

C.J. Eastwood

Joel Escobar

Kevin Fisher

Kerry Herr

Donald Imbler

Mamie Jenkins

Gary Martin

Kathy Martin

Lan Nguyen

Heather Polk

Martin Porter

Gerda Profant

Sandy Sessions

Terri Stierstofer

Knowelle Tanneberg

Con Tran

Virginia Washington

Dennis Wilson

Assessment and Accountability

A. Structure of Group:

The Assessment and Accountability focus group has consisted of varying numbers of certificated and classified personnel since it was formed. The group was formed and began writing its report during the 1998-1999 school year. Members volunteered to participate in the group or were selected to participate based on their areas of expertise. The wide range of departments represents a good cross-section of the Pacific High School stakeholders. The group was affected by numerous staff turnovers including the loss of the group leader. Despite these changes, the group has remained focused and has welcomed new additions to the group while attempting to maintain its original compatibility and professional expertise.

In October 1998, the Assessment and Accountability focus group first met. Members were encouraged to become acquainted with one another in order to get to know teachers they might not otherwise encounter on a daily basis.

During the next two inservice days in the 1998-1999 school year, members learned more about the WASC accreditation process. Phil Hamilton, from the County Office of the Superintendent of Schools, addressed the entire school on powerful teaching and learning techniques.

In February 1999, members discussed the types of evidence their departments could collect to evaluate student progress. In March 1999, members of the large group broke into smaller groups to concentrate on one of the criteria for this focus area. Each of the co-chairs concentrated on one criterion and led the discussion for their subgroup. A sample report was distributed so that members could get an example of the format of the final written product after gathering evidence and learning more about assessment and accountability.

In March 1999, members of each department met to develop schedules for peer observations. Observations within departments and among focus groups were encouraged. Department members reported on their findings and their needs to their particular groups.

Dr. Joann Tortarolo, Linda Kewin, and Chuck Schindler, from the District Office, were available at many of the meetings to answer questions and guide discussions as necessary.

In Spring 1999, the Assessment and Accountability focus group began writing the rough draft of the report and has met regularly this fall in extended after school sessions defining and clarifying the original objectives.

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B. Evidence Considered

- Examples of classroom syllabi from various departments
- Examples of tests and projects from various departments
- Examples of Pacific High School testing results (SAT 9, AP, Golden States, SAT, etc.)
- Examples of Pacific High School communications (Report cards, newsletters, etc.)
- Examples of Pacific High School policies (Handbooks, contracts, etc.)
- Parent and student surveys
- Post graduation statistics
- Teaching assessment surveys
- Peer observations
- Student shadowing
- Student interviews
- Community Profile
- Parent and student surveys

C. Impact on Attainment of ESLRs

The Assessment and Accountability focus group impacts Pacific High School's, ESLRs (ABCs) by exploring and accounting for the methods by which teachers, counselors, and administrators hold students and themselves accountable and how they assess student progress toward achievement of the ESLRs. By doing so we work toward the strengthening of schoolwide programs, the enhancement of curriculum and teaching methodologies, and the improvement of student learning outcomes.

Criterion

E1. To what extent do teachers employ a variety of assessment strategies to evaluate students and to modify curriculum and instructional practices?

Pacific High School regards assessment as integral to the educational process. During an informal survey last spring, a majority of teachers reported employing a variety of assessment strategies to learn what students know and are able to do. Survey findings were confirmed through student shadowing, peer observations, and student work that was examined by the members of the focus group this fall.

The examples of class syllabi and the peer observations turned into the focus group proved that the strategies used in the classroom by many teachers determine whether students have acquired knowledge of the curriculum and if they can think critically and communicate effectively. During peer observations, we observed teachers working closely with students individually, in small groups, and as a class to assess student learning.

There are regular formal assessments in place. Assessment results are distributed to the corresponding department heads to be disseminated to the members of the department. The results are discussed in departments and often members work together to come up with ways to improve student learning outcomes. For example, the English Department goes over the Advanced Placement exams, the Golden State awards, the SAT 9, the SAT II, the English Placement Test, and the Subject A results. In response to the results of these multiple measures, the English Department developed a standardized writing rubric and initiated a reading program.

Teachers report that individual strategies and methods are frequently directly affected by analysis of formal and informal student assessment.

Teachers use a variety of assessment methods. Each system is tailored to a particular subject area and an individual teacher's teaching skills and strengths. The following is a compilation of the information gathered from informal teacher assessment usage surveys.

The following is a list of the varying natures and types of student assessments:

- Tests/Quizzes
- Term papers
- Class participation
- Research seminars
- Essays
- Debates
- Oral presentations
- Visuals (art, ceramics, theater)
- Student-written plays
- Computer-generated presentations Socratic discussions

- Group work
- Lab experiments
- Attendance
- Projects
- Field trips
- **Portfolios**
- Student self evaluation
- Graphic charts of students' progress
- Student-made videos

Criteria for determining growth and achievement and the basis for determining student grades and performance levels are as follows:

Growth and achievement are determined by the accomplishment of the objectives set by the teacher, the department, the District, the state, and the national performance standards. The following are short descriptions of departmental assessment strategies compiled from Departmental Assessment Surveys.

English Department:

The English Department uses a rough draft to final draft process on essays and documented term papers. A departmental rubric for grading essays has been developed and is used along with other holistic scoring guides including: Advanced Placement, Golden State, English Placement Test, and SAT II. Students are exposed to a variety of multicultural and historical texts and literature. They also obtain experience in speaking to an audience during formal and informal speech

presentations. Grammar, vocabulary, punctuation, and literary devices are also studied in English classes. Teachers use a variety of instruments to assess their students' ability to analyze, organize, communicate, read, write, and speak effectively.

Assessment is often embedded in instruction, especially in Socratic discussions. Peer assessment is also used in many classes as well as student self evaluation, especially in areas of writing. In addition to the mandatory SAT 9 formal assessments, English students are encouraged to take Golden State Exams, Advanced Placement exams in Literature and in Language, SAT IIs, Subject A Exams, and the English Placement Test for California State University, San Bernardino.

Foreign Language:

The Foreign Language Department uses a variety of assessments: written and oral exams, formal and informal exams, projects, video presentations, cooking presentations, skits and dialogues, singing, dancing, and cultural projects. Student-led instruction is encouraged along with group work activities. Many students of Spanish take the Advanced Placement exams in Language and/or Literature.

Math Department:

The Math Department uses a wide variety of assessment methods many of which are integrated with instruction. Problems of the day, graded warm-ups, daily homework checks, board work, and class participation measure daily progress and motivation. Written chapter summaries, technical writing projects, and presentations assess math communication. Group tests and quizzes, individual tests and quizzes, and District preand post-tests measure individual competence and readiness for the next grade level. Most teachers employ a variety of these methods. Benchmark assessments are emerging as a schoolwide assessment tool for measuring student learning in Algebra Standards 1 and 2. In addition to SAT 9, students are encouraged to take part in a number of formal assessments, including various Golden State exams, Calculus Advanced Placement exams, and SATs.

Physical Education:

The Physical Education Department makes performance evaluations to determine students' overall skill level and determine the best modality for individual student improvement. Attendance, dress, and participation are key elements for grading students.

Science Department:

The Science Department uses hands-on laboratory activities in many curricular areas as a means of assessing students' understanding and application of science concepts. Teachers use self-made, textbook, or computer-generated tests, quizzes, and worksheets to help the students assess their learning. Other types of assessment that are being used include portfolios, notebooks, journal writing, oral and multimedia

presentations, group labs, town hall meetings, career projects, poster projects, and Internet problem solving activities (IMMEX). Students may also be evaluated in classes based on their participation, cooperation, attendance, and other teacher designed categories. In addition, the Science Department regularly participates in the Golden State exams in the following areas: Integrated Science II, Biology, Chemistry, and Physics. Advanced Placement students are strongly encouraged to participate in the AP Biology exam offered each spring.

Social Studies Department:

The Social Studies Department uses creative alternative assessment strategies as well as traditional methods to motivate and stimulate student work on state and District mandated concepts. Along with research papers, written tests, quizzes, and prepared questions, alternative strategies are used which include video clips, newspapers, discussions, and presentations. Teachers encourage students to participate in instructional activities where they can be evaluated in "hands-on" situations. Computer multimedia presentations (i.e., Microsoft Power Point geography reports) motivate students to apply themselves and demonstrate in a public forum what they have learned. Games such as, "The Stock Market Game" (a national online competition for buying and selling stocks) test students' financial and economic abilities as well as pitting the students' skills against thousands of other students. Mock trials are centered on relevant issues and test communication skills as well as community and global awareness. Skits capture the intensity and feeling surrounding the historical events they depict and embed assessment of mandated concepts.

Visual and Performing Arts:

The Visual and Performing Arts Department uses performance-based assessment strategies. Student assessment is integrated directly into each activity. Students are given opportunities to develop their creativity and to use self directed activities. Student work is displayed on a regular basis. Students receive personal assessment from a variety of sources providing each student with important feedback which helps with motivation and individual improvement. Students are also evaluated on their involvement and willingness to participate.

Vocational Education Department:

The Vocational Education Department uses a variety of assessment strategies to evaluate the students enrolled in the many diverse programs offered. The assessments include, but are not limited to, hands on projects, tests, essays, portfolios, participation, and reports. The majority of the Vocational Education teachers uses assessment results to help with curriculum development and instruction. All of the Vocational Education teachers participate in advisory committees and are in contact with community members and parents concerning student needs.

Additional Data:

Portfolios are used by some teachers at Pacific High School, with the style and type of portfolio varying within each department and with each teacher. Tests and quizzes, both subjective and objective, are used by most teachers as assessment tools. There are also a number of formal assessments embedded within the curriculum.

The following is a list of those tests:

SAT 9 Golden State exams Advanced Placement

PSAT, SAT and ACT ASVAB SLEP

CHSPE (California High School Proficiency Exam)

To what extent do students use assessment results to modify their learning in order to enhance their educational progress?

Teachers at Pacific High School report using a variety of methods to encourage their students to use assessment results to modify their learning and enhance their involvement in their own educational progress. This was exemplified by peer observations and student shadowing. Some examples of these methods include:

- Timely posting of grades
- Timed reading scores
- Rubric scoring guides
- After-school tutoring
- ESLR evaluation forms
- Timely return of student work
- Student teacher conferences
- Peer evaluations
- Progress reports

Many teachers feel, however, that students do not take enough responsibility for their education. This is most clearly demonstrated by absenteeism. Consistently, the students who do not do well are the students who do not come to class. Although many efforts have been made to rectify this situation, it is still a problem that should be addressed.

E2. To what extent do the school, District and community regularly review student progress toward accomplishing the expected school wide learning results?

During the fall of the 1995-1996 school year, Pacific High School first began to develop Expected Schoolwide Learning Results, and it has been an ongoing process since that time. Currently, we have three major ESLRs with thirteen subsections. We call them Pacific High School's ABCs. Our current ESLRs reflect what we believe students should know and be able to do when they graduate.

Pacific High School is currently using the following processes to review our progress in meeting our ABCs:

 In compliance with District policy, Pacific High School reports the progress of students with regard to grades during the fifth week of each quarter, quarterly, and at the end of each semester. Report cards are mailed home to parents each year. SAT 9 tests are taken by the majority of ninth, tenth, and eleventh graders. The Golden State exam, PSAT, SAT, ACT, ASVAB, teacher-generated assessment, and/or Advanced Placement exams, are taken by various groups within our student population. Some of these indicators as well as grades and teacher recommendations are used by our counselors to help determine student placement in honors, college preparatory, ELD, and special needs programs.

State standards, teachers, and departments establish expected levels of student performance. The departments, the school, and the District assess progress in meeting student needs. Progress is measured through disaggregated student scores on standardized tests, improvements in drop-out rates, and the increased number of students who qualify for college entrance.

Many members of the staff report using formal and informal evaluation of student work to guide their teaching strategies on a regular basis. Many teachers are encouraging their students to see the connection between their class work and the school's ABCs. However, a regular established schoolwide, evaluation/feedback loop would provide more knowledge, consistency, and assistance for teachers who are trying to raise the level of learning and student performance in their classrooms.

Pacific High School has numerous programs designed to aid and raise student achievement to meet the goals articulated in our ESLRs (ABCs). Examples are: AVID, honors and Advanced Placement courses, Reach, STAT, ELP, Special Education, Gateway, 7th period classes, and various after school programs such as tutoring, extracurricular sports, and club activities. Again we have no formal assessment process. We need to go beyond believing a program is working for our students to knowing which programs are most effective. With real data we can determine what is working and why. Armed with this knowledge, we can make all our programs more effective.

At various times, our teachers, leadership team, and administration, review these programs. They then commend and/or make changes where necessary. Staff turnover continues to be a problem with regard to consistency in the processes of program review, assessment, and revision.

E3. To what extent are assessment results reported regularly to the entire school community?

Pacific High School communicates with its community in various ways. The community is informed through news releases in our local newspaper, *The San Bernardino County Sun*, about test scores and school events such as sports activities and exhibitions (e.g. dance, cheerleading, band, chorale, and art). Annually, Pacific High School holds Back- to-School Night, Freshman Orientation Night, College Night, and other informational forums.

All parents are informed of school events, curricular programs, graduation requirements, college entrance requirements, and student performance data through

school handbooks, newsletters, grade reports, the *Hi Tide* newspaper, and the School Report Card that is published through the District office. Through the work of the School Site Council/ Bilingual Advisory Council, a parent newsletter was published for the first time in March 1995 and has continued twice a year since that time. The Counseling Department has published the monthly *Senior News* for four years in order to keep seniors and their parents informed about all the issues pertaining to seniors (scholarships, testing deadlines, etc). Many faculty communicate in writing to parents and students in addition to the report cards that are issued quarterly and at the end of each semester. Examples include: course outlines, contracts, syllabi, behavior expectations, attendance policies, and progress reports. Many teachers also contact parents by phone. Parents are encouraged to request individual conferences with teachers, counselors, or administrators whenever needed or desired. Translators are available for these meetings upon request.

The Pacific High School Web Page is created, designed, and maintained by the students under the supervision of a teacher. The purpose of the page is to inform students and parents of upcoming activities, student performance data, academic news, and to provide general information about the school and special programs that the students or parents might need or be interested in. There have been improvements with regard to effective communication with the community. However, getting parent participation continues to be a challenge. Attendance at "Back to School Night" is neither high nor growing. Freshman Orientation Night is also not well attended. We do have strong athletic and band booster parent groups but more parent involvement is needed to support student success.

The school regularly receives disaggregated data from the District. The District often helps us to analyze the results of that data by comparing our scores to other schools in the District. District leadership is responsive to requests for support in response to the assessment results. Two years ago the leadership team developed a comprehensive plan in response to our low SAT 9 scores. The District met with the leadership team and granted every request the team made across the board. Previous support from the District has at times been inconsistent, appearing to be focused on short term solutions. However, the District has shown a great deal of leadership and forethought as we approach this "new age" of accountability.

Examples of District supported changes made to directly address SAT 9 assessment results:

- Teachers use testing formats similar to those used in standardized tests
- Class size reduction (20:1) in ninth grade English courses. This involved reducing PE and health staff by four positions and utilizing these positions in math and English.
- Change from remedial math classes (Math A and B) to Algebra Standards
- Reading Classes
- AVID and Academic Support classes

E3. To what extent does the assessment of the expected schoolwide learning results drive the school's program development and resource allocation?

