SAN PEDRO HIGH SCHOOL
SELF-STUDY REPORT

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WASC/CDE Focus on Learning Accreditation Manual, 2018 Edition

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Preface

San Pedro High School’s self-study process started in Fall 2018 with a brief orientation to the WASC Self Study process, the selection of Focus Group Chairs and the assignment of staff members to Focus Group categories. We tried to give staff members their first choice for Focus Groups, although some first choices could not be accommodated due to balancing between Flagship/Olguin as well as magnet, non-magnet and out of classroom. Our Tuesday afternoon Faculty meetings were adjusted to make room for regular WASC Focus and Home Group meetings. Focus Groups were given Chapters 1 and 2 via email and then in Focus Groups to digest and then come up with our initial critical learner needs.

The process of writing this self-study report included thoughtful collaboration between staff and honest feedback from students and parents via the School Experience Survey. Parents were invited to attend the Focus Group meetings and only a couple were able to attend. Focus Groups met several times throughout the 2018-2019 school year with specific tasks, beginning with Chapters 1 and 2, critical areas of need and then their specific sections. Once questions were answered in smaller groups, whole sections were brought back to the larger Focus Groups, reviewed, discussed and edited. Home Groups reviewed sections as well to provide input, editing and ideas. The Focus Group chairs synthesized all input and then completed their respective sections.

Fall 2019 Focus Groups read their sections, offered further additions and edits, and then created their areas of strength and growth. From there, the staff leadership team was then able to recognize the school’s emergent critical needs. Further examination of school data, survey data and the identified areas of strength and growth were synthesized to develop our school action plan.

Our action plan is daunting; but, we feel that in order to progress we must meet these critical needs of our students.
Chapter I
Progress Report
Chapter I: Progress Report

- Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.
- Comment on the process for implementing and monitoring the schoolwide action plan aligned with LCAP.
- Summarize progress on each section of the current schoolwide action plan that incorporated all schoolwide critical areas (growth areas for continuous improvement) from the last full self-study and all intervening visits.

Significant Changes and Developments

Since the last full visit, in March of 2014, San Pedro High School (SPHS) has worked hard to make progress towards their schoolwide action plan goals. In the process, there have been several significant changes that impact the findings in this self-study.

REED

Shortly after the WASC Visiting Committee left in the Spring of 2014, San Pedro High School became a REED Investment School through an agreement with the Los Angeles Unified School District (LAUSD), United Teachers Los Angeles, and the Partnership for Los Angeles Schools. The Reed Investment School agreement provided additional support to improve staff retention and student outcomes. The agreement’s objectives were to increase student achievement and graduation rates and stabilize staffing. Reed Investment Schools were identified due to high student dropout rates, high teacher turnover rates, and an API rank of 3 or below. As part of the agreement, additional support included: 40 hours of paid specialized professional development (PD) to all certificated staff. The primary focus of the PD centered on Costa’s Habits of Mind and best practices for developing those habits in students. The agreement also required that all new teachers be provided with an additional conference period or compensation and a mentor teacher. Additional personnel included: two Special Education Advisors, a secondary counselor, a year-round principal, who received a retention stipend, and a year-round assistant principal to coordinate the REED program. The REED Investment School Agreement came to an end at the end of the 2018-2019 school year. The end of REED brought changes to the 2019-2020 school year which included the loss of an additional assistant principal and two Special Education Support Providers. In anticipation of the loss of these support personnel, roles and responsibilities have been assigned to remaining staff members both in and outside the classroom. There is also a plan in place for ongoing training to provide support for staff members taking on these new responsibilities.

SBAC/CAST/NGSS

The work of fully implementing and formatively assessing students using standards is on-going. We administer the Smarter Balanced Consortium (SBAC) test and the California Science Assessment Test (CAST). In addition, our science classes are transitioning to the Next Generation Science Standards (NGSS). Full implementation of the NGSS standards began with the 2018-2019 school year. There are various levels of NGSS proficiency and implementation within the science team. A few science teachers and the department administrator attended summer NGSS professional development trainings run by Local District South that were designed to guide NGSS implementation and implementation of the CAST in June 2019.
**A-G Counselors**

In a District-wide effort to improve graduation rates, San Pedro High School received two full-time A-G counselors from the District beginning in the 2016-2017 school year. The purpose of the A-G Diploma Project is to provide comprehensive, evidence-based child welfare and attendance services and supports in order to increase A-G course passage and graduation rates, promote college and career readiness, and achieve the goal of zero dropouts in the Los Angeles Unified School District.