The school regularly receives disaggregated data in some areas and is just beginning to develop a systematic approach to data analysis with a view toward long term planning. Because Pacific High School's ESLRs (ABCs) were not finalized until the beginning of the 1998-1999 school year, they have only started to directly drive program development and resource allocation. However, the special needs of our school community, which were used as the foundation for the development of the ESLRs, are the same considerations which have driven program development in the past. Therefore, personnel assignments and almost all decisions regarding professional development are driven by these needs and many of the programs added or changed in recent years do reflect the content of our ESLRs.

Pacific High School is aware of the changing needs of our students and has developed and adopted many programs to address those needs. We have broken down those needs into the three major areas addressed by Pacific High School's ABCs:

A - academic skills

B - basic life and social skills

C - career awareness

Examples of programs developed due to assessment of school / community needs:

- AVID (A,C)
- Family Community Resource Program (B) Pregnant Minors Program (B)
- Supervised Study Program (A)
- After-school Tutoring (A)
- SDAIE (A)
- Independent / Supervised Study (A)
- Vocational Education classes (B,C)
- InterDistrict courses (A)
- Job Shadowing (C)
- Peer Leadership (B)
- Academic/ Extracurricular clubs (A,B)
- GATE program (A)
- Challenge Bowl (A)
- ROP (B,C)

- Reach (A,B)
- Academic Support Classes (A)
- ELD classes and tutors (A)
- Gateway (A)
- Extended day opportunities (A)
- Pirate Venture Program (B)
- Off-campus classes (A)
- STAT program (A,C)
- Conflict Managers (B)
- Upward Bound Program (A,C)
- Academic Decathlon (A)
- Freshman Buddy system (A.B)
- SAT Prep Classes (A)
- Freshman dedicated counselors (2)(A,B,C)
- Parenting Classes (B)
- Computer / Internet access through most classrooms and library (A,C)

We have tried to meet the needs of our students with various student support programs. We need a way of tracking and assessing the impact of these programs on student learning outcomes so that our efforts can be focused effectively.

Examples of how resources are allocated to provide training/inservicing for staff members in identified needs areas:

- AVID training
- Reach training
- Education in the 21st century (Dr. Daggett)
- CUE conference (computers for educators)
- Vocational Education advisory committees
- Youth to Business conference (San Bernardino Business Association)
- Healthy Start conferences
- Microsoft office seminar
- Technical Reading and Writing Seminar
- Communication Skills for Women
- · Meeting The Challenge Leadership Training
- How to manage conflict, anger and emotion conference
- SDAIE (techniques to teach writing)
- Reading and Writing across the Curriculum (all staff members)
- Advanced Placement Training
- Language! (training in remedial reading strategies)
- CORE (District provided training in reading strategies for all age groups)

Areas of Strength

- Departments have adopted the standards based curriculum.
- The faculty at Pacific High School is committed to student welfare and academic success.
- The faculty at Pacific High School is dedicated to the implementation of programs that assist our students in the acquisition of social and academic skills.
- Pacific High School is dedicated to the acquisition and implementation of technology on a schoolwide level.

Growth Needs

- Increase use of assessment data within departments and among departments to modify instructional strategies to meet student needs.
- A plan for monitoring special programs, assessment results, and student progress towards ESLRs.
- Improved attendance and student accountability.
- Increase community involvement and communication

School Action Plan

WASC 10577

Establish an Ongoing Follow-Up Process to Implement and Monitor the Schoolwide Action Plan

Our Action Plans are a direct response to the growth needs determined by our self-study. Any need that was not directly linked to and answered by the three main Action Plan headings was delegated to a focus group as a special project. The leadership team felt that maintaining the focus groups was a wonderful vehicle for studying and solving schoolwide concerns and issues. We also felt that the departments or home groups would be best qualified to deal with the early stages of ESLR attainment, collaboration among the school community, and technology implementation in the classroom. There is a great deal of buy-in; the faculty is eager to begin.

The District will allow us to have three paid inservice days a year in addition to our four nonstudent work days. The leadership team has decided to schedule the three inservice days during the week preceding the beginning of the school year. Each of three inservice days will be dedicated to the implementation of one of the primary Action Plan headings. We will start with ESLR Attainment on the first day, Collaboration on the second, and Technology Training and Implementation will be held on day three. We will then use one of our two regular school preparation work days for focus group special project meetings.

ESLR Attainment and Collaboration are closely linked and aligned. The departments or home groups will follow the initial steps of the two plans this spring and will begin intensive work during the first two inservice days at the beginning of the year. Implementation steps will be planned, department committees formed, and progress assessment times scheduled.

Technology training will be planned and implemented by the technology trainer and the Digital High School committee. The Digital High School grant money and the District's SB 1882 monies will fund the implementation of this portion of our Action Plan. Initially all teachers who are not proficient in the use of computers will be given basic training on the third inservice day. We will use the six computer labs on campus and qualified members of the staff will train their peers. Classroom implementation training will occur throughout the school year with intensive small group instruction. This training will begin with tenth grade math and English teachers.

Focus groups will begin their schoolwide study projects after the beginning of the year. Vision, Leadership, and Culture is going to address a prominent concern, the causes of and possible solutions to student absenteeism. Curricular Paths intends to find more and better to ways to bring the real world workplace into more of our classrooms. The Powerful Teaching and Learning focus group is going to research the best way of tracking student ESLR attainment. Student Support is going to find ways to increase student use of current support programs, look into anger management classes (a need already established by the self study), and research possible additional areas of need.

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WASC 10578

The Assessment and Accountability focus group is going to address another concern the assessment of current programs. Focus groups will be held accountable by the leadership team and the school community and will report their progress to the entire community on a quarterly basis. When the focus group and community determines that one project has come to its logical end, another need will be determined, assigned by survey.

The District and a leadership team comprised of the principal and other members of administration, department heads, focus group leaders, special program facilitators, and a Title One Coordinator will plan the inservice days and monitor the Action Plan progress. The leadership team, which meets regularly after school on the second Monday of each month, will plan each inservice day and the Title One Coordinator will obtain approval of the plans though the District office.

the definition of quality ESLR attainment, schoolwide implementation of ESLRs in the classroom, and ongoing assessment of growth Students at Pacific High School will make appropriate progress toward attainment of Expected Schoolwide Learning Results through objectives.

Rationale:

- Our self-study indicated a need to assess current programs on an ongoing basis so that areas of growth and need can be accurately determined and acted upon.
- Quality ESLR attainment must be defined and aligned with state standards so that we can accurately determine our students progress in achieving objectives.
- We will need to integrate our definition of quality ESLR attainment with Senior Exit exam and other measures as they become available.

Growth target:

Students will make appropriate progress on multiple assessment measures including Stanford Nine Achievement test norms and State High School Exit Exam proficiencies.

ESLRs addressed: All Current Year Action Steps 1. Principal First 2 targeled ESLRs choosing projects based upon self-study assessed needs study assessed needs 2. Assign Focus Group Leadership Team elements of elementine course of action 4. Plan ESLR Attainment leaders Current Year Assessed reads as Progress						
Focus Groups meet to course of action Focus Group		Report of Progress	• Staff	Principal Leadership Staff	PrincipalLeadershipStaff	PrincipalLeadershipStaffDistrict
Focus Groups meet to course of action Focus Group		ine	2000	2000 fall	000	000
Action Steps Actio		Time	 Spring 	Spring through 2000	• May 20	• June 2
Action Steps Action Steps Action Steps Person Responsible Principal Inservice Day Action Steps Person Responsible Person Responsible Person Responsible Resources Resources Principal Principal Inservice Day Person Responsible Person Responsible Resources Person Resources Principal Person Resources Person Resources Person Resources Principal Person Resources Person Resources Principal Person Resources Principal Person Resources Pe	SLR	Assessment of Progress	Published targeted ESLRs	Reported results to staff	Document that outlines course of action	Fall agenda Published for ESLR Inservice Day
Person Responsible Action Steps Person Responsible Principal first 2 targeted ESLRs Principal Focus Group Focus Group Focus Groups meet to Focus Groups meet to Focus Groups course of action Focus Groups assessed needs Focus Groups Leadership Team Focus Groups assessed needs Focus Groups Committee Focus Groups meet to Focus Group Leadership Team Focus Groups meet to Focus Group Leadership Team Focus Groups meet to Focus Group Focus Group Leaders Focus Groups meet to Focus Groups meet to Focus Group Focus Group Leaders Focus Groups meet to Focus Groups meet to Focus Group Focus Group Leaders Focus Groups meet to Focus Group Focus Group Leaders Focus Groups meet to Focus Group Focus Group Leaders Focus Groups meet to Focus Groups meet to Focus Groups meet to Focus Group Focus Group Leaders Focus Groups meet to Focus Group Focus Group Leaders Focus Groups meet to Focus Group Focus Group Leaders Focus Groups meet to Focus Groups meet to Focus Group Focus Group Leaders Focus Groups meet to Focus Groups meet to Focus Group Focus Group Leaders Focus Groups meet to Focus Group Focus Group Leaders Focus Groups meet to Focus Group Focus Group Leaders Focus Groups meet to Focus Group Focus Group Leaders Focus Group Focus Group Focus Group Leaders Focus Groups meet to Focus Groups meet to Focus Group Focus Group Focus Group Leaders Focus Groups meet to Focus Groups meet to Focus Groups meet to Focus Group Focu	Ш		•	•	•	
Prioritize ESLR choosing first 2 targeted ESLRs frous Group study assessed needs Focus Group redetermine course of action Plan ESLR Attainment Inservice Day		Resources	WASC Self Study Evidence Staff	Assessed needs as discovered in self-study	Staff Student data Surveys	WASC Self-Study District personnel
Prioritize ESLR choosing first 2 targeted ESLRs frous Group study assessed needs Focus Group redetermine course of action Plan ESLR Attainment Inservice Day			• •			
		Person Responsible	Principal Leadership Team Departments	Leadership Team	Focus Group Leaders	Principal ESLR Attainment Committee Leadership Team Title I Coordinator
	_		• • •	•	•	
	Current Year	Action Steps	 Prioritize ESLR choosing first 2 targeted ESLRs 			

	Report of	Principal Leadership Staff	Principal Leadership Staff	Principal Leadership Staff	Principal Leadership Staff	 Leadership Team Staff 	Principal Leadership Team Staff District
	Timeline	• Aug./Sept. 2000	Aug./Sept.	Fall 2000Spring 2001and ongoing	Spring 2001 and ongoing	• Spring 2001	 Spring 2000
ES B	Assessment of	Documentation of established course level benchmarks with student work rubrics that define quality attainment of targeted ESLRs	Document listing multiple measures and assessment tools	Analysis of student performance (area of student need determined)	Appropriate intervention in place Improved scores on listed multiple measures	Data on Pacific High School's area of concern Attendance Special programs Career Pathways ESLR attainment documentation	Agenda for ESLR Attainment Inservice Day
		<u> </u>	<u>ν</u>	s _o	•	ed 2. 2. 4.	•
	Resources	State and District curricular standards District Personnel Staff Funds	State and District curricular standards SAT 9 Various other standardized assessment tools	Course level benchmarks Multiple measures and assessment tools Documented list of student needs	District personnel Teacher training Mentor Teachers	Data Title I Coordinator District disaggragated data	District Personnel State Standard
	_		• • •		• • •		• •
	Person Responsible	Department Heads Department Members Title I Coordinator	Department Heads Department Members	Department Heads Focus Groups Department Members	Department Heads Leadership Team Department Members	Focus Group Leaders Focus Group Members	ESLR Attainment Committee Members Title I Coordinator Leadership Team
-						• •	
Year 1	Action Steps		6. Identify multiple measures of student performance relative to ESLRs integrated with state and District curricular standards		8. Develop and implement appropriate intervention strategies to address each of the targeted areas of student need	 Focus groups assess project progress and report to school community 	 Plan Fall ESLR Attainment Day (Day 2)

Action Plan - ESLR

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	Report of Progress	Principal Leadership Team Staff	Principal Leadership Team Staff	Principal Leadership Team Staff	Leadership Team District Staff Students Community	Principal Leadership Team Staff District
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	Timeline	■ Aug./Sept. 2001	Fall 2001 through spring 2002 and ongoing	• Spring 2002	 Spring 2002 	Spring 2002
ESLR	Assessment of Progress	Documentation of established course level benchmarks for newly targeted ESLRs Assessment tool or tools established and refined as necessary	Analysis of student performance (area of student need determined)	Appropriate interventions Improved scores on listed multiple measures	Suggested solutions to address assessed needs	Agenda for ESLR Attainment Inservice Day
		•			•	-
	Resources	State and District performance standards District Personnel Staff SB 1882 Funds	State and District performance standards as they become available SAT 9 Various other standardized assessment tools	District Personnel Teacher training Mentor Teachers	Staff Students Community District	District Personnel State Standards
 	<u> </u>					• •
	Person Responsible	Department Heads Department Members Title I Coordinator	Department Heads Focus Groups Department Members	Department Heads Department Members Leadership Team	Focus Group Leaders Focus Group Members	ESLR Attainment Committee Members Title I Coordinator Leadership Team
	-				-	
Year 2	Action Steps	of ESLRs to target of ESLRs to target Define quality attainment of newly targeted ESLRs in subject areas in subject areas attainment with state and attainment with state and District performance standard assessment tools Identify or design assessment tools	12. Assess and analyze student performance on multiple measures relative to targeted ESLRs	13. Develop and implement strategies to meet assessed student needs	14. Focus Groups report project solution strategies to school community	15. Plan ESLR Inservice Day (day 3)

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	Report of Progress	Principal Leadership Team Staff	Principal Leadership Team Staff	Principal Leadership Team Staff	Principal Leadership Team Staff District	 Principal Leadership Team Staff District
	Timeline	- Aug./Sept. 2002	Sept. 2002 through June 2003	 Spring 2003 	 Spring 2003 	 Spring 2003
ESLR	Assessment of Progress	Documentation of established course level benchmarks for newly targeted ESLRs Assessment tool or tools established and refined as necessary	Analysis of student performance and areas of student need determined	Appropriate intervention in place Improved scores on listed multiple measures	Assessment of needs	 Agenda for ESLR Attainment Inservice Day
	Resources	 District Personnel Department Heads Senior Exit Exam SB 1882 Funds Subject area State Standards 	 State and District performance standards as they become available SAT 9 Senior Exit Exam Various other standardized assessment tools 	District Personnel Teacher Training Mentor Teachers	Staff Surveys Students Community District	District Personnel State Standards
	Person Responsible	Department Heads Department Members Leadership Team Title I Coordinator	 Department heads Focus Groups Department Members 	 Department Heads Department Members Leadership Team 	ĺ	ESLR Attainment Committee Title I Coordinator Leadership Team
Year 3				18. Develop and implement strategies to meet assessed student needs. Refine established strategies as necessary		20. Plan ESLH Attainment Inservice Day (day 4)

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<u> </u>	Year 4	_				ESLR				
	Action Steps		Person Responsible	 Resources		Assessment of Progress		Timeline	<u> </u>	Report of Progress
<u>~</u>	Address remaining ESLRs and define quality attainment	• • • •	Department Heads Department Members Leadership Team Title I Coordinator	 District Personnel Department Heads Mentor Teachers SB 1882 Funds Various standardized tests	•	Established course level benchmarks for newly targeted ESLRs	•	Aug./Sept. 2003		Principal Leadership Team Staff
52.	ì		Department Heads Department Members Leadership Team Title I Coordinator	 District Personnel Department Heads Mentor Teachers SB 1882 Funds Various standardized tests	•	Assessment tool or tools established and refined as necessary	•	Aug./Sept. 2003		Principal Leadership Team Staff
, , , , , , , , , , , , , , , , , , ,	Continue to develop and implement strategies to respond to student needs as identified by multiple measures	• • • •	Leadership Team ESLR Attainment Committee Department Focus Group Title I Coordinator	 District Personnel Department Heads Mentor Teachers SB 1882 Funds Subject area State Standards Various assessments	•	Analysis of student performance and area of student need determined	•	Sept. 2003 through 2004		Principal Leadership Team Staff
24.	Plan next fall's "Share Faire" Assess and plan Focus Group activities	• • • •	Leadership Team ESLR Attainment Committee Department Focus Group	 District Personnel Bilingual Site Council Family Resource Program	•	Share Faire	•	Sept. 2003 through June 2004		District Principal Leadership Team Staff

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	Report of Progress	District Community Principal Leadership Team Staff	 Principal Leadership Team Staff 	 Principal Leadership Team Staff Community District 	 Principal Leadership Team Staff Community District
	Timeline	Aug./Sept. 2004	Sept. 2004 through 2005	Fall 2005 through Spring 2006	 Fall 2005 through Spring 2006
ESLR	Assessment of Progress	Event evaluation forms	Analysis of student performance and areas of student need determined	Plan in place for future events	Assessed needs
	Resources	District Personnel Bilingual Site Council Family Resource Program Staff	District Personnel Department Heads Mentor Teachers SB 1882 Funds Subject area State Standards Various assessments	Evaluation forms	Staff Students Community
	Person Responsible	Leadership Team ESLR Attainment Committee Department Focus Group Title I Coordinator	Department Heads Focus Groups Department Members	ESLR Attainment Committee Department Focus Groups Title I Coordinator	Focus Groups Department Members
Year 5	Action Steps	25. "Share Faire" event to showcase student work and teaching strategies	26. Continue to develop and implement strategies to respond to student needs as identified by multiple measures	27. Evaluate "Share Faire" and plan future events	28. Continue to assess and define schoolwide Focus Group roles

Report of Progress

Timeline

Assessment of Progress

ESLR

Year 6

Principal Leadership Team Staff Community District

Sept. 2006 through June 2007

Continued improvement of student performance on multiple measures

Principal Leadership Team Staff Community District

Sept. 2006 through June 2007

Continued improvement of student performance on multiple measures Post Graduation statistics

Students at Pacific High School will achieve their maximum academic potential through meaning centered, interconnected, and sequential learning experiences.

Rationale:

- Teacher's surveys and peer observations indicate a need to increase intradepartmental and interdepartmental collaboration to provide students richer, more meaningful, learning experiences.
- Teacher's surveys and peer observations indicate a need to provide students with course level coherence and consistency.
- Increased community outreach will provide our students with more opportunities to participate in real-world experiences and enrich our support base.

Growth target:

Increase interdepartmental, intradepartmental, and community collaboration.

ESLRs addressed: All

	Report of Progress	 Leadership Team 	District Principal Feeder Middle Schools Leadership Team	Leadership Team District Principal	Principal Leadership Team Staff District
	Timeline	• Nov. 1999	• Spring 2000	• Spring 2000	• June 2000
Collaboration	Assessment of Progress	 List of needs 	Planned Articulation Event	Planned Curriculum for Introduction to High School	Fall agenda published for Collaboration Day
S	Resources	WASC Self-Study Staff	District Principal Middle School Department Heads	District Staff	WASC Self-Study District Personnel
	Person Responsible Involved	Department Heads Leadership Team	Leadership Team Collaboration Committee Department Heads	Scott Cundiff Academic Support Teachers	Principal Collaboration Committee Leadership Team Title I Coordinator
Current Year	Action Steps	Assess staff collaboration needs	Plan articulation with feeder schools to include core-subject representatives and student leaders	Develop "Introduction to High School" mini-course to be part of Academic Support	Plan Collaboration Inservice Day (1)

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Year	ar 1			1	S	Silal	Collaboration				
	Action Steps		Person Responsible		Resources		Assessment of		Timeline		Report of
			DEACINED III				riogless				riogless
ιςi	Departmental	•	Department Heads	•	District Personnel	•	Established		Aug./Sept.	•	Principal
	collaboration to establish	•	Department Members	•	Department Heads		sequential course		2000	•	Leadership Team
	sequential course level	•	Little I Coordinator	•	Mentor Teachers		level bench marks	_			District
	bench marks with			•	State Curricular	•	Increased				
	emphasis on targeted				Standards		consistency in				
	ESLRs. Integrate with			•	SB 1882 Funds		course-level		,		
	State and District						curricular standards				
	curricular standards										
ø	Develop and implement	•	Department Heads	•	District Personnel	•	Developed	•	Fall 2000	•	Principal
_	assessment tool or tools	•	Department Members		Department Heads		Assessment tools			•	Leadership Team
	to measure student			•	Mentor		or tools that align			•	District
	performance relative to				Teachers	_	with State and				
	course-level bench mark,			•	State Standards		District curriculum		•		
	targeted ESLRs, and			•	Various assessment		standards				
	State and District				measures						
	curriculum standards							_			
7.	Assess and analyze	•	Department Heads	•	District Personnel	•	Established student	•	Sept. 2000	•	Principal
	student performance	•	Department Members	•	Department Heads		growth needs by		through June	•	Leadership Team
	relative to course level	•	Focus Groups	•	State Standards		department		2001	•	District
	bench marks, targeted		-	•	Various assessment	_	•				
	ESLR and State and				measures						
	District curriculum										
	standards						-				
æ	Develop and implement	•	Department Heads	•	District Personnel	-	Student	•	Sept. 2000	•	Principal
	appropriate intervention	•	Department Members	•	Department Heads		performance growth		through June	•	Leadership Team
	strategies to address			•	Mentor Teachers		as measured by		2001	•	District
	each of the targeted			•	Various teacher	_	various				
	areas of student need				training opportunities		assessments				
<u>6</u>	Plan, enhance, and	•	Department Heads	•	1882 Funds	•	Increased	•	Spring 2001	•	Principal
	implement additional	•	Leadership Team	•	District Personnel		articulation with			•	Leadership Team
	articulation events with	•	Principal	•	Mentor Teachers		feeder schools			•	District
	feeder schools					•	Increased				
							promotion rate of				
							ninth-grade	_			
							students				
10.	Plan Collaboration	• •	Department heads Collaboration Committee		Department Heads District Personnel		Agenda for the Collaboration		Spring 2001	• •	Principal Leadership Team
		• •	Title I Coordinator				Inservice Day			• •	Staff District

	Report of	Progress	ш	District										Principal	Leadership Team	District			Principal	Leadership Team	District				Principal	Leadership Team	DISTRICT						Principal	Leadersnip Leam Staff	District	
		-	-	_		-								•	_	-			-	-	•				•								-	_		-
	Timeline		Aug./Sept.	7007					•					Sept. 2001	through June	2002			Sept. 2001	through June	2002				Spring 2002								Spring 2002			į
	-	-										- 5		-				_	-					-	•						-		<u> </u>			-
Collaboration	Assessment of	Progress	Course-level bench	State standards	Increased	consistency in	course level	performance	standards	Increased	interdepartmental	collaboration in related core-subject	areas	Established	Student growth	needs by	department		Student	performance	growth as	measured by	various	assessments	Increased	Articulation with	Continued increase	of ninth-grade	student promotion	rate	Increased post-	graduation articulation	Agenda for the	Collaboration Inservice Day	(1)	
lat			•		•									-					•						•		•				•		•			
Ŏ	Resources		District Personnel Department heads	Mentor Teachers	State Performance	Standards	 SB 1882 Funds 	 Cross curricular 	training					 District Personnel 	 Department Heads 	 State Standards 	 Various assessment 	measures	Department	Personnel	 Department Heads 	 Mentor Teachers 	 Various teacher 	training	SB 1882 Funds	District Personnel	School to Career	Resource Teacher					Department	USINCI PEISONNEI		
		-					_	_						-	·		-		-		-			-			-	_					-	_		-
	Person Responsible	Involved	Department Heads	Leadershin Team	Title I Coordinator									Department Heads	Department members	Focus Groups			Department Heads	Department Members					Department heads	Leadership Team Daissing	Career Pathways	Focus Group	-				Department Heads	Title I Coordinator	Leadership Team	
<u> </u>		_		•										•	•	•			•	•				-	•	•	•	•			_		•	•	•	4
Year 2	Action Steps		11. Department collaboration	hench marks with State	and District performance	standards and	assessment tools		Develop initial	interdepartmental	collaboration among	interested members or core-curricular	departments	12. Assess and analyze	student performance on	multiple measures	relative to targeted ESLR	and course-level bench marks	13. Develop and implement	strategies to meet	assessed student needs				14. Enhance and enrich	articulation with feeder	Besearch more and	better ways to articulate	with post graduation	student opportunities			15. Plan Collaboration	inservice Day (5)		

Action Plan - Collaboration

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	Report of Progress	Principal Leadership Team District	Principal Leadership Team District	Principal Leadership Team District	Principal Leadership Team District	Principal Leadership Team Staff District
	Timeline	- Aug./Sept. 2002	Sept. 2002 through June 2003	Sept. 2002 through June 2003	Sept. 2002 through June 2003	 Spring 2003
Collaboration	Assessment of Progress	Course level bench marks aligned with Senior Exit Exam and other State standards as they become available Continue to increase consistency course- level performance standards Increased interdepartmental collaboration in core curriculum	Established student growth needs by department	Student performance growth as measured by various standards	Student Performance growth as measured by various standards	Agenda for the Collaboration Inservice Day
=		•			•	•
Ŏ	Resources	District Personnel Department Heads Mentor Teachers Senior Exit Exam SB 1882 Funds Cross-curricular training	District Personnel Department Heads State Standards Senior Exit Exam	District Personnel Department Heads Mentor Teachers Various teacher- training	District Personnel Department Heads Mentor Teachers Various Teacher training workshops	Department Heads District
	Person Responsible Involved	Department Heads Department Members Leadership Team Title I Coordinator	Department Heads Department members Focus Groups	Department Heads Department Members	Department Heads Leadership Team Principal Career pathways Focus Group	Department Heads Collaboration Committee Title I Coordinator Leadership Team
					D .	
Year 3	Action Steps	t6. Continue to assess and refine departmental course- level bench marks where necessary lncrease interdepartmental collaboration among core-curriculum departments	17. Assess and analyze student performance on multiple measures relative to targeted ESLRs and course level bench marks	18. Develop and implement strategies to meet assessed student needs. Refine established strategies as necessary	 19. Continue to enhance and refine articulation with feeder schools and postgraduation opportunities Research ways to enhance community involvement 	20. Plan Collaboration Inservice Day (4)
		•	_	<u> </u>	<u> </u>	Ñ

Action Plan - Collaboration

Year 4				Cc	Collaboration				
Action Steps		Person Responsible Involved		Resources	Assessment of Progress	jo O	Timeline		Report of Progress
21. Continue to assess and refine departmental bench marks and assessments		Department Heads Department Members Leadership Team Title I Coordinator		District Personnel Department Heads Mentor Teachers SB 1882 Funds Various standard assessments	Course Level consistency and alignment with State Standards and Assessments	d d	- Aug./Sept. 2003		Principal Leadership Team District
22. Increase interdepartmental collaboration among core-curriculum departments and create interdepartmental student projects		Department Heads Department members Leadership Team Title I Coordinator	•	Cross Curricular Training	Increased Interdepartmental collaboration	Įa.	- Aug./Sept. 2003	• • •	Principal Leadership Team District
23. Continue to develop and implement strategies to respond to student needs as identified by multiple measures	• •	Department Heads Department Members		District Personnel Department Heads Mentor Teachers Various teacher training workshops	Student performance growth as measured by various standards	sp.	• Sept. 2003 through June 2004		Principal Leadership Team District
24. Plan next fall's "Share Faire" to invite articulated schools	• • • •	Leadership Team Collaboration Committee Departments Focus Groups Title I Coordinator		District Personnel English Learners Advisory Council Family Resource Program	Share Faire fall 2004	_	 Sept. 2003 through June 2004 		Principal Leadership Team District Staff

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Year 5				ပိ	Mab	Collaboration			
Action Steps		Person Responsible Involved		Resources	4	Assessment of Progress	Timeline	line	 Report of Progress
25. "Share Faire" event: showcase interdepartmental student projects	• • • • • • • • • • • •	Leadership Team Collaboration Committee Departments Focus Groups Title I Coordinator		District Personnel English Learners Advisory Council Family Resource Center	•	Event Evaluation Forms	- Aug./Sept. 2004	Sept.	 District Community Leadership Team Staff Principal
26. Continue to develop and implement departmental and interdepartmental strategies to respond to student needs as identified by multiple measures	p and nental nen	Department Heads Focus Groups Department Members		District Personnel Department Heads Mentor Teachers SB 1882 Funds Subject Area State Standards Various assessment results	•	Analysis of student performance and areas of student need determined	Fall 2005 through spring 200	Fall 2005 through spring 2006	 District Community Leadership Team Staff Principal
27. Evaluate Share Faire	e i i e	Leadership Team Collaboration Committee Departments Focus Groups Title I Coordinator	• •	Evaluation Forms	•	Quality Share Faire participation	Fall 2005 through spring 201	Fall 2005 through spring 2006	 District Community Leadership Team Staff Principal
28. Plan future events fo include community	0	Leadership Team Collaboration Committee Departments Focus Groups Title I Coordinator	 D m 4 fr O	District Personnel English Learners Advisory Council Family Resource		Plan in place for future events	Fall 2005 through spring 20	Fall 2005 through spring 2006	 District Community Leadership Team Staff Principal

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Year 6						
		ŏ	Collaboration		÷	_
Action Steps	Person Responsible	Resources	Assessment of	Timeline	Repo	Report of
	Involved		Progress		Progress	ress
29. Continue to enrich and	 Department Heads 	 SB1882 Funds 	 Increased and 	 Sept. 2006 	- Principal	
enhance school	 Leadership Team 	District Personnel	enhanced	through June	- Leaders	Leadership Team
community collaboration	 Principal 	 Mentor Teachers 	collaboration with	2007	Community	-ity
	 Career Pathways 	 Family Resource 	entire school		 District 	
	Focus Groups	Center	community		Staff	
-		 English Learners 	,			
		Advisory Council				
30. Continue assessment	Leadership Team	District	 Continued student 	• Sept. 2006	Principal	
remediation feedback	Focus Groups	• Staff	performance	through June	 Leaders 	Leadership Team
loop	Principal	 State and District 	improvement on	2007	 Community 	nity
		Standards	multiple measure		 District 	
	-	State and District	 Post-graduation 		• Staff	
		Standardized Exams	student statistics			
		College Entrance				_
_		Exams				-
		■ Post-Graduation				
		Statistics				

classroom, a teaching staff well versed in the use of technology, and an increase in the number of student learning assignments Students at Pacific High School will be prepared for success in the 21st century through increased use of technology in the using technology.