**National Math and Science Initiative**

Along with District led efforts, San Pedro High School is working to address college and career readiness from multiple points of entry. In 2016, San Pedro High School was the only school in LAUSD to be awarded the National Math and Science Initiative Grant (NMSI). NMSI was formed to address one of this nation’s greatest economic and intellectual threats – the declining number of students who are prepared to take rigorous college courses in math and science and are equipped for careers in those fields. NMSI’s mission is to improve teacher effectiveness and student performance in the critical subjects of science, technology, engineering and math (STEM). The NMSI College Readiness Program addresses this critical gap by partnering with schools to increase the number of students taking and earning qualifying scores on Advanced Placement (AP) math, science, computer science, and English exams, while expanding access to rigorous coursework to traditionally underrepresented students. The three key components to meeting these goals are comprehensive content-specific training, mentoring and ready-to-use classroom and lab materials for teachers. Students receive expert-led study sessions, lab and classroom supplies and AP exam fee subsidies. Schools receive academic and program experts, shared goal setting and performance analysis of their program.

**Homerooms**

In 2017, homerooms were reinstituted to implement college and career readiness curriculum as well as restorative justice practices. There were ten grade level Homeroom meetings throughout the course of the school year. Four of the Homerooms are used to provide students with grade level specific college and career information and six of them are used to build the social emotional learning capacity of both staff and students through the use of Restorative Justice (RJ) circles. For the 2019-2020 school year, the schedule was changed from homerooms to a 3a/3b schedule to allow teachers to work with their own students.

The counseling department developed the College Advisory periods using the Eight Components of College and Career Readiness from College Board. The purpose of the College Advisory (Homeroom) is to support the expectation that all students, regardless of their background or economic status, can become college and career ready. Following the initial year of implementation, the District purchased Naviance for every student. Naviance is a valuable resource to help guide students in discovering their personal strengths, vocational aptitude in selecting possible college majors, reviewing college options, and helping guide students in their pursuit of college and career choices. San Pedro High School is in the initial phases of full implementation.

The Schoolwide Positive Behavior Intervention and Support (SWPBIS) team collaborated to craft a plan for implementation of the RJ Homerooms. Part of that plan included providing professional development to teachers on a variety of topics related to RJ and RJ Circles specifically. During the RJ Homerooms, each teacher in the whole school is running the same circle. Topics range from feelings about a recent active shooter drill to cell phone usage. After two years of implementation, a majority of teachers and students have bought into the concept.
San Pedro Early College Access

At the end of 2016, San Pedro High School was presented with another opportunity to connect students to college. After receiving notice that our Marymount California University partnership, whereby students received college credit for taking certain AP courses, was going to be coming to an end, Local District South supported SPHS in entering into an AB 288 agreement with Los Angeles Harbor College and the San Pedro Early College Access (SPECA) program was born. SPECA is a dual-enrollment program that provides cohorts of students an opportunity to progress through a prescribed four-year course of study with the potential to earn an Intersegmental General Education Certificate (IGETC) certificate prior to high school graduation. At this writing, there are approximately 130 students enrolled in three different cohorts.

Small Learning Communities & Magnet Schools

There have been quite a few changes in terms of small learning community (SLC), magnet offerings and locations since our last full visit. In order to boost our enrollment, remain competitive with area charter schools, provide a magnet option at the Flagship campus, and to serve a community need for a local gifted high school magnet option, in 2017, San Pedro’s Highly Gifted STEAM magnet opened with 82 ninth grade students and 15 tenth grade students. The program is unique because it affords gifted students an opportunity to take a schedule of rigorous classes, in a cooperative, hands-on environment. Each course includes interdisciplinary, thematic learning, supported by appropriate Technology. Project Based Learning (PBL) shifts the focus from teacher-centered instruction to student-centered projects.

To further increase choices for all students within the District and the local community and to complete a local K-12 magnet feeder pattern for Visual and Performing Arts (VAPA), the San Pedro High School VAPA Magnet opened on the Flagship campus with approximately 80 students at the beginning of the 2019-2020 school year. To develop as an artist and to demonstrate their understanding of all that they are learning in high school, visual and performing arts are infused into all core subject classes. In addition, the course of study is designed to allow students to develop their unique artistic talent by taking advanced classes in their art interest during their four years in the program.

Modernization

In addition, the District has begun moving forward with plans for a major modernization, renovation, and restructuring of the entire Flagship campus. In anticipation of major construction, the need to relocate classrooms, and to take further steps towards unifying the two campuses, the Global SLC relocated to the Olguin campus beginning in the 2018-2019 school year. The Global SLC relocation provided diversity in terms of student demographics and SLC/magnet options for students on both campuses. As a result of the move, the Olguin campus now has two administrators and counselors instead of one. The campus also has a part-time dean to help with discipline for the additional students.