Rationale:

- Only 10% of the teaching staff are using the available technology in the present curriculum.
- 38% of the teaching staff indicated a lack of adequate technological skill to implement integration of technology in their classroom.
- Although all students are required to take computer literacy as a graduation requirement, not all students are applying that knowledge consistently in the standard classroom setting.

Growth target:

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- Over the course of the next six years 95% of the staff will be trained to use and incorporate technology in their classroom.
- ESLRs addressed: Beading with comprehension, writing clearly, thinking critically, and using technology with proficiency. >

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Current Year		,		Ĭ,	ech	Technology					
Action Steps		Person Responsible		Resources		Assessment of		Timeline	æ	Report of Progress	
		Involved				Progress					
31. Assess staff technology needs		Technology Trainer DHS Steering Committee	•	Survey 10/99		Percentage of compliance	•	10/99 and annually	•	Leadership Team	
							}	thereafter			_
	•	Technology Trainer	•	<u>d</u>	•	Developed	•	Spring 2000	•	Leadership Team	
32. Develop checklist for	•	DHS Steering Committee		"Big 6" Information		checklist				District	_
Personal Technology				Skills Process				-			
Training Plan (PTTPS)				District Site					_		
a teacher portfolio	\downarrow			Technology Plan			-				
33. Plan and implement ninth-	•	Principal	•	Master Schedule	•	Ninth-grade	•	Spring 2000	•	Leadership Team	_
grade computer literacy	•	Counselors	•	District		students enrolled in			•	District	_
requirement semester			_			computer interacy					_
course (to be paired with						course					
academic support)	_										_
	_										
34. Plan Technology Inservice	•	DHS Steering Committee	•	Technology Trainer	•	Approved agenda		Spring 2000	•	District	_
Day	•	Leadership Team	•	Leadership Team		for inservice			•	Principal	
	•	Title I Coordinator	•	"Big 6" Information	•	Evaluate			•	Leadership Team	
				Skills		effectiveness					

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Year 1			Sch	Technology			·	
Action Steps	 Person Responsible Involved	Resources		Assessment of Progress		Timeline	Report	Report of Progress
Basic technology training for all teachers Integration technology training for math and English teachers	 Technology Trainer DHS Steering Committee Title I Coordinator English and math department heads	 SB 1882 Funds Technology Trainer IIP "Big 6" Information Skills Process		Evaluation Form PTTPS Goal: 60% of teacher proficient in basic technology		Aug./Sept. 2000	Prir Lea Dist	Principal Leadership Team District Office
Design rubric to assess student performance, proficiency, and utilization of technology	 Technology Trainer DHS Steering Committee	 "Big 6" Information Skills process Technology Trainer Subject Area State Standards	-	Student performance proficiency completed rubric		Fall 2000	Princi Lead Staff	Principal Leadership Team Staff Students
Assess and analyze student and teacher performance, proficiency, utilization, and implementation of technology	 Technology Trainer Leadership Team Department Heads Staff	 Rubric Staff	•	Published baseline lists for teachers and students	•	Spring 2000	Princ Distri Lead Staff	Principal District Office Leadership Team Staff
Develop strategies and training to meet student and staff needs	 Technology Trainer Leadership Team Department Heads Department Members	 Technology Trainer District Personnel Staff	-	Training plan in place		Spring 2001	Princi Lead	Principal Leadership Team Staff
English and math departments meet with technology advisor and trainer to plan technology integration in all tenth-grade math and English classes	 Principal Technology Trainer DHS Steering Committee Title I Coordinator English and Math Department Heads	 Mentor Teachers Technology Trainer District Personnel		Student rubrics examining with their use of technology in the tenth grade		Spring 2000	Staff	Leadership Team Staff
Plan Technology Training and Integration Inservice Day (2)	 Technology Trainer Leadership Team DHS Steering Committee Technology Committee Members Title I Coordinator	 "Big 6" Information Skills Process District Personnel		Agenda for Technology Training and Integration Inservice Day		Spring 2000	Princi Leade Staff Distric	Principal Leadership Team Staff District

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Year 2		<u>1</u>	echi	Technology			
Action Steps	Person Responsible Involved	 Resources		Assessment of Progress	Timeline		Report of Progress
41. Basic training and curriculum integration of technology training for all teachers	 Technology Trainer DHS Steering Committee Title I Coordinator Department Heads for all Core Academic Subjects	 Technology Trainer IIP "Big 6" Information Skills Process SB 1882 Funds		Evaluation Forms PTTPs Goal: 70% of all teachers proficient in basic technology	• Aug./Sept. 2001		Principal Leadership Team District
42. Assess and anaryze teacher and student technology needs in targeted courses	 Technology Trainer Leadership Team Department Heads Staff	 PTTPS Student Rubrics	•	Increased use and increased proficiency for teachers and students in areas of technology	Fall 2001 through Spring 2002	gui	Principal District Leadership Team Staff
43. Develop and implement strategies to meet assessed needs	 Technology Trainer Leadership Team Department Heads Department Members	 Technology Trainer District Personnel Staff	•	Remediation strategies in place	• Spring 2002	01	Principal Leadership Team Staff
44. Core academic area teachers meet to plan technology integration in eleventh grade corecurricular areas	 Principal Technology trainer DHS Steering Committee Title I Coordinator Department Heads for all core, academic areas	 Mentor Teacher Technology Trainer District Personnel	•	Increased student use of technology in the eleventh grade	Spring 2002		Principal Leadership Team Staff
45. Plan Technology Inservice Day (3)	 Technology Trainer Leadership Team DHS Steering Committee Technology committee Members Title I Coordinator	 "Big 6" Information Skills Process District Personnel	•	Agenda for the Technology Training and Integration Inservice Day	 Spring 2002 	0	Principal Leadership Team Staff

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Year 3			Te) schi	Technology			-	
Action Steps		Person Responsible Involved	 Resources		Assessment of Progress	F	Timeline	Report of Progress	rogress
46. Basic curriculum integration and multimedia training for teachers as indicated by their PTTPs		Technology Trainer DHS Steering Committee Title I Coordinator Department Heads for all core academic subjects	 Technology Trainer IIP PTTPS SB 1882 Funds Student Rubrics		Evaluation Forms PTTPS Goal: 80% of all teacher proficient in basic technology	- At	Aug./Sept. 2002	Principal Leadership Te District Office	Principal Leadership Team District Office
47. Develop and administer implementation surveys for teachers and students	• •	DHS Steering Committee Leadership Team	 DHS Funds District Personnel		Survey Increased use and increased proficiency for teachers and students in technology	• 3	Fall 2002 through Spring 2003	Principal District Office Leadership Te Staff	Principal District Office Leadership Team Staff
48. Develop and implement strategies to meet assessed needs		DHS Steering Committee Leadership Team	 DHS Funds District Personnel Staff	•	Remediation strategies in place	*	Spring 2003	Principal Leadersl	Principal Leadership Team Staff
49. All subject-area teachers must meet to plan technology integration in courses that serve seniors		Principal Technology training DHS Steering Committee Title I Coordinator Department Heads	 Mentor Teacher Technology Trainer District Personnel	•	Student increased use of technology across the curriculum	် မ	Spring 2003	Principal Leaders Staff	Principal Leadership Team Staff
50. Plan Technology Inservice Day (4)	=	 Technology Trainer Leadership Team DHS Steering Committee Technology Committee Title I Coordinator 	 Technology Trainer Mentor Teacher	•	Agenda for the Technology Training Inservice Day	g •	Spring 2003	Principal Leadersl	Principal Leadership Team Staff

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Year 4			Te	chnc	Technology				
	Person Responsible Involved	Resources		Ä	Assessment of Progress		Timeline	Re	Report of Progress
51. Basic-to-advanced training in technology available for teachers as indicated by PTTPs	 Technology Trainer DHS Steering Committee Leadership Team	Technology Trainer PTTPs SB 1882 Funds Student Rubrics	gy Trainer Funds Tubrics		Evaluation Forms PTTPS Goals: 85% of all teachers proficient in the use of technology in the classroom	•	Aug./Sept. 2003		Principal Leadership Tearm District Office
52. Seek new sources of monies for updated equipment as teacher and student needs are assessed	 DHS Steering Committee Leadership Team	District Personnel Staff PTTPs Student Rubrics	ubrics	•	Increased funding	Ω ≠ ά	Sept. 2003 through June 2004		Principal Leadership Team Staff
53. Continue to develop and implement strategies to respond to teacher and student needs as identified by multiple measures	 DHS Steering committee Technology Trainer Leadership Team	Technology Trainer District Personnel Staff	yy Trainer irsonnel	•	Remediation in place for teachers and students	w ≠ α	Sept. 2003 through June 2004		Principal Leadership Team Staff
54. Plan next fall's "Share Faire"	 Leadership Team Technology Committee Members Departments Focus Groups Title I Coordinator DHS Steering Committee	 District Personnel Bilingual Site Cou Family Resource Program 	District Personnel Bilingual Site Council Family Resource Program	•	Share Faire Plan	o ± ᾱ	Sept. 2003 through June 2004		District Principal Leadership Team Staff

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	Report of Progress	District Community Leadership Team Staff Principal	District Community Leadership Team Staff Principal	District Office Community Leadership Team Staff Principal	 District Community Leadership Team Staff Principal
	Timeline	 Sept. 2004 through June 2005 	Sept. 2004 through June 2005	• Sept 2004 through June 2005	• Sept. 2004 through June 2005
Technology	Assessment of Progress	"Share Faire" evaluation form	Remediation for teachers as needed	Plans in place for future events	New monies to support evolving technological needs
	Resources	Technology Trainer District Personnel Staff	Technology Trainer District Personnel Staff	 Evaluation Form Technology Trainer Staff District Personnel 	 Technology Trainer District Personnel PTTPs Student Rubrics
	Person Responsible Involved	Leadership Team Technology Committee Departments Focus Groups Title I Coordinator	Leadership Team Technology Committee Departments Focus Groups Title I Coordinator	Leadership Team Technology Committee Departments Focus Groups Title I Coordinator	Leadership Team Technology Committee Departments Focus Groups Title I Coordinator
Year 5	Action Steps	55. "Share Faire" showcasing technology use by students	56. Continue to develop and implement strategies to respond to teacher and student needs in the area of technology	57. Evaluate "Share Faire" and plan future events	58. Continue to search for ways to meet evolving technological needs

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nerson	in responsible Involved	Hesources	Assessment of Progress	Timeline	Report of Progress
Technolog Technolog Principal District	Technological Trainer Technology Committee Principal District	 Technological Trainer Technology Committee Principal District 	Student Rubrics PTTPs Increased student performance on multiple measure Goal: 95% of teachers using technology in the classroom	• Sept. 2005 through June 2006	Principal Leadership Team District Community
 Technology Train Technology Comr Principal District 	Technology Trainer Technology Committee Principal District	 Technology Trainer Technology Committee Principal District 	New monies to support necessary improvements	Sept. 2005 through June 2006	Principal Leadership Te'am District Community
		•		•	•

APPENDIX

1 () () () () () () () () () (QUESTION	# response	B #response	# response (%)	# response	# response
1.	What grade are you in? *N = 1217					
	A. 10 th grade	404				
	B. 11 th grade	(33.33)	454			
	C. 12 th grade		(37.46)	359 (29.62)		
2.	What gender are you? *N = 1205					
	A. Female	646 (53.30)				
	B. Male		559 (46.12)			
3.	Last semester, I was given the following amount of homework each day: *N = 1183					* ************************************
	A. less than 1 hour	299 (25.3)				
	B. 1 – 2 hours		586 (49.5)			
	C. 2 – 3 hours			208 (17.6)		
	D. more than 3 hours				90 (7. 6)	
4.	Last semester, I actually did the following amount of homework each day: *N = 1181					
	A. less than 1 hour	459 (38.8)				
	B. 1 – 2 hours		515 (43.6)			
	C. 2 – 3 hours			146 (12.4)		
	D. more than 3 hours				61 (5.2)	

^{*} N – number of valid responses to the question.

	QUESTION	Strongly Agree # of responses (%)	Agree # of responses (%)	Disagree # of responses (%)	Strongly Disagree # of responses (%)
42.	Last semester, the assignments I had to do at school were interesting and challenging to me. *N = 1182	147 (12.4)	603 (51.0)	351 (29.7)	81 (6.9)
143	A STATE OF THE STA	Serve Are		#4% a 00% 2.50	A STATE OF THE STA
43.	Last semester, the students in my classes were well behaved. *N = 1201	80 (6.7)	532 (44.3)	422 (35.1)	167 (13.9)
^.** ₅ *******	and the second second	· ·			
44.	My teachers usually return my papers corrected within a short time. *N = 1182	120 (10.2)	637 (53.9)	334 (28.3)	91 (7.7)
	2 10 -9 1		·		5.5
45.	When my essays and compositions were returned, the comments were constructive and helpful and the grading was fair. *N = 1186	221 (18.6)	722 (60.9)	192 (16.2)	51 (4.3)
	N - 1100				
	As I learn new ideas in my classes, I also have the opportunity to practice and improve the following				
	skills:				
46.		393 (32.7)	694 (57.8)	87 (7.2)	27 (2.2)
46. 47.	skills:	•	·	1	27 (2.2) 22 (1.8)
	skills: Reading *N = 1201 Writing - Short paragraphs/essays, etc. *N = 1197 Creative expression	(32.7) 389 (32.5) 282	(57.8) 697 (58.2)	(7.2) 89 (7.4) 203	(2.2) 22 (1.8) 32
47.	skills: Reading *N = 1201 Writing - Short paragraphs/essays, etc. *N = 1197 Creative expression *N = 1199 Speaking and Listening	(32.7) 389 (32.5) 282 (23.5) 333	(57.8) 697 (58.2) 682 (56.9) 691	(7.2) 89 (7.4) 203 (16.9)	(2.2) 22 (1.8) 32 (2.7) 24
47.	skills: Reading *N = 1201 Writing - Short paragraphs/essays, etc. *N = 1197 Creative expression *N = 1199	(32.7) 389 (32.5) 282 (23.5)	(57.8) 697 (58.2) 682 (56.9)	(7.2) 89 (7.4) 203 (16.9)	(2.2) 22 (1.8) 32 (2.7)

^{*} N = number of valid responses to the question.