Schoology

During the 2017-2018 school year, the District required that all schools use its online grade book, Schoology. Schoology allows students to view current grades, download and turn in assignments, email teachers, and take online quizzes, among other things. Parents are granted access to Schoology via the new Passport Parent Portal. The Passport is a hub for parents to access grades and email to teachers in Schoology but also to view their child’s attendance, final grades, EL progress, standardized test scores, graduation progress, and retrieve online forms and applications.
Process for Monitoring Schoolwide Action Plan

The process for monitoring our Schoolwide Action Plan is done through three different school bodies—our Academic Curriculum Council (ACC), our Site Based Management (SBM) team, and our School Site Council (SSC). ACC is an advisory body made up of certificated personnel who have various leadership roles on either campus. ACC members include: the principal and all administrators, deans, instructional coaches, department chairs, magnet coordinators, Title I Coordinator, and SLC lead teachers. The purpose of ACC is to collaboratively examine student data of all types and make decisions about such things as course offerings and programmatic changes, among other things. However, it’s most important function is to use data to make decisions about professional development that will help students achieve greater academic success. ACC meets at least once a month to monitor the progress of the things just mentioned and make proposals for professional development plans which are submitted to SBM for approval. Each year, around April or May, ACC reflects upon the work done thus far in terms of our WASC goals and then begins to craft a professional development plan for the following school year. SBM is a school site management team that oversees: Professional Development, Student Discipline, Equipment, Budget, and Activities/Calendar/Bell Schedule. The team meets once a month and consists of the UTLA Chair, Principal, seven teachers, five parents, one classified staff member and one student. Our School Site Council meets once a month and uses a similar process to ACC to look at student data to measure progress towards goals set forth in the Single Plan for Student Achievement (SPSA) using Title I and Local Control Action Plan (LCAP) specified budgets in order to determine whether or not certain expenditures should continue. With the advent of LCAP funding, an effort has been made to more closely align the WASC Action Plan and the SPSA.

Progress Towards Meeting Schoolwide Action Plan

**Goal#1: Improve Student Achievement:** Through an increase of grades of C or getter in A-G courses, students will see the link between instruction, assessment, and demonstration of proficiency of Common Core standards.

In 2014, the Los Angeles Unified School District began phasing in its plan to make sure that all students were college ready upon graduation. The District defined college ready students as those passing A-G classes with a “C” or better. The expectation from the District was that full implementation of this policy was to happen by 2016. San Pedro High School complied with the District requirement. However, beginning with the 2017-2018 school year, the District Graduation Requirements were amended to allow students to earn a grade of “D” or better even though this grade does not meet the requirements for full University of California (UC) credit. Nevertheless, students must still take all A-G required classes in order to graduate. Credit deficient students are allowed to make up classes via Summer School or through our online program called Edgenuity. Because of this change, ACC revised the goal to what is listed below:

**Revised Goal #1: Improve Student Achievement:** Assist students in seeing the link between instruction, assessment, and demonstration of proficiency in Common Core State Standards in order to increase the graduation rate for all subgroups.

San Pedro High School has made substantial gains in improving its graduation rate. The causes of the rise in graduation rates can be attributed to improved in-seat attendance, student support counseling, multiple credit recovery options, and professional development.
A student cannot be successful in school, let alone pass the rigorous A-G coursework required by the District in order to graduate, if they are not present. Since 2004 SPHS has paid for a Pupil Services & Attendance (PSA) counselor. PSA services are intended to improve daily attendance rates with the goal of increasing student achievement and decreasing dropout rates. The PSA counselor works to help all students see the link between their attendance and their achievement and made sure that our school meet the District benchmark that students have no more than seven absences in a school year or are present 96% percent of the time. Students meeting this benchmark are considered proficient. Each year, the District sets a percentage of students meeting the benchmark goal; that is reflected in the following chart.

### San Pedro High School Attendance Benchmark Proficiency Rates

<table>
<thead>
<tr>
<th>School Year</th>
<th>LCAP Goal for Proficient Attendance</th>
<th>SPHS % Proficient Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019</td>
<td>75%</td>
<td>66.2%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>75%</td>
<td>74.4%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>73%</td>
<td>70.9%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>71%</td>
<td>73.9%</td>
</tr>
<tr>
<td>2014-2015*</td>
<td>70% (data affected by Misis rollout)</td>
<td>79.6%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>N/A</td>
<td>68.1%</td>
</tr>
</tbody>
</table>

School-wide attendance incentive programs, one-on-one counseling and monitoring, School Attendance Review Teams, Attendance Matters Days, home visits, referrals to community resources, and the Mentor program contributed to improved attendance rates. Yet, 2019 saw a significant decrease in the reported numbers. This was due to a variety of factors including: a change in the data reporting system, 2018-2019 used Focus and before it was MyData and an unprecedented diligence with ANS (attendance not submitted) as well as Discrepancy Memos (fixing errors which may move a part day absence to a full day). In addition, data from 2018-2019 initially showed better percentages as well as improvement as the year went on; thus, we were a bit shocked when our numbers did end up so low. There has not been District clarification as to why there was such a disparity in our month to month last year and our ultimate 66.2% final number.

Making students aware of the graduation requirements has contributed to the overall increase in the total number of students graduating from San Pedro High School. Twice, each year, the academic counselors for each SLC, meet with each of their students to review and check each student’s Individual Growth Plan (IGP) to make sure that they are on track to graduate, to plan an individual sequence of courses designed to meet individual student needs, and to make arrangements for credit recovery if necessary. Students who are not making progress often repeat this process on a more intensive basis with one of the school’s two A-G counselors until they get back on track for graduation. The District has provided students with a variety of options for credit recovery. If there is room in their schedule, the student can take the class during the semester. Despite switching from an 8 period day to a 6 period day in August 2017, students have opportunities for credit recovery. Some students are missing so many credits that the number of periods in the day could not accommodate them. In that case, students can take courses through our
online Edgenuity program where they are enrolled in and working on multiple classes at one time. San Pedro offers multiple sections of those classes at the Flagship campus during the school day. For students who need to take the online classes but cannot fit them into their schedule or for students who are enrolled during the day and want to continue working, they can do so from home or come to Edgenuity labs on either campus twice a week after school and selected Saturdays throughout the school year.

The key link between the academic success of students are the teachers who deliver instruction. Using a variety of student data points, our Academic Curriculum Council makes yearly professional development decisions about teacher professional development opportunities to increase student achievement, improve graduation rates, and ultimately, prepare students to be college and career ready. Under the REED agreement, teachers received training beginning in Fall 2014 centered around the socio-economic and psychological needs of students by focusing on incorporating Costa’s Habits of Mind into their classrooms. Until Fall 2019, teachers new to San Pedro High School were required to attend this forty hours of training in order to comply with the settlement agreement and to ensure that every staff member has the same level of understanding about how to work with our student population and help them develop habits necessary for success.

Making sure that all teachers have the same knowledge base, regardless of when they arrive at the school, is true of our ongoing desire to engage students in the classroom and get them excited about learning through the use of Kagan strategies. Over the past four years, SPHS teachers have received extensive Kagan training. Using Kagan structures help teachers to build community, differentiate lessons, and foster greater student engagement. As with the Habits of Mind professional development, all teachers who are new to San Pedro High School attend at least two days of Kagan training. The expectation for all teachers is that they are incorporating Kagan structures into their daily lessons. Training for anyone who hasn’t Kagan trained will occur on two Saturdays in February and March 2020. Our goal is for 100% of our teachers to be Kagan trained.

While Habits of Mind and Kagan structures have served as the base in terms of professional development since the last full visit, student data analysis led our Academic Curriculum Council to make further professional development recommendations to respond to evidence based student needs and improve outcomes. Since 2014, yearly professional school-wide development topics have included: writing across the curriculum, Close Reading strategies, strategies for Targeted Student Populations, and strategies for teaching and assessing the school-wide Focus Standards.

In addition, the math and English departments have had additional professional development to address the changes in expectations for students brought to the forefront with the implementation of the Common Core State Standards. In 2015, math and English teachers had a training about the structure of the SBAC tests (Claims – Targets – Standards, DOK, Structure of questions) and then the Building Educators Assessment Literacy (BEAL) training that looked in depth at the Performance Tasks. The following year, the school began implementing the SBAC Interim Assessment Blocks to all 9th, 10th, and 11th grade students in both English and math classes to further expose the teachers and students to the SBAC platform. Since then, work in both departments has been ongoing as to how to adequately address the demands of the standards. In addition to the BEAL training, beginning 2018-2019, the math department has done further professional development on such topics as: Three Read Protocol, Numbered Heads Together and Mathematician’s Consult. Similarly, English has been focused on making sure that students are prepared for college level writing and are, therefore, prepared to do well on the Performance Task. To prepare students, in the Spring of 2017, the department developed a 9-12 Writing Plan with four grade level benchmarks administered throughout the year. After benchmark administration, teachers meet to
blindly calibrate student work, make adjustments to the benchmarks, and plan next steps for instruction based on analysis of student samples.

The results of various professional development initiatives have produced the following results on the SBAC. Baseline data for the SBAC was generated beginning with the 2014-2015 school year. An important indicator for a school is the number of students who are meeting or exceeding the standards in either English or math. This is reflected in the chart below.

**Percentage of Students in the Meets or Exceeds SBAC Bands in English**

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<tr>
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<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
<th>17-18</th>
<th>18-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-15</td>
<td>43</td>
<td>64</td>
<td>66</td>
<td>54</td>
<td>55</td>
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</table>

**Percentage of Students in the Meets or Exceeds SBAC Bands in math**

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<th>14-15</th>
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<th>16-17</th>
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<th>18-19</th>
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<tbody>
<tr>
<td>14-15</td>
<td>11</td>
<td>25</td>
<td>25</td>
<td>24</td>
<td>29</td>
</tr>
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</table>

Using this data and the more detailed SBAC claims and target data, ACC crafted a school-wide professional development plan to continue to improve these numbers making sure that all teachers are familiar with the literacy and math demands of the test and ways that they can infuse those demands into their daily instructional practices.