Pacific High School 1998-99

Results - Student Survey

	QUESTION	Strongly Agree # of responses (%)	Agree # of responses (%)	Disagree # of responses (%)	Strongly Disagree # of responses (%)
35.	For my success, I feel it's important to be in class every day. *N = 1203	586 (48.8)	497 (41.3)	94 (7.8)	25 (2.1)
36.	I am able to get extra help or tutoring for my classes if it is needed. *N = 1188	458 (38.6)	620 (52.2)	88 (7.4)	22 (1.9)
37.	The Student Council allows for my participation and input. *N = 1197	126 (10.5)	594 (49.6)	357 (29.8)	120 (10.0)
38.	Extensive and up-to-date library services and resources are available the school day. *N = 1182	125 (1 0.5)	592 (49.6)	362 (29.8)	103 (10.0)
39.	Teachers keep me informed regarding my progress in classes. *N = 1197	217 (18.1)	699 (58.4)	220 (18.4)	61 (5.1)
40.	My teachers let me know the requirements and expectations for the class at the beginning of the semester. *N = 1197	516 (43.1)	593 (49.5)	62 (5.2)	26 (2.2)
41.	The school efforts have increased my awareness of conditions in our society and what I can do to improve those conditions. *N = 1199	147 (12.3)	675 (56.3)	316 (26.4)	61 (5.1)

^{*} N = number of valid responses to the question.

3 % L	QUESTION	:	A	B	C	D	E
	AFFECTION TO THE PARTY OF THE P		# response (%)	# response (%)	# response (%)	# response (%)	# response (%)
5.	My plans immediately after graduation are: (please choose only one answer). *N = 1181						
	A. 2-year college		257 (21.8)				
	B. 4-year college	-		515 (43.6)	-		
	C. Technical/Vocational School				77 (6.5)		
	D. Military					83 (7.0)	
<u>. </u>	E. Full-time work						97 (8.2)
6.	Last Semester, when I put all my classes together, the following number of essays or compositions usually assigned to writes each week was: *N = 1139						
	A. 0 – I		325 (28.5)		3.1		
	B. 2			344 (30.2)			
	C. 3				253 (22.2)		
	D. 4					93 (8.2)	
	E. 5 or more						124 (10.9)
7.	I have helped to develop and participate in a four-year path of courses that will prepare me for college and/or work. *N = 1171						
	A. Yes		681 (58.2)				
	B. No			147 (12.6)			-
	C. Don't know				343 (29.3)		-
		_					

^{*} N - number of valid responses to the question.

Tiend November History History	QUESTION		# response	# response (%)	# response (%)	# response` (%)	# response (%)
8.	The main person with whom I have						
	talked and/or would talk about a		ļ				
	personal problem is:						
	*N = 1113						
	A. Teacher	 	425				
			(38.2)				
	B. Counselor			384			·
	<u>-</u>			(34.5)			
	C. Administrator	┢		(3 1.3)	36		
	D. Coach	<u> </u>			(3.2)	06	
	D. Coach	İ				96	
	F 0.1					(8.6)	
	E. Other staff						172
							(15.5)
42 m							2.
9.	How could the school library/media						
	center best be improved?						
	*N = 1159						
	A. More books, records, tape		733				
1	recorders, computers, etc.		(63.2)				
	B. More furniture	\dashv	(35.2)	111			
	Zoto imilituio			1	į	1	
	C Mora adult hal			(9.6)			
	C. More adult help				109	ļ	
					(9.4)		
	D. More instruction on how to					69	
	use the library.					(6.0)	
	E. Needs no improvement						137
							(11.8)
10.	Please indicate your ethnicity:	7					
	*N = 1186						
	A. African-American	-	A.				
1	11. 1 Internal 1 Internal		197				
1			1				
	D American India	\dashv	(16.6)				
	B. American Indian			В.			
				56			
				(4.7)			
-	C. Asian	Ţ			C.		
]					89	-	
					(7.5)	1	
	D. Pacific Islander	1				D.	
					Ì	27	
}	}					1	
- 1		-				(2.3)	
	I						

^{*} N – number of valid responses to the question.

	QUESTION	# response (%)	F # response (%)	G # response (%)	
	E. Caucasian	E. 212 (17.9)			
	F. Hispanic		F. 472 (39.8)		
	G. I choose not to state			G. 133 (11.2)	
7,11	North Action Control of the Control				

^{*} N – number of valid responses to the question.

,,	QUESTION	Strongly Agree # of responses (%)	Agree # of responses (%)-	# of responses (%)	Strongly Disagree # of responses (%)
11.	Receiving a good education is important to me. *N = 1202	960 (80.7)	207 (17.4)	14 (1.1)	(0.8)
12.	The instructional materials used in my classes (textbooks, etc.) are useful and effective tools for helping me understand the course content being taught. *N = 1192	302 (25.1)	744 (61.9)	132 (11.0)	24 (2.0)
13.	The library/media center helps me expand my classroom learning and to get additional information on a wide variety of subjects. *N = 1192	170 (14.3)	651 (54.6)	295 (24.8)	76 (6.3)
14.	In my classes, I have the opportunity to work with groups of students with different backgrounds and abilities. *N = 1189	391 (32.9)	667 (56.1)	112 (9.4)	19 (1.6)
15.	In addition to my regular core classes (English/language art, math, history/social science, and science), I am able to take classes that will help me to prepare for college and/or work. *N = 1196	484 (40.5)	572 (47.8)	(9.4)	27 (2.3)
16.	The school is doing a good job of preparing me to take my place in the world of college and/or work. *N = 1209	225 (18.6)	709 . (58.6)	216 (17.9)	59 (4.9)
17.	I can receive adequate and timely help for a health and/or personal problem from the school staff. *N = 1194	122 (10.2)	570 (47.8)	394 (33.0)	108 (9.0)

^{*} N = number of valid responses to the question.

Pacific High School 1998-99

Results - Student Survey

		Strongly Agree	Agree	Disagree	Strongly Disagree
,	QUESTION	# of responses	# of responses	# of responses	# of responses
		(%)	(%)	(%)	(%)
18.	The administration (principal, vice principals) treats students with caring and respect. *N - 1195	194 (16.2)	619 (51.8)	268 (22.4)	114 (9.5)
F. 4 3					1000
19.	School counselors are concerned about and try to help students with personal problems. *N = 1195	236 (19.7)	583 (48.8)	280 (23.4)	96 (8.0)
20.	The teachers treat students with caring and respect. *N = 1207	165 (13.7)	767 (63.5)	230 (19.1)	45 (3.7)
-21	The state of Decidents	42	220	516	315
21.	The students at Pacific High School are respectful to each other. *N = 1192	(3.5)	320 (26.8)	515 (43.2)	315 (26.4)
22	D.C. II. I.G.I.	02	126	463	224
22.	Pacific High School students show school/class spirit. *N = 1205	82 (6.8)	436 (36.2)	463 (38.4)	224 (18.6)
		125	621	270	150
23.	School rules and regulations are fair and consistently applied. *N = 1176	125 (10.6)	521 (44.3)	378 (32.1)	152 (12.9)
24.	The school provides an opportunity to participate in extracurricular programs such as athletics, clubs, drama, music, etc. *N = 1195	540 (45.2)	572 (47.9)	55 (4.6)	28 (2.3)
2-		405	202		100
25.	I participate in after-school sports, music, special interest groups and/or clubs. *N = 1210	(33.5)	302 (25.0)	310 (25.6)	193 (16.0)
26.	The quality of food served at the school is acceptable. *N = 1195	86 (7.2)	581 (48.6)	334 (27.9)	194 (16.02)

^{*} N = number of valid responses to the question.

27. 28. 29.	Pacific High School is a safe place to be. *N = 1208 Pacific High School is usually clean. *N = 1189 The restroom facilities are available, clean, and stocked with paper towels and soap.	Strongly Agree # of responses (%) 84 (7.0) 71 (6.0)	Agree # of responses (%) 656 (54.3) 501 (42.1)	Disagree # of responses (%) 311 (25.7) 385 (32.4) 381 (31.5)	Strongly Disagree # of responses (%) 157 (13.0) 232 (19.5)
30.	*N = 1209 The school staff helps students with problems and concerns facing them (including illegal drugs and alcohol). *N = 1187	125 (10.5)	680 (57.3)	277 (23.3)	105 (8.8)
31.	There is a variety of elective/vocational courses open to me. *N = 1202	256 (21.3)	722 (60.1)	176 (1 4.6)	48 (4.0)
32.	Teachers use many different ways (discussions, collaborative groups, demonstration, homework, etc.) to teach/engage me in each subject area. *N = 1181	279 (23.6)	745 (63.1)	129 (10.9)	28 (2.4)
33.	My classes require a variety of resources for my learning (i.e. library, computers, and other resources, etc.). *N = 1201	237 (19.7)	749 (62.4)	189 (15.7)	26 (2.2)
34.	Class assignments and homework encourage me to work at high levels of thinking to gain knowledge and skills. *N = 1201	237 (19.7)	702 (58.5)	217 (18.1)	45 (3.7)

^{*} N = number of valid responses to the question.

					
		Strongly Agree	Agree	Disagree	Strongly Disagree
. • •	QUESTION	# of responses	# of responses	# of responses	# of responses
:		(%)	(%)	. (%)	(%)
52.	Study and "how to learn"	282	666	201	34
J4.	skills.	(23.8)	(56.3)	(17.0)	(2.9)
	*N = 1183	(20.0)	(50.5)	(17.10)	(2.9)
و امرونا الم					transport to the property of the street of t
	In the courses that you		}		
	took last semester, the				1
	teacher was prepared, the				
	expectations were clear,				
	and you were expected to	! 			
	perform at high levels.				
53.	English	466	551	120	53
	*N = 1190	(39.2)	(46.3)	(10.1)	(4.5)
54.	History/Social Science	427	631	105	23
JT.	*N = 1186	(36.0)	(53.2)	(8.9)	(1.9)
5.5		439	555	132	56
55.	Mathematics	1		1	
	*N = 1182	(37.1)	(47.0)	(11.2)	(4.7)
56.	Science	325	634	167	57
	*N = 1183	(27.5)	(53.6)	(14.1)	(4.8)
57.	Fine Arts – music, art,	299	561	181	88
	drama, speech, etc.	(26.5)	(49.7)	(16.0)	(7.8)
	*N = 1129				
58.	Physical Education	338	584	157	62
	*N = 1141	(29.6)	(51.2)	(13.8)	(5.4)
			 		<u> </u>
59.	Business and/or vocational	221	561	229	99
	classes *N = 1110	(19.9)	(50.5)	(20.6)	(8.9)
	11 1110	-	 		(0.2)
60.	Foreign Languages –	341	546	165	94
00.		. 141	1 240	100	1 7 4
			(47.6)	(14.4)	1
ne Mariante	*N = 1146	(29.8)	(47.6)	(14.4)	(8.2)
	*N = 1146		(47.6)	(14.4)	1
	*N = 1146 During high school, each	(29.8)		1	1
	*N = 1146 During high school, each student takes his or her path	(29.8)		1	1
	*N = 1146 During high school, each student takes his or her path through the courses offered.	(29.8)		1	1
	*N = 1146 During high school, each student takes his or her path through the courses offered. This path should take a	(29.8)		1	1
	*N = 1146 During high school, each student takes his or her path through the courses offered. This path should take a student through a core of	(29.8)		1	1
	*N = 1146 During high school, each student takes his or her path through the courses offered. This path should take a student through a core of learning expected of all high	(29.8)		1	1
	*N = 1146 During high school, each student takes his or her path through the courses offered. This path should take a student through a core of learning expected of all high school graduates. It should	(29.8)		1	1
	*N = 1146 During high school, each student takes his or her path through the courses offered. This path should take a student through a core of learning expected of all high school graduates. It should also enable each student to	(29.8)		1	1
	*N = 1146 During high school, each student takes his or her path through the courses offered. This path should take a student through a core of learning expected of all high school graduates. It should also enable each student to meet his or her goal and feel	(29.8)		1	1
	*N = 1146 During high school, each student takes his or her path through the courses offered. This path should take a student through a core of learning expected of all high school graduates. It should also enable each student to meet his or her goal and feel prepared for success in	(29.8)		1	1
	*N = 1146 During high school, each student takes his or her path through the courses offered. This path should take a student through a core of learning expected of all high school graduates. It should also enable each student to meet his or her goal and feel prepared for success in higher education and/or the	(29.8)		1	1
	*N = 1146 During high school, each student takes his or her path through the courses offered. This path should take a student through a core of learning expected of all high school graduates. It should also enable each student to meet his or her goal and feel prepared for success in	(29.8)		1	1
	*N = 1146 During high school, each student takes his or her path through the courses offered. This path should take a student through a core of learning expected of all high school graduates. It should also enable each student to meet his or her goal and feel prepared for success in higher education and/or the work place.	(29.8)			(8.2)
61.	*N = 1146 During high school, each student takes his or her path through the courses offered. This path should take a student through a core of learning expected of all high school graduates. It should also enable each student to meet his or her goal and feel prepared for success in higher education and/or the work place. I am satisfied with the	(29.8) 419	588	123	(8.2)
	*N = 1146 During high school, each student takes his or her path through the courses offered. This path should take a student through a core of learning expected of all high school graduates. It should also enable each student to meet his or her goal and feel prepared for success in higher education and/or the work place.	(29.8)			(8.2)

^{*} N = number of valid responses to the question.

	QUESTION	Strongly Agree # of responses (%)	Agrec # of responses (%)	Disagree # of responses (%)	Strongly Disagree # of responses (%)
	to the transfer of the		:	٠.	
62.	The school staff has given me good help in choosing the right classes. *N = 1184	(20.4)	558 (47.1)	301 (25.4)	83 (7.0)
63.	The school staff has given me good help in choosing the right college or career. *N = 1171	171 (14.6)	480 (41.0)	391 (33.4)	129 (11.0)
64.	I feel free to talk to an adult at school about personal problems. *N = 1182	182 (15.4)	399 (33.8)	350 (29.6)	251 (21.2)
65.	In my classes, I have the opportunity to use technology (computers, calculators, etc.). *N = 1181	243 (20.6)	646 (54.7)	216 (18.3)	76 (6.4)
66.	In general, Pacific High School is a good school; it is effective in helping students learn and achieve. *N = 1171	251 (21.4)	663 (56.6)	169 (14.4)	88 (7.5)

Pacific High School 1999- 2000 Results – Parent Survey For Current 10th – 12th Graders

1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	QUESTION	Strongly Agree (%)	Agree (%)	Disagree	Strongly Disagree (%)	Don't Know (%)
1.	Pacific High School provides	44	156	22	9	15
	supervision and security for a safe and pleasant learning. *N = 246	(17.9)	(63.4)	(8.9)	(3.7)	(6.1)
2.	Pacific High School provides	45	138	22	6	26
	supervision and security for safe and enjoyable extra-curricular activities. *N - 237	(19.0)	(58.2)	(9.3)	(2.5)	(11.0
			5, 175		\$ 1.00 E	·
3.	Parents receive frequent and timely information about rules, events, activities, and programs taking place at the high school. *N = 228	46 (20.2)	111 (48.7)	49 (21.5)	11 (4.8)	11 (4.8)
1	<u> </u>					
4.	The discipline policy at Pacific High School is clear, fair, and consistently applied. *N = 243	48 (19.8)	117 (48.1)	38 (15.6)	15 (6.2)	25 (10.3)
	The same state of the same sta		,	,		.3 +
5.	Pacific High School has appropriate behavioral expectations of the students. *N = 242	42 (17.4)	148 (61.2)	28 (11.6)	7 (2.9)	17 (7.0)
	si .	,			·	
6.	Pacific High School involves parents and community members in exploring solutions to problems and concerns facing the school. *N = 220	28 (12.7)	96 (43.6)	52 (23.6)	12 (5.5)	32 (14.5)
7.	The school offers apple appearants for	20	125	42		
1.	The school offers ample opportunity for parents to become involved in activities (School Site Counsel, Bilingual Advisory Counsel, School Advisory Counsel, Football and Band Boosters). *N = 245	39 (1 5.9)	125 (51.0)	43 (17.6)	7 (2.9)	31 (12.7)
8.	Open communication exists among the	39	134	35	16	20
0.	Pacific High School staff, parents, and students. *N = 244	(16.0)	(54.9)	14.3)	(6.6)	(8.2)
9.	The Pacific High School staff deals	26	123	27	8	56
7.	effectively with the cultural diversity of its students. $*N = 240$	(10.8)	(51.3)	(11.3)	(3.3)	(23.3)

^{*} N = number of valid responses to the question.