**Percentage of English Learners in the Meets or Exceeds SBAC Bands in English**

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<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
<th>17-18</th>
<th>18-19</th>
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<tbody>
<tr>
<td>14-15</td>
<td>7</td>
<td>5</td>
<td>26</td>
<td>0</td>
<td>8</td>
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</tbody>
</table>

**Percentage of English Learners in the Meets or Exceeds SBAC Bands in math**

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<th>14-15</th>
<th>15-16</th>
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<th>17-18</th>
<th>18-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-15</td>
<td>6</td>
<td>0</td>
<td>12</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

While the work to improve outcomes for all subgroups of students is ongoing, San Pedro High School has significantly improved one of the key REED agreement indicators—graduation rates. When San Pedro High School became a REED school in 2014, the graduation rate was 83.5. Since then there has been a steady improvement in those numbers.
San Pedro High School 2014-2019 Graduation Rates

<table>
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<tr>
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<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>16-17</th>
<th>17-18</th>
<th>18-19</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>83.5</td>
<td>83.1</td>
<td>86.5</td>
<td>86.5</td>
<td>92.8</td>
<td>90</td>
</tr>
</tbody>
</table>

The improvement in the number of students graduating can be attributed to more monitoring and counseling support, teacher training in student engagement, training in literacy and math strategies coupled with a willingness to afford students multiple opportunities to demonstrate content mastery and multiple opportunities for credit recovery. 2014-2016 data is from the State of California DataQuest and 2017-2019 data is from the California Dashboard.

**Goal #2: Create a Culture/Climate of Student Achievement:** Connect all state, district, school initiatives and plans to create a seamless instructional and learning focus.

In the last six years, there have been major shifts in education that have impacted the way that all California schools function such as the roll out of the Common Core State Standards. San Pedro High School was not immune to vast educational changes but had additional demands placed upon it that affected the school’s ability to provide a seamless instructional and learning focus.

Implementing initiatives from the state, district, in addition to the school goals, is a difficult task and one with which we were moderately successful. From the state came the shift to the CCSS and NGSS and their new SBAC and CAST testing requirements. From the District and/or the REED agreement came a focus on writing, college and career readiness, and a new English Learner Master Plan. From the school came the following initiatives over several years: Habits of Mind, Depth of Knowledge, writing across the curriculum, Kagan strategies, Close Reading strategies, strategies for Targeted Student Populations, and Focus Standards and Common Formative Assessments.

San Pedro High School’s ACC has worked hard to find balance between the required initiatives, the readiness of teachers to receive them, the realistic ability to properly implement them all, and the need to improve student outcomes. In working together to find the right balance, ACC spends significant time clarifying what will be new in the coming professional development and attempting to provide a continuum of learning that links prior learning to new learning. For example, in considering the school instructional focus for the 2018-2019 school year, ACC examined our overall SBAC data as well as our English and math SBAC in depth target data and then chose four school-wide Focus Standards. The Focus Standards are multi-layered and require time for teachers to learn strategies for teaching and assessing them. Rather than try to rush this process, ACC came up with an 18 month plan to tackle this, thereby applying the, “Go slow to go fast” motto that ACC learned in its Adaptive Schools Training in 2016.

For the 2019-2020 school year, the Local District has changed the PD focus slightly. In light of the data garnered from the 2019 testing, LD South has created a Strategic Focus on Literacy hitting SBAC targets 9, 10 and 11: central idea, word meaning as well as reasoning and evidence. The Math Department has specific targets per subject that they are also strategically addressing via interleaving, engagement strategies and teacher talk moves. This alignment of the SPHS Professional Development Plan along with LD South expectations, including specific strategies to be used has helped; but, teachers are now learning and implementing the strategies throughout this school year.
**Goal #3: Equity and Access:** Provide Social-Emotional, and Cultural-Climate Support to lowest underperforming subgroups.

Not all students come to school emotionally or mentally able to concentrate on the work required to be academically successful. Not surprisingly, students facing these types of challenges tend to be some of our most underperforming subgroups. Fortunately, San Pedro High School has an array of support services that offer support to students in need. These services help to create a culture of caring between students, their teachers, and support providers.

Beginning in the 2017-2018 school year, the District changed the referral process for students in need of additional support. by replacing the Coordination of Services Team (COST) with the Student Support and Progress Team (SSPT). The purpose of the SSPT is to provide meaningful intervention supports to raise student achievement for any referred student. The SSPT integrates COST and the Language Appraisal Team (LAT). The SSPT was designed to combine the aforementioned teams into a practical and easy to understand approach for meeting the needs of all students. While this approach was designed to make sure that all of the intervention support providers know all of the intervention a student is receiving so that they can adequately measure progress and not duplicate services, it has been difficult to coordinate, in part because San Pedro High School has so many services and so many people providing them that to have a core team in place who meets on a regular basis to process referrals is complicated to schedule.

To address the need for a referral process, the school continues to use the Tender Loving Care (TLC) process. This is a referral process that allows teachers and other staff members to refer a student that they believe is struggling in specific areas to get help in resolving the area of concern. This system especially targets socio-emotional difficulties that are impeding academic progress for those students. This process involves school staff/teachers filling out a referral form and providing as much detailed information as possible regarding which area the student is struggling with. The form is then given to a specifically designated staff member who reviews it and makes a determination as to the appropriate staff who can best support the student in question.

San Pedro High School has a number of support providers to help our most at-risk students. In addition to each SLC or magnet counselor, the two A-G counselors assist the school with the completion of the school’s Attendance & Dropout Prevention plan and provide intensive case management services to identified at-risk students, including counseling, ongoing monitoring, alternative educational options, and District or community referrals. Their other duties and responsibilities include conducting trainings for school staff related to dropout prevention, intervention, credit recovery opportunities and college and career readiness. We also have a full-time Pupil Services and Attendance (PSA) counselor who specifically works on improving student attendance by meeting with students and their families to address attendance issues. Our PSA runs incentive and lunch time activities to encourage good attendance. In the Fall of 2018, all out-of-classroom personnel helped work on calling students at risk of not meeting the district benchmark to try to communicate that we value students enough to take the time to call. Some of the more at-risk students in terms of attendance were also provided with a faculty member mentor as a point person to check in with and who monitors and informally supports the student by providing individual time with them.

In addition, we have a Specialized Student Populations Counselor (SSP) who provides support to our most vulnerable populations, which include students in the Foster Care System, those experiencing homelessness, students placed in Short Term Residential Therapeutic Programs (formerly known as Group Homes) and those involved in the Juvenile Justice System. The primary role of the SSP Counselor is to
provide on-going intensive case management services, improve attendance, have a Comprehensive Academic Assessment and an Individualized Graduation Plan aligned with LAUSD graduation requirements and/or AB167/216/1806 as applicable. The SSP Counselor also provides advocacy, individual and group counseling services, promotes higher education and dropout prevention as well as participates in/coordinates multi-disciplinary team meetings to support students’ educational needs. There are approximately 33 students in the foster care system, 41 experiencing homelessness and 6 in the juvenile justice system.

Some students require the services of a Psychiatric Social Worker (PSW) to adequately address their needs. Since 2004 San Pedro High School has had a PSW to fill this need. Because the need for services has become so great, in the Spring of 2019, SPHS added a second full-time PSW to help meet students’ social and emotional needs. Although the second PSW was not available for Fall 2019, there will be one in place for Spring 2020.

Since students spend the majority of their day in classrooms, teacher professional development provides opportunities for teachers to learn how they can support all students, including those most at-risk.

As part of REED, in the Fall of 2014, teachers received professional development provided by UCLA’s Center X on Costa’s Habits of Mind. The first couple of Reed professional development trainings focused on understanding the circumstances and challenges that high-need students (e.g. homeless, foster care, probation) face and how the teacher and school can help them. The remainder of the Reed professional development trainings demonstrated how teachers could infuse the Habits of Mind and Growth Mindset into their lesson plans to motivate and nurture resilience in all students.

Beginning in 2016, San Pedro High School began to implement Restorative Justice (RJ) to enhance the social and emotional climate of classrooms, provide emotional support, and promote a sense of belonging for all students. Restorative Justice works by providing immediate interventions to help students assess and self-monitor their behaviors. It also allows time to provide Tier 1 localized support between teacher, student and family/guardian before requiring Tier 2 and 3 support provided by staff outside the classroom. SPHS is continuing this work of building this multi-tier support for all students by building staff capacity with the framework and practices of Restorative Justice.

Teachers have been provided with professional development on how to run RJ circles in their classroom. Circles can be used for academic purposes or to provide a way to process feelings. Teachers who wanted more information were given the opportunity to be part of a Restorative Justice Book Club to learn more about the practice. Many of the teachers who participated in this lead small groups of teachers through their learning of the circle process. Initially, teachers were skeptical of the value of this practice but have come to see the value in it. The reason for this is repeated professional development, practical classroom practice, and additional Social Emotional Learning (SEL) training. SEL topics such as: self-efficacy, growth mindset, self-care, social awareness, and mindfulness helped teachers to make connections between the RJ practices, the students need to understand and be taught about these topics, and how spending time on these topics in their classroom can help, not only to improve student behavior, but to increase student achievement.

In addition, during the 2017-2018 school year, the focus of SPHS’s professional development days centered around learning strategies to help improve the academic achievement of our targeted student populations. Those strategies became the basis for the PLC Inquiry Cycle. Teachers were provided with
workshops on getting to know their students, specific strategies to use with English Learners, and how to infuse social emotional and culturally relevant pedagogy into their lessons.

The work with RJ Circles both in Homerooms and in individual classrooms continues and has been supplemented with an infusion of Mindfulness practices. Over the course of the last year, approximately thirty staff members have attended Mindfulness institutes. After returning from the institutes, staff members were provided with on-site coaching as they worked to implement the strategies into their regular classroom routine. All of these things have contributed to a significant decrease in the number of student suspensions.

**Goal #4 Unifying Two-Campuses:** A focus on integrating the Flagship Campus and Olguin Campus so that students feel a unified sense of belonging to San Pedro High School.

Unifying the two campuses will always be a complex challenge but the staff of SPHS is committed to the on-going process. A concerted effort has been made to offer as many of the same classes as possible on both campuses so that students do not feel as if they are missing out on opportunities by attending one campus versus the other. Class offerings are such that there are a variety of AP classes and athletic programs available on both campuses. This is particularly true of athletics. It is common to see students traveling from one campus to another at lunch to participate in sports programs held on the campus that is not the student’s main campus. Students do this for course offerings in certain instances as well. Counselors try to minimize the amount of times a student will have to get on the bus to travel by scheduling classes around nutrition and lunch travel times. With the switch to a six period day, this makes the decision to take a class not offered on the student’s main campus more consequential. For example, when the SPECA program began enrolling students for its second cohort in the Fall of 2017, there was not enough interest from Olguin students, so students who really wanted to be in the program had to choose to begin their day at Flagship and take their first three periods there and then return to Olguin for classes in their SLC or magnet.

Over the years, there have been real attempts made to provide the same types of student experiences on both campuses. In years past, teachers who sponsored things like the annual African American and Respect-Peace-Tolerance Day assemblies, tried to find a way to hold the assemblies on both campuses. This proved to be logistically challenging. So, if an assembly is held in the Flagship auditorium, there is to be a Period 6 option along with transportation for students from Olguin, if their teachers want to take them. Initially, communication about when the assemblies were being held and getting the word out to Olguin teachers proved to be a stumbling block. As of this writing a couple of things have helped to alleviate those issues. First, because this issue repeatedly came up in ACC, administrators who signed off on paperwork required all assemblies to be offered period 6 and assured adequate communication to all teachers. The other thing that helped bridge the communication gap was the implementation, in the spring of 2018, of our monthly augmented staff meeting where school administrators meet with out-of-classroom certificated and classified staff to check in, coordinate and calendar activities for the coming month. That being said, each campus has school clubs and each SLC or magnet has its own student leadership team. To further attempt to unify student leadership United Leadership which helps students know and understand what activities are happening each month across campuses, was created in, Fall 2018. In addition, the Associated Student Body leadership class, which represents the entire student body, is scheduled at a time when students can travel between campuses with little disruption.

To partially address the perceptions of inequity between the two campuses and to offer the San Pedro community a gifted magnet option for high school, in 2017, our STEAM Highly Gifted Magnet was added
to the Flagship campus. It complements the existing honors and college prep program offered in our popular School for Advanced Studies program and provides a local gifted magnet option to complement Park Western Elementary and Dodson Middle School. Additionally, beginning in Fall 2018, our Global SLC moved to Olguin adding balance to the previously all magnet Olguin campus. Fall 2019 saw yet another magnet addition to the Flagship campus, the Visual and Performing Arts Magnet opened to complete an additional K-12 option for local families from South Shores Elementary, Dodson Middle School and now SPHS.
Chapter II
Student/Community Profile and Supporting Data and Findings
Chapter II: Student/Community Profile and Supporting Data and Findings

Tell the story of your school through the use of data and information. This thorough examination of the school includes:

- The history and background of the school
- A description of the school programs
- California School Dashboard performance indicators and other local measures
- Examination of perceptual data, such as surveys
- Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)
- Provide a brief summary that includes:
  - Implications of the data
  - Identification of 2–3 preliminary major student learner needs (at this stage of analysis)
  - Important questions to be discussed in the Focus Groups.
- Include related profile materials in the appendices at the end of the report.

General Background and History

To say that there is a small town within the confines of Los Angeles County’s sprawling boundaries would seem like an obvious oxymoron. However, if you take the 110 Freeway south until it ends; you will find yourself in the tight-knit community of San Pedro. It is a port town comprised of a diverse group of immigrants from Croatia, Italy, Mexico, as well as a host of Central American countries. Many of the families have lived here for generations. Since its opening in 1903, San Pedro High School (SPHS) has provided a high quality, free, high school education to community families. It is not uncommon for teachers to have a child whose great grandparents attended the school. As such, there is a tremendous amount of community investment and pride in the school.

A school steeped in tradition, San Pedro High School is part of the Los Angeles Unified School District (LAUSD) and is managed by Local District South. SPHS is a four-year comprehensive high school with approximately 2560 students and the unique distinction of having two campuses. The main campus, called the Flagship campus, was relocated in 1936 as a Works Progress Administration project after the original campus was heavily damaged in the 1933 Long Beach Earthquake, and is located on a rise of 15th Street that overlooks the Los Angeles harbor. The Flagship campus houses the STEAM magnet for highly gifted students and three small learning communities (SLCs): Pedro Action League (PAL), Business, and Pirate Health and Fitness (PiFi). In Fall 2019, it will also open a Visual and Performing Arts magnet. Each SLC or magnet has an administrative center that acts as the contact point for students, families, and teachers in need of academic counseling, attendance, or discipline support. In the fall of 2012, the San Pedro High School John M. and Muriel Olguin campus (Olguin) opened approximately thirteen blocks from the Flagship campus on a portion of the former Fort MacArthur Upper Reservation. Like the Flagship campus, Olguin has a fantastic view - of the Pacific Ocean and Catalina Island. The Olguin Campus houses the Global Environmental Academy SLC as well as the Marine Science Magnet, Police Academy Magnet, our newcomer English Learners (EL) and our special education Intellectually Disabled (ID) programs. As with Flagship, there are two administrative centers to service the needs of students, teachers and families. Since both campuses are part of San Pedro High School and because many students take classes on both campuses, buses are provided to take students back and forth at nutrition and lunch.