Pacific High School 1999- 2000 Results - Parent Survey For Current 10th - 12th Graders

1 4	QUESTION	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
		(%)	(%)	(%)	(%)	(%)
10.	Students have adequate nutritional options at Pacific High School. *N = 246	36 (14.6)	124 (50.4)	35 (14.2)	15 (6.1)	36 (14.6)
13/3	A20 10 10 10 10 10 10 10 10 10 10 10 10 10	,		7 7 7 7		
11.	Pacific High School is a clean well-maintained campus. *N = 239	27 (11.3)	105 (43.9)	55 23.0)	36 (15.1)	16 (6.7)
12.	My student has felt connected and part of Pacific High School. *N = 243	57 (23.5)	129 (53.1)	23 (9.5)	16 (6.6)	18 (7.4)
	.,					· · · · · · · · · · · · · · · · · · ·
13.	The school, teachers, and counselors keep me informed regarding my student's progress. *N = 242	42 (1 7.4)	124 (51.2)	44 (18.2)	22 (9.1)	10 (4.1)
				gr		
14.	Students develop and participate in a 4-year academic plan to achieve goals (employment and/or academic) after graduation. *N = 236	56 (23.7)	124 (52.5)	20 (8.5)	9 (3.8)	27 (11.4)
	<u></u>				* * *	
15.	Your student received adequate information involving college or careers. *N = 249	52 (20.9)	118 (47.4)	41 (16.5)	12 (4.8)	26 (10.4)
16.	There is adequate school/career counseling made available for my student which makes it easy to schedule an appointment with a counselor, teacher, or administrators. *N = 232	44 (19.0)	116 (50.0)	24 (10.3)	18 (7.8)	30 (12.9)
17.	Students have opportunities to participate in career/job shadowing apprenticeships, community service projects, and other real world experiences. *N = 230	37 (16.1)	119 (51.7)	24 (10.4)	8 (3.5)	42 (18.3)
18.	My student's classes were relevant to	32	133	34	12	35
10.	the real world. $*N = 246$	(13.0)	(54.1)	(13.8)	(4.9)	(14.2)
19.	My student is guided in a timely manner to take classes that prepare him/her for entrance into college. *N = 223	54 (24.2)	124 (55.6)	28 (12.6)	6 (2.7)	(4.9)

^{*} N = number of valid responses to the question.

	QUESTION	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
20.	My student has access to support	(%) 50	125	(%)	(%)	(%)
20.	services (tutoring, family support, peer counseling, conflict management, grief group, self-esteem group, Insight, eating disorder group, pregnant minors program).	(22.5)	125 (56.3)	8 (3.6)	9 (4.1)	30 (13.5)
	,			,		:
21.	My student participated in challenging classes. *N = 250	75 (30.0)	125 (50.0)	22 (8.8)	10 (4.0)	18 (7.2)
100	Bank Bank Bank Bank Bank Bank Bank	:				
22.	Pacific High School teachers grade fairly. *N = 242	41 (16.9)	124 (51.2)	36 (14.9)	12 (5.0)	29 (12.0)
23.	Pacific High School tarchers being	20	122	42		Service Control
23.	Pacific High School teachers bring enthusiasm and new ideas to their classrooms. *N = 249	29 (11.6)	122 (49.0)	42 (16.9)	8 (3.2)	48 (19.3)G
24.	Pacific High School teachers show	21	117			
24.	genuine interest where my student's education is concerned. *N = 224	31 (13.8)	117 (52.2)	31 (13.8)	12 (5.4)	33 (14.7)
25.	I can speak freely and openly with my	49	131	24	9	30
	student's teachers regarding his/her class work. *N = 243	(20.2)	(53.9)	(9.9)	(3.7)	(12.3)
26.	My student's assignments are interesting	23	133	51	13	20
	and motivating. $*N = 240$	(9.6)	(55.4)	(21.3)	(5.4)	(8.3)
27.	The teachers use many different ways (test, discussions, collaborative learning, demonstration, and homework) to teach students. *N = 221	44 (19.9)	125 (56.6)	23 (10.4)	5 (2.3)	24 (10.9)
28.	My student has equal access to rigorous	48	144	1.1		20
20.	course work/curriculum. *N = 247	(19.4)	(58.3)	(4.5)	6 (2.4)	38 (15.4)
29.	Opportunities for intellectual, cultural, and emotional growth are available to	37 (16.4)	118 (52.2)	21 (9.3)	10 (4.4)	40 (17.7)
	all students. $*N = 226$. ,		(2.37)
30.	I am satisfied with my student's	71	128	25	10	9
	academic achievement. $*N = 29.2$	(29.2)	(52.7)	(10.3)	(4.1)	(3.7)

^{*} N = number of valid responses to the question.

		Strongly	Agree	Disagree	Strongly	Don't
	QUESTION	Agree	·.	Start of the	Disagree	Know
		(%)	(%)	(%)	· (%)	(%)
			•		:	
31.	Pacific High School provides an	53	128	12	9	27
[[opportunity for my student to extend	(23.1)	(55.9)	(5.2)	(3.9)	(11.8)
	higher learning through participation in	Į i		ļ		
()	extra curricular activities. $*N = 229$	l				
t . 1	211/24		·			
32.	Student achievement is recognized at	62	108	30	17	30
	this school by awards, certificates, etc.	(25.1)	(43.7)	(12.1)	(6.9)	(12.1)
	*N = 247		, ,	` ′	` ,	` ′
33.	Up-to-date library services, technology,	45	108	25	10	35
	and resources are available and readily	(20.2)	(48.4)	(11.2)	(4.5)	(15.7)
	accessible. $*N = 223$	ļi				
W 20 75	B TO THE STATE OF		-		ar in differ in	
34.	Taking everything into consideration	Excellent	Good	Fair	Poor	Don't
	Pacific High School is:					Know
		43	100	54	11	7
[*N = 215	(20.0)	(46.5)	(25.1)	(5.1)	(3.3)
i i				1		

^{*} N = number of valid responses to the question.

1. 4.	70.00	Strongly	Agree	Disagree	Strongly	Don't
	QUESTION	Agree	[• • •		Disagree	Know
L	·····································	(%)	(%)	(%)	··· (%)	(%)
1.	Pacific High School provides	26	58	10	3	3
	supervision and security for a safe and					
	pleasant learning.					
y magazin n applia	Commence of the Commence of th	18 1 TO 18 18			1 (1) (1) (1) (1) (1) (1) (1) (1	
2.	Pacific High School provides	26	58	6	2	8
	supervision and security for safe and					
<u></u>	enjoyable extra-curricular activities.					
	强烈教育 经保险帐户 医 克尔 人名英格兰					1000
3.	Parents receive frequent and timely	28	50	15	5	2
	information about rules, events,					
•	activities, and programs taking place at					
	the high school.					
*		-			:	11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
4.	The discipline policy at Pacific High	22	58	12	6	2
	School is clear, fair, and consistently			ļ		
	applied.					
	. 87					
5.	Pacific High School has appropriate	22	59	12	6	2
	behavioral expectations of the students.					
6.	Pacific High School involves parents	16	53	12	6	12
	and community members in exploring			1		
	solutions to problems and concerns					
	facing the school.		,			
	TOI					
7.	The school offers ample opportunity for	16	53	12	6	12
į	parents to become involved in activities					
	(School Site Counsel, Bilingual			j	i	ļ
	Advisory Counsel, School Advisory			1		
	Counsel, Football and Band Boosters).					
8.	Open communication aviate among the	21	50	1.4		
0.	Open communication exists among the	21	58	14	3	4
	Pacific High School staff, parents, and students.					
<u> </u>	Students.					
9.	The Decific High Sahaal areff 1-1	21				
7.	The Pacific High School staff deals effectively with the cultural diversity of	21	54	9	3	4
	its students.					
	no students.					
10.	Students have adequate nutritional	17	52	12		
10.	options at Pacific High School.	1/	52	13	8	10
	options at racine riigh school.			L		

-		Strongly	Agree	Disagree	Strongly	Don't	
-	QUESTION	Agree (%)			Bisagree (%)	Know (%)	
21.	My student participated in challenging classes.	20	(%) 47	13	3	14	
22.	Pacific High School teachers grade fairly.	19	56	10	6	9	
23.	Pacific High School teachers bring enthusiasm and new ideas to their classrooms.	17	51	18	4	10	
24.	Pacific High School teachers show genuine interest where my student's education is concerned.	19	51	14	7	9	
25.	I can speak freely and openly with my student's teachers regarding his/her class work.	22	58	14	7	9	
26.	My student's assignments are interesting and motivating.	14	55	18	5	8	
27.	The teachers use many different ways (test, discussions, collaborative learning, demonstration, and homework) to teach students.	20	58	13	2	7	
28.	My student has equal access to rigorous course work/curriculum.	16	63	9	4	8	
29.	Opportunities for intellectual, cultural, and emotional growth are available to all students.	18	60	8	4	10	
30.	I am satisfied with my student's academic achievement.	24	62	5	6	3	
31.	Pacific High School provides an opportunity for my student to extend higher learning through participation in extra curricular activities.	22	62	8	2	6	
32.	Student achievement is recognized at this school by awards, certificates, etc.	30	55	6	1	8	

Teacher		Per 0	Per. 1		Pauric His Par. 2	Per 3	HEDULE Per 4	Per 5	Per. 6	Per 7
Hamilton , Connie	M-1	Jazz Ens- Per. 8		M-1		Beg Flags	Conf	Adv Flags	Concert Band	PE Band
Happ , Jill	B-2		Keyboard	B-2	Keyboard	Keyboard	Comp Lit	Comp Lit	Conf	
Harper , Debra	Y-7		Eng 2H	Y-7	Conf	Eng 3H	Eng 3H	Eng 3H	Eng 2H	
Hayden , Mitch	F-6		Alg 1	F-6	Alg Stan 2	Alg 1	Alg Stan 2	Alg Stan 1		
Herber , Ray	1-8		Conf	1-8	W Hist E W Hist E	W Hisi E	Reading E Govt/Econ E	English E Govt/EconE	W Hist E	
Herr , Kerry	Y-5		Eng 1C	Y-5	Conf	Eng 1C	Eng 1C	Eng 1C	Eng 1C	
Hunter , David	GT-2		Adv Com Lit	GT-2	US Hist AP	Conf B-9	US Hist AP B-9	W Hist H B-9	W Hist H B-9	Comp Lit GT
Huz , Leslie		Í	Conf		Int Sci 1 F-11	Int Sci 1 F-2	Int Sci 1 F-5	Int Sci 1 C-3	Int Sci t F-6	1
Imbler , Donald	1-7		Int Sci 1E	I-7	Int Sci 1E	Conf	Int Sci 1E	Int Sci 1E	Govt/Econ E	1
Jacobson , Janet	H-2		Health Occ	H-2	Health Occ H-2	Med Ins GT-2	Conf	Med Asst GT-2	Med Assi GT-2	İ
Jenkins , Christie	Y-4		Eng 2C	Y-4	Eng 4C	Conf	Eng 2C	Eng 2C	Eng 2C	
Jenkins , Mamie	C-4		Int Sci 1	C-4	Int Sci 1	Conf	Int Sci 1	Int Sci 1	Int Sci 1	
Jensen , Randy	D-6		Econ C/Am Gov C	D-6	Econ C/Am Gov C	Econ/Am Gov	Econ/Am Gov	Econ/Am Gov	Conf	
Johnson , Linda	G-4		Alg Stan 1	G-4	Conf	Alg Stan 1	Geom	Geom	Geom	
Kubanek- , Geri	B-6		Career Dev.	B-6	Career Dev.	Career Dev.	Career Dev.	Career Dev.	Career Dev	1
Lange , Bob										Dr Ed B-1
Lefebvre , Marcia	B-8		Conf	8-8	AVID 1	W Geo H	W Geo H	Econ/Am Gov	Econ/Am Gov	
Lehrack , Dita	E-7		Govt/Econ E	E-7	Reading E	Eng E	Conf	Reading E	Eng E	1
Lesko , Karen	H-8		Alg 1	H-8	Tng	Alg 1L	Conf	Tng	Cal AP	i
LeViege , Brad	Z-8		Alg 2	Z-8	Alg 2	Alg Stan 1	Conf	Alg 2	Alg 1	
Libby , Gary	Y-3		Conf	Y-3	W Hist C	W Hist C	W Hist C	W Hist C	Basebali Adv	
Liggins , Stephanie	G·5		Eng 3C	G-5	Eng 3C	Eng 2C	Conf	Eng 3C	Eng 3C	
Light , Roger	н∙э		Auto 1	H-3	Auto 1	Auto 1	Conf	Voc Auto	Voc Auto	<u> </u>
Lindberg , Maureen	D-2		Chem 1	D-2	Chem 1	Conf	Chem 1	Chem 1	Chem 1	
MacDonn , Grant	C-1		Вю 1Н	C-1	Physics	Physics H	Physics	Conf	Вю 1Н	· · · · · · · · · · · · · · · · · · ·
Martin , Gary	E-6		ĺ	E-6	Conf	Draft 2,3 Verc Dreft	Draft 1	Draft 1	Draft 1	Draft 1
Martin , Kathy	E-9		Alg Stan 2	E-9	Alg 1 E	Alg 2H	Alg 2H	Alg 1	Conf	
Martinez , Lında	B-5		Alg Stan 2	B-5	Comp Lit	Alg Stan 2	Alg 1	Conf	Adv Volleybail Gym	
McCuistio , Mike	H-7		Canf	H-7	Ac Supp 9	Ac Supp	US Hist C	US Hist C	Ac Supp 9	PE Sur 2 Gyr
Moore , Randi	Z-4		Child Care ROP	Z-4	Child Care ROP	Child Care ROP	Child Care ROP			
Moss , Jeff	C-7		Comp Lit	C-7	Gateway	Comp Lit	Galeway	Comp Lit	Comp Lri	Comp Lit
Myers , Ross	F-3		RSP	F-3	RSP	RSP	ASP	RSP	RSP	
Nguyen , Lan	F-1		R Int Sci 1	F-1	R Int Sci 1	Bio 1H	Biol H	Conf		
Niehus , Gerald	Y-2		Eng 1C	Y-2	Eng 1CL	Eng 1C	Conf	Eng 4C	Eng 1H	Eng 2C E-8
O Connar , Mike	B-1		Acad Support	B-1	Acad Support	Acad Support	Peer Counsel	Conf	Acad Support	W Hist C
O Neat , Patta	K-1		Int Sci 2	K-1	Conf	Int Sci 2	Int Sci 2	Int Sci 2	Int Sci 2	
Oliver , Shirley	E-2		Chem 1	E-2	Conf	Chem 1	Chem 1H	Chem tH	Chem 1H	SC 10619
Oisen , Mane	D-1		Int Sci 2	D-1	Int Sci 2	Conf	Int Sci 2	Int Sci 2	Int Sci 2	
Olson , Randall	1-3		Eng 2C	1-3	Eng 2H Z-9	Eng 2H I-5	Conf M-2	Eng 2H M-2	Eng 2C M-2	
Ozacmak , Shoshanah	1-5		Eng 1C	1-5	Eng 1 C	Conf	Eng 1C	Eng 1 H	German 1	_
Pace , Carolyn	H-2			H-2			Med Term H-2	Med Term	CNA	CNA
Palmien , Ann	F-9		Comp	F-9	Eng 4AP	Eng 4AP	WASC	Eng 4AP	Conf	Acad Teams
			<u> </u>							·

	QUESTION	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	
r		/.(%)	(%)	(%)	(%)	(%)	
11.	Pacific High School is a clean well-maintained campus.	19	50	18	9	4	
12.	My student has felt connected and part of Pacific High School.	59	29	6	5	1	
13.	The school, teachers, and counselors	24	50	17	. 8		
13.	keep me informed regarding my student's progress.	24		17	0	1	
1 1	:	·		<u> </u>		7	
14.	Students develop and participate in a 4-year academic plan to achieve goals (employment and/or academic) after graduation.	21	57	10	4	8	
3.173, 35.4							
15.	Your student received adequate information involving college or careers.	23	53	12	4	8	
<u></u>							
16.	There is adequate school/career counseling made available for my student which makes it easy to schedule an appointment with a counselor, teacher, or administrators.	21	55	14	6	4	
,							
17.	Students have opportunities to participate in career/job shadowing apprenticeships, community service projects, and other real world experiences.	21	55	12	2	10	
				 	<u> </u>		
18.	My student's classes were relevant to the real world.	23	54	11	3	9	
10	No. and and the state of the st	 		1			
19.	My student is guided in a timely manner to take classes that prepare him/her for entrance into college.	25	54	8	5	8	
20.	My student has access to support	23	47	13	3	14	
20.	services (tutoring, family support, peer counseling, conflict management, grief group, self-esteem group, Insight, eating disorder group, pregnant minors program).	23	4/	13	3	14	

	QUESTION	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Don't Know (%)
33.	Up-to-date library services, technology, and resources are available and readily accessible.	24	55	9		3
9				1		
34.	Taking everything into consideration Pacific High School is:	Excellent	Good	Fair	Poor	Don't Know
		30	44	18	7	1 [
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Teacher		Per. 0	Per. 1		Per. 2	Per. 3	Per. 4	Per. 5	Per. 6	Per. 7
Adams , Mike	1-9		Conf	1-9	AVID 3	Eng 1H	Eng 1H	Eng 1H	AVID 3	
Ali, Raj	Lib		Library	Lib	Library	Library	Library	Library	Library	
Anguiano , Sam	I-1			f-1		Sports Ther ROP	Sports Ther ROP	Sports Ther ROP	Conf	
Arient John	2.7		Int Sci 1	Z 7	Seal	Int Bott - Dig	Int 80 1 - 6 8	m 80 1 - 1 . 1	M \$2.1 F.1	
Arrandale , Kathy	F-B	1	AVID 1	F-8	Eng 1H	Eng 1H	AVID 1	Eng 1C	Eng 1H	1
Awungan , John	G-8		Calc AP	G-8	Alg Stan 2	Trig Math H	Alg Stan 2	Conf	Trig Math H	1
Baglien , Mana	E-5		V∞ Ed E	<b>E</b> ∙5	Voc Ed 2E	Voc Ed E	Voc Ed 2E	Voc Ed E	Conf	
Baldwin , Karen	E-10	1	Conf	€-10	Aig 2	Alg 2	Alg 2	AVID 2	Alg 2	1
Bigham , Debra	l-1		Alg Stan 1	I- T	Alg Stan 1 I-1	Conf	Alg Stan 1 H-8	Geom G-8	Alg Stan 1 I-1	1
Blaine , John	8-3		Comp Lit	B-3	Conf	Comp Lit	Acig 1	Comp Lit	Alg 1	1
Brand , Carmel	D-3		Conf	D-3	Eng 4C	Eng 4C	Eng 4C	Annual	Journalism	
Brock , Tim	Y-1		W Hist C	Y-1	W Hist C	W Hist C	W Hist C	Conf	W Hist C	
Brown , Tyrone	Z-6		W Geo C	Z-6	W Geo C	W Geo C	Acad Support	Basketball Gym	Conf	
Bryan , William	H-5	·	Stat	H-5	Geom	Conf	Alg Stan 2	Alg Stan 2	Geom	1
Burroughs , Tim	B PE		PE Sur 1	B PE	PE Sur 1 B PE	Dr Ed G-7	PE Sur 2 B PE	Gateway PE B PE	Conf	
Caporusci , Carol	1-3		Cont	1-3	US Hist C/L	W Hist CL	US Hist C	W Hist CL	US Hist C	
Carney , Jason	E-1		W Hist C	E-1	W Geo H	W Hist H	W Hist H	W Geo H	Conf	1
Case , Cynthia	E-3a		B# Coord	E∙3a	ESOL 3	Conf	ESOL 2	ESOL 2	ESOL 1	
Casey , Christopher	G-2		Cons Occup	G-2	Cons Occup	Cons Occup ROP	Cons Occup	Cons Occup ROP	Cons Occup ROP	1
Castro , Rick	Z-7		Conf	Z-7	Ac Supp 9	Gateway Sci	Ac Supp 9	Acad Sup	Gateway Sci	
Cervantes , Reno	F-5		Span 3H	F-5	Span 2H	Span 2H	Conf	Span 3H	Span NS1	1
Chamberl , Sharon	Z-1		Reading	Z-1	Reading	Conf	Reading	Reading	Reading	<u> </u>
Classen , Jenniler	G PE		PE Sur 2	G PE	PE Sur 2	PE Sur 2	PE Sur 1	PE Sur 2	Conf	
Clinch , Edward	E-4		Span 2	E-4	Span 2	Span 1H	Span 2	Span 1	Span 2	
Colton , Steve	<b>Z</b> -5		Conf	Z-5	Alg 2	Tng	Alg Stan 1	Alg Stan 2	Alg Stan 2	ĺ
Countrym , Kristin	F-3		RSP	F-3	RSP	RSP	ASP	RSP	RSP	PE Pep
Craig , Sally	G-3	1	Ceramics 1/2	G-3	Ceramics 1/2	Ceramics 1/2	Conf	Ceramics 1/2	Ceramics 1/2	
Cundiff , Scott	D-5		Gateway SS	D-5	W Geo C	Conf	W Geo C	W Geo C	Gateway SS	
Cunningh , Darlene	1-2	<u></u>	Eng 2C	1-2	Eng 2C	Eng 2C	Conf	Eng 1C	Eng IC	
Doty , Joan	E-8		Eng 3C	E-8	Eng 3C	Conf	Eng 3C	Eng 3C	Eng 3C	
Duerbig , Al	F-7		US Hist C	F-7	Econ C	Conf	Acad Supp	US Hist C	Teacher Tmg	
Outfy , Gerry	2235	Supv. Study	Title 1	2235	Trile 1	Title 1	Title 1	Title 1	Tritle 1	·• 00 4000
astwood , C J	B-10		Econ	B-10	Econ H	Econ H	Japan 2/3	W Geo C	Ac Supp	/ASC 1062
Emrich , Stephen	F-2		Int Sci 2	F·2	Int Sci 2	Conf	Int Sci 2	Int Sci 2	Int Sci 2	
scobar , Joel	D-7		US Hist C	D-7	US Hist C	US Hisi C	Econ C	US Hist C	Cont	US Hist/Am Gov
spintu , Debbie	F-3		RSP	F-3	RSP	RSP	RSP	ASP	RSP	
inazzo , Tony	H-4	Cale Super Cale	Wi Tmg	H-4	Wi Tmg	Wt Trng	Cafe Super Cafe	Comp	Conf	·
isher , Kevin	Aud		Acad Supp 9	Aud	French 1	French 1	Conf	Stagecraft Thea 2.3	Theater 1	··
Gallardo , Maggie	F-10		Conf	F-10	Span I	Span 4AP			Span 1	Folklonco
Sibbs , Mitchell	E·5		Conf	E-5	Domestics 2A	Domestics 2A	Comm 1A	FACAD 2A	FACAD 1A	
Goodman , Darren	H-9		Health Sci	H-9	Health Sci	Health Sci	Health Sci	Health Sci	Soccer Gym	
ivenn , Kathy	F-3		RSP	F-3	RSP	RSP	RSP	RSP	RSP I	

Faquel , Mary F-9	<b>1</b>									
	'	Eng 1C	F-9	Eng 1C D-	8	Cant	Eng 2C F-9	Eng 2C Y-1	Eng 1C F-9	
Pasiusch , Barbara G-1	1a	Voc Ed E	G-1a	V∝ Ed E		Conf	Voc Ed E	Voc Ed E	Voc Ed E E-5	
Polk , Heather G P	PE	PE Sur 2	G PE	Conf		PE Sur 1	PE Sur 1	PE Sur 1	Tennis	·
Poner , Martin G-7	7	Alg Stan 1	G-7	Alg 1		Cont	Alg Stan 1	Alg Sian 1	Alg Stan 1	
Portz , David G-1	10	An E	G-10	Main E		Math E	An E	Main E	Coni	
Purcell , Maria E-3	3b	Math E	E-3b	W Geo E		Eng E	Skill Devel E	Sci E	Conf	
Purintun , Jenniter Y-6	5	Eng 1C	Y-6	Eng 1C		Gateway Enolish	Gateway Enolish	Cont	Eng 1C	
Ouinn , Diana GT-	-1	Conf	GT-1	Geom	j	Geom	Alg 2	Aig 2	Geom	1
Quinn , Torn C-2	?	Physio Lab H	C-2	Conf		Вю АР	Physio	Physio H	Physio	
Richards , Michael H-6	•	AVID 1	н∙6	Eng 1C R		Eng 3C	Eng 1C R	A Eng 3C	Conf	
Rollberg . Udo Z-2		W Geo C FI	Z-2	W Geo	]	German 2/3	W Hist C	W Geo C R	US Hisi C	
Salem , Sylvia 1-4		Conf	1-4	ESOL 1		ESOL 1	Comp Lil L	W Geo CL	W Geo C	Bi Ac Supp
Schrock , Linda D-9		Conf	D-9	AVID 4	Ì	AVID 4	Student Council	AVID 1	AVID 2	
Schwenk , Trysta F-11	1	Geom	F-11	Conf		Geom	MESA	Alg Stan 2	Alg Stan 2	Int Sci 1
Sension , Mark F-4		Eng 4C	F-4	Eng 4C		Eng 4C	Office Clerk	Eng 4C	Eng 4C	
Shelton , Mary			j			<u> </u>				Alg 1
Smith , Scott B Pi	e	PE Sur 1	B PE	PE Sur 1		PE Sur 1	PE Sur 1	Basketball, Girls	Basketball Adv	
Soltz , Leslie F-3		RSP	F-3	RSP		RSP	RSP	RSP	ASP	
Sparks , Jenniler M-2	<u> </u>	Voc Ensemble	M-2	Con Choir		Choir Adv				L
Suescun , Ben C-3		Int Sci 1L	C-3	Chem 1		Chem 1	Int Sci 1L	Conf	Int Sci 2L	
Tanneber , Knowelle B-4	1	Eng tH	B-4	Conf		Eng 1C R	Eng 1C L	AVID 1	Eng 1C R	
Thomas , Michael D-8		Alg 1 R	D-8	Conf		Alg Stan t R	Alg Stan 1 R	Alg 1	AVID 1	<u> </u>
Toussaint , Glona I-6		Reading E	1.6	Eng E		Reading E	Eng E	Conf	Mam E	
VanLuven , Sue F-3		RSP	F-3	RSP		RSP	RSP	RSP	RSP	<u></u>
Ward , Susan D-4		Ап 1	D-4	Conf		Art 1	An 1,2.3	Art 1	Art 1	
Washingt Romaine Y-3		French 2,3,4	Y-3	English 2C Y-	5	Acad Supp Y-4	English 1C Z-8	Conf	Acad Supp Z-6	
Wesling , John Z-3		W Geo C	Z-3	W Geo C		W Geo C	W Geo C	Acad Supp	Conf	L
White , Brian B P8	E	PE Sur 1					l	Conf	Aqua Adv Pool	
Wilson , Dennis 2-9		Eng 1C		Conf	_ļ	Eng 1C	Eng 1C	Eng 1C	Eng 1C	L
Wright , Barbara G-6		Geom	G-6	<del></del>	4	Alg Stan 2	Alg Stan 2	Geom H	Geom H	
Wright , Steve		Gateway Math		Galeway Main	4	Georn L	Conf	Alg Stan 1 L	Alg Stan 2L	Aig 2
Young Carolyn G PE	<del></del>	Conl		PE Sur 2	4	PE Sur 2		PE Sur 2	Acad Supp	L
Znen Jimmie H-7	I I	Alg Stan 1	H-7	Alg Stan 1 G-	6	Alg Stan 2 H-5	Aig 1 I-2	Conf	Alg 1 H-9	

#### School Vision Statement

Pacific High School is committed to providing ALL students the knowledge and skills necessary to achieve their personal, educational, and career goals.

# Pacific Comprehensive High School AllHual Report

San Bernardino City Unified School District Internet: www.sbcusd.k12.ca.us

> 1020 Pacific Street San Bernardino, CA 92404 (909) 388-6419

#### **District Mission Statement**

The primary mission of the District is to provide academic instruction to each enrolled student sufficient to develop the skills, knowledge, and understanding required to promote personal development to the fullest extent of the individual's potential.

1999-2000 School Year

#### Dr. Michael Davitt, Principal

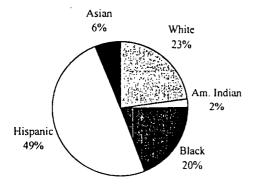
PRINCIPAL'S MESSAGE

Pacific High School is located in the heart of the San Bernardino community. Since reopening in 1990, Pacific's enrollment has grown to over 2,700 students. Our outstanding staff and many fine programs present challenging and worthwhile opportunities for all students. This report describes the personnel, financial, and physical resources available for providing a quality education. We are very proud to have the opportunity to build on Pacific's reputation for excellence in academics, athletics, and extracurricular activities.

#### SCHOOL DESCRIPTION

Pacific High School has 2,730 students in grades 9-12. The ethnic makeup of our school is shown in the chart below.

#### **Student Ethnic Distribution**



Home language surveys given at Pacific High School indicate that Limited English Proficient students represent ten primary languages other than English. They are Spanish, Thai, Vietnamese, Cambodian, Laotian, Hmong, Arabic, German, Gujarati, and Samoan.