Parent Organizations

Students and teachers at San Pedro High School are supported by a variety of booster organizations, including the Pirate Boosters, Lady Boosters, and the Golden Pirate Regiment Boosters. The boosters
support school activities, offer scholarships, receive proposals for funding and provide funding per the organization by-laws.

Community Foundation Programs
Providing services to San Pedro youth since 1937, The Boys and Girls Club offers San Pedro High School students additional after school opportunities, including tutoring, enrichment activities, college credit classes through Los Angeles Harbor College and college information, trips, scholarships, and help with student applications through its College Bound program.

School Relationships
San Pedro High School has a partnership with Los Angeles Harbor College (LAHC) to provide IGETC transferable classes to students enrolled in the school’s SPECA program. Through a separate partnership with Harbor College, any student graduating from San Pedro High School can attend LAHC free for the first two years. Los Angeles Harbor College also offers college credit outreach courses to our students after school.

Should San Pedro High School students wish to attend a four-year university immediately following graduation, they may choose to participate in Local District South’s College Promise. The College Promise is a partnership between Local District South and California State University, Dominguez Hills whereby graduates are guaranteed admission to the university upon graduation, if they have completed their A-G requirements with a C or better. Another element that makes the agreement unique is that it allows students to give back to their communities. The university and L.A. Unified will conduct annual hiring fairs to hire former students who graduate from the university as teachers in Local District-South schools that historically have been hard-to-staff.

Business Relationships
The Global Environmental Academy and Business SLC’s have long standing relationships with EXP, The Opportunity Engine (formerly ITEP), a non-profit organization that provides field trip opportunities, industry coaching and internships to bridge school to career transition. An Advisory Committee with industry leaders and the Global Environmental Academy staff meets each month to work on projects, calendar events and provide students with real world opportunities to connect their learning to their future careers.

The Police Academy Magnet has partnered with the Los Angeles Police Department for over 20 years. LAPD provides a full time, on site, dedicated police officer to be the industry expert for students. The officer mentors, works with teachers and students, and provides law enforcement expertise for the program. For the last three years, the Los Angeles School Police Department has also provided an officer who works alongside LAPD to further support this school to career pathway.

Once a month, the school participates in a “School Safety Collaborative” whose members include representatives from our feeder schools as well as local business and law enforcement communities. This collaborative discusses issues of concern with the deans and assistant principal in charge of discipline to create solutions or diffuse possible tensions.

Staff Description certificate & classified numbers, counselor
The students of San Pedro High School are served by 122 certificated educators, including six administrators, five academic counselors, 111 teachers and 68 classified staff members. Twenty eight faculty members are alumni. In addition, many of the teachers who work at San Pedro High have either
sent their children to SPHS or plan to do so. The amount of staff who are alumni as well as the number of staff’s children who are Pirates is a true testament to the history, community spirit and confidence in the SPHS academic program.

2019-2020 Staff Demographic Data

<table>
<thead>
<tr>
<th>Teachers Years of Experience/Credential Type</th>
<th>One Time Permit</th>
<th>University Intern</th>
<th>Probationary 1</th>
<th>Probationary 2</th>
<th>3-14 Years of Experience</th>
<th>+14 Years of Experience</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers</td>
<td>2</td>
<td>2</td>
<td>9</td>
<td>8</td>
<td>26</td>
<td>64</td>
<td>111</td>
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<tr>
<td>Percentage</td>
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<td>2%</td>
<td>8%</td>
<td>7%</td>
<td>23%</td>
<td>58%</td>
<td>100%</td>
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<table>
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<tr>
<th>Teachers by Gender</th>
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</thead>
<tbody>
<tr>
<td>Female</td>
<td>57%</td>
<td></td>
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<tr>
<td>Male</td>
<td>43%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Teachers by Ethnicity</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>7</td>
<td>6%</td>
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<tr>
<td>American Indian</td>
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<td></td>
</tr>
<tr>
<td>Asian</td>
<td>6</td>
<td>5%</td>
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<tr>
<td>Hispanic</td>
<td>23</td>
<td>21%</td>
</tr>
<tr>
<td>Pacific Islander</td>
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<td>1%</td>
</tr>
<tr>
<td>Filipino</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>White</td>
<td>69</td>
<td>63%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
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</tr>
</tbody>
</table>

San Pedro High School has a small clerical support staff of seven employees, including one School Administrative Assistant, one Financial Manager, one School Accounting Clerk, two Senior Office Technicians and two Office Technicians to cover office needs at both campuses. SPHS has two custodial
crews, one per campus. The Flagship Campus crew consists of one Plant Manager, one night Assistant Plant Manager, two Restroom Attendants, and five Buildings and Grounds workers. Likewise, the Olguin Campus crew consists of one Plant Manager, one Restroom Attendant, and two Buildings and Grounds workers. In a similar fashion, the cafeterias