Pacific High School offers a full range of academic and activity programs designed to meet the needs of all our students. Pacific High School is fully accredited by the Western Association of Schools and Colleges (WASC). Our college preparatory program offers all the courses necessary to obtain admission to universities and colleges anywhere in the U.S. Our vocational programs offer students many opportunities to prepare for a variety of jobs for further training. Pacific High School also has a wide range of programs in athletics, art, music, drama, and other areas.

Pacific High School provides many special instructional programs which include Honors/Advanced Placement, English Speakers of Other Languages/Sheltered, Special Education, Title I, Work Experience, Regional Occupational Program, Peer Counseling, Substance Abuse Prevention Programs, After-School Tutoring Program, Evening Extended Day, and Gateway classes.

#### TEACHER CERTIFICATION

All teachers at Pacific High School are certified to teach in their current assignments. The number of teachers in each department is listed below:

Department	Number of Teachers
Business Education	2
Counseling	7
English	22
Visual and Performing.	Arts 6
Foreign Language	7
Math	18
Physical Education	7
Science	15
Social Studies	17 ·
Special Education	15
Vocational Ed/Regional	7
Occupational Progran	ı

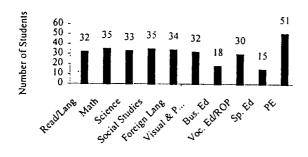
Twelve of the teachers at Pacific High School are teaching under an emergency credential. Each of these teachers has passed subject matter competence requirements and the California Basic Educational Skills Test (CBEST). In addition, each emergency-credentialed teacher is enrolled in an appropriate teacher-credentialing program toward full certification.

Some teachers possess credentials/certificates to work with Special Education, Bilingual, GATE, or computer classes.

#### CLASS SIZE AND TEACHING LOAD

With the passage of SB1777 and subsequent state budget approval, the state has given each district the opportunity to reduce class size at primary grade levels. Even though this program has significant implications for facilities and staffing, the SBCUSD set as its goal to complete class size reduction in grades kindergarten through third for the 1998-99 school year and will be in place again during the 1999-2000 school year. This goal has been accomplished. The District is currently exploring ways to reduce class sizes for ninth grade English and math classes. The following chart shows the average class size at Pacific High School.

#### Average Class Size by Department



#### EXPENDITURES AND SERVICES

In 1998-99, the San Bernardino City Unified School District spent an average of \$5,839 to educate each student. This cost was calculated by distributing all of the general fund operating costs over the total number of students enrolled on the official count day in October 1998.

Pacific High School receives monies to provide funding for its educational programs. Funding is obtained from the following sources:

PROGRAM	BUDGET
Gifted and Talented Education Bilingual	\$ 9,000 100,000
Lottery/Vocational Ed	6,000
Instructional Needs	
Assessment Program	240,000
Title 1/State Comp Ed	408,000
Tenth Grade Counseling	12,000
Staff Development	20,000

#### **SALARIES**

The law requires that we report District salary information compared to statewide average salaries. The most current information provided by the state and reported in the table below is for the 1997-98 school year.

1997-98 District and Statewide Average Salaries

	J Statewide Average Sai	ui 163
Data Category	San Bernardino City USD 48,909 Students	Large Unified District More than 20,000 Students
Beginning Teacher's Salary (Based upon 9 months) Annual Salary: Daily Rate:	\$29,204 \$159	\$30,521 \$167
Mid-Range Teacher's Salary (Based upon 9 months) Annual Salary: Daily Rate:	\$48,605 \$264	\$47,729 \$261
Highest Teacher's Salary (Based upon 9 months) Annual Salary: Daily Rate:	\$60,760 \$330	\$57,429 \$314
School Site Principal's Salary (Based upon an average of 11 months) Annual Salary: Daily Rate (220 days):	\$82.821 \$376	\$75,942 \$345
District Superintendent's Salary (Based upon 12 months) Annual Salary: Daily Rate:	\$123.254 \$573	\$129.993 \$563

All certificated administrative salaries in our District represented 4.4% of the total budget in 1997-98. For the same time period, teacher salaries represented 42% of the total District budget.

### COUNSELING AND STUDENT SUPPORT SERVICES

Counseling services are provided to all students on a ratio of one counselor per 375 students. Each student is assigned a counselor for the four years they are in high school. Each counselor at Pacific High School must meet with students at least two times per year to assist with academic, career, and personal needs. A career technician is also available at each site to work with students. The counselors assist students in many ways, including:

- Providing information and assistance to students and parents about educational plans
- Selecting appropriate subjects that meet the student's career and educational goals, as well as completing the requirements for high school graduation.
- Monitoring students to give parents and teachers an ongoing assessment of their progress through school.
- Assisting with personal problems.
- Providing information about after-school plans for careers, college, and special post-high school training programs.
- Providing the opportunity for students to take an interest/aptitude survey. Additional information is also available in the Career Center using the survey results.
- Completing an educational summary review for all students by the end of the tenth grade which identifies subjects taken and credits earned toward graduation, commitment to a career major, a suggested high school program for the next two years, and post-high school plans.
- Monitoring student attendance to identify patterns, meet with students and make family contacts to ensure good attendance.
- Monitor student behavior problems that may result in suspension, expulsion, and/or frequent detention and provide appropriate, special assistance.

Other support services available at our school include: instructional assistants, language tutors, special education programs, career vocational technician, speech and language therapist, school psychologist, Insight and Peer counselors.

### TEXTBOOKS AND INSTRUCTIONAL MATERIALS

One of the Board of Education's priorities is to provide students with the best and most current textbooks. We strive to have up-to-date books in all subject areas with the most recent adoptions in English, math, and social science. Teachers and parents help in the selection process. Final choice is approved by the Board.

Even though the state provides money for textbooks, it is not enough to pay for the total cost of each new adoption. In fact, it costs approximately \$170 for each High school student to have books in all subjects. This does not count the cost of replacing books that are lost or damaged, or to buy books for the increasing number of students. The School District and Pacific High School make up the difference by using general fund money.

#### CAREER DEVELOPMENT

The high school program prepares students to transition to post-secondary education and/or to enter the workplace by providing a rigorous academic program along with workplace skills and training. By linking schools to the work world, career development courses improve student motivation, purpose, and academic performance. As part of the ninth grade social studies class, students develop an awareness of career possibilities and the skills and courses necessary for successful careers. In subsequent grades, students engage in career preparation activities and select a career focus and complete courses in the District career majors that include Communications; Education; Comprehensive Health Careers; Government and Community Occupations; Business; Engineering, Science and Technology. Throughout the four years of high school, students maintain a portfolio that contains career interest and aptitude surveys, a resume, a letter of introduction; letters of recommendation, and work samples that can be used for presentations during job and college scholarship interviews. Following completion of high school, graduates are surveyed to assess their current employment, post-graduate training, and adequacy of their course work in preparing them for the world of work and advanced education and training.

Assistance to special education students begins at the age of 14 when a *Transition Plan* is first written. Through the services of the Transition Program, students develop the necessary knowledge to locate and apply for positions. At age 16, students are employed in actual jobs and receive job coaching. The success rate for students in the Transition Program who get and keep jobs is very high.

#### **CURRICULUM AND STAFF EDUCATION**

Because the District has high expectations for all students, standards have been developed for mathematics and English classes. All courses have or are developing

standards, which describe what students should know and be able to do within each subject area. Curriculum, textbooks, and tests match the standards to ensure high levels of performance for all students.

Students who graduate from the San Bernardino City Unified School District must have completed 230 units of coursework. One year of a course is equal to 10 units. Course work must include:

- 4 years of English
- 4 years of social studies
- 3 years of mathematics
- 3 years of science
- 2 years of physical education
- 1 year of visual and performing arts or foreign language
- 1 semester of computer literacy
- 2 years of career-related and/or preparation courses
- 7 elective courses to complete the 230 units.

The San Bernardino City Unified School District is committed to hiring the best staff available. We also provide experiences to make their existing skills even better. In order to help teachers continue their own professional development, District program specialists, mentor teachers, support providers, and teachers who have been specially trained in different areas and techniques work with teachers and staff. All professional development programs are designed to help our staff better address instruction and the needs of our students. Professional development occurs in after-school sessions, evenings, and weekend mini-conferences, summer institutes, and sometimes when teachers are provided release time from their regular duties. Beginning teachers are assigned a mentor teacher or support provider who is trained in collegial coaching.

The District is committed to the use of effective technology in instruction. A District Instructional Technology Plan provides a framework for maximum effective use. Our 100 workshops on instructional technology have been presented Districtwide during the past year.

#### TEACHER EVALUATION PROCESS

The District actively recruits teachers nationwide. For the opening of the 1999-2000 school year, more than 195 new teachers were hired. In accordance with state law and District policy, every teacher is evaluated not less than every two years. New teachers are evaluated each of their two probationary years. Teachers are evaluated by administrators who are fully trained and certified in the

process of assessing effective teaching. New teachers are assigned mentors and buddy teachers to assist in learning and implementing District curriculum, strategies, policies, and procedures. New Teacher Academy, a quality teaching inservice program, is provided for teachers new to the District to teach them basic skills necessary to plan and implement lessons to support effective classroom management problems and increase student achievement. Inservice programs are also provided for tenured teachers to address areas of professional improvement.

#### SUBSTITUTE TEACHERS

Under normal circumstances, the District is able to provide qualified substitute teachers for illness and personal necessity. The practice of using elementary year-round teachers who are off track to substitute at their own school sites has helped considerably in meeting this staffing need. The District continues to recruit qualified substitute teachers and to improve the caliber of their services through quality inservice activities.

Before being allowed to substitute teach in classrooms in the District, all substitute teachers attend an inservice covering:

- Sexual Harassment (students and staff)
- Dress Code
- · Appropriate Language
- Corporal Punishment (keeping hands off students)
- Discipline
- School Assignments
- Following School Procedure (lesson plans, discipline, etc.)
- Rights as a Substitute
- SPIN System
- Explanation of Time Cards

In addition, classes are offered through Cal State and Adult Ed to increase their awareness of teaching strategies and classroom management.

#### INSTRUCTIONAL TIME

The number of instructional minutes that District students receive within a school year is equal to or greater than state requirements. At the elementary and middle school levels, it is clear from the chart below that English and literature are a District priority and serve as a basis for other content areas.

#### Essential District Comparisons*

ltem	SBCUSD	State Requirement
Total Instructional Minutes: • Kindergarten • Grades 1-6 • Grades 7-8 • Grades 9-12	36,000 54,020-54,055 60,875-61,595 64.861	36,000 50,400-54,000 60,720 64,800
Instructional Days Beyond State Minimum for Instructional Minutes • Elementary School • Middle School • High School	0-3,655 Minutes 155-875 Minutes 61 Minutes	

^{*}District figures are presented as an average

#### INSTRUCTION AND LEADERSHIP

The District's commitment to provide the best possible educational experience for all students is evident in the school's annual Instructional Improvement Plan. The plan is monitored by the Superintendent and his staff to ensure and promote school effectiveness and to evaluate the principal's leadership performance. A summary of program strengths and needs, objectives for improvement, and plans for reaching school goals are included within the plan.

To assure continued high-level leadership skills, opportunities are provided for administrators to participate in educational sessions which cover topics such as teacher evaluation, instructional techniques, management skills, school law, testing, and approaches to good instruction.

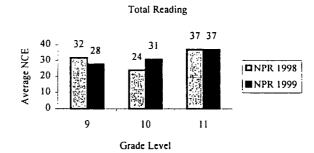
District policy requires each classroom teacher to assign homework for all students.

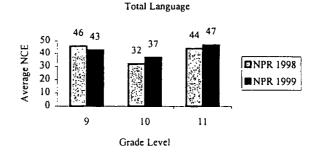
#### STUDENT ACHIEVEMENT

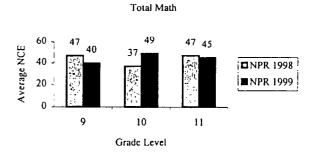
As part of the District's assessment program, students in grades 2-11 participated in the state's mandated testing program, the Stanford Achievement Test 9, in the spring. The District did expand the testing to include first grade students. The following graph shows how students

enrolled in regular education programs for a complete school year performed at Pacific High School for the 1997-98 and 1998-99 school years.

#### Stanford Achievement Test 9

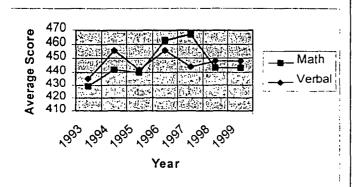






In addition to the state testing program, high school students seeking admission to college take the Scholastic Assessment Test (SAT) administered by the College Board. Over the past six years, District students have shown positive growth on the SAT, a growth rate that is higher than both state and national rates. The six-year profile of SAT scores for Pacific High School is shown on the following chart.

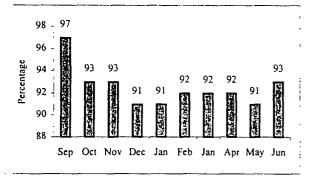
#### Scholastic Assessment Test (SAT) Pacific High School (1993-1999)



#### **ATTENDANCE**

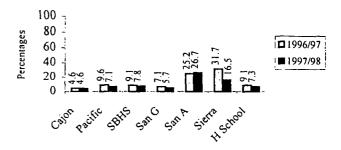
Recognizing that attendance is very important to student achievement, regular daily attendance is a priority. Pacific High School's actual attendance rate for 1998-99 was 92.5% The chart indicates the attendance rate for each school month during the year.

#### **Actual Attendance Rate 1998-99**



The one-year dropout rate for grades 9-12 has decreased, from 9.6% in 1996-97 to 7.1% in 1997-98. We operate a variety of programs designed to reduce dropouts and to provide positive alternatives for our students. These include: Insight, At-Risk Counseling, After-School Tutoring, Academic Support, and Gateway classes.

### One Year Dropout Rate For Pacific High School



#### CLASSROOM DISCIPLINE & CLIMATE

The Board of Education has made a safe and secure learning and teaching environment a top priority. Our students are expected to show pride in their school and themselves and to demonstrate respect for one another and for adults. Expectations for student behavior are well defined and maintained by all adults on campus. Our school's discipline policy and dress code is consistent with District policy and state law. A copy of our rules is given to each parent or guardian annually. Students who commit certain violations specified in the District's policies are subject to suspension or expulsion.

#### **FACILITIES AND SAFETY**

During recent years, the District enrollment has grown by approximately two percent per year to its estimated level of 49,400 students for the 1999-2000 school year. This mild growth rate is the result of an economic recession and the closing of Norton Air Force Base. As the economy improves, enrollment growth will also accelerate. By 2000, enrollment is expected to reach approximately 50,800 students. The District's housing plan calls for the implementation of a year-round schedule at all grade levels, the placement of portable classrooms at various school sites, the construction of new schools, and the modernization of existing schools which are thirty years old or more. With limited funds available from the state, a General Obligation Bond to provide funds for new construction and modernization was recently approved by the voters.

Pacific has established and implemented a regular schedule of maintenance activities. All students participate in a monthly fire drill and in a quarterly earthquake "duck, cover, and hold" drill. All classroom teachers have emergency plans, and the school has a comprehensive disaster plan.

Professionally trained, day and night custodians are assigned to each school site to ensure the cleanest environment possible for all students. In addition, Pacific High School has five Campus Security.

## AN OFFICIAL PUBLICATION OF THE SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT

Arturo Delgado, Ed.D., Superintendent

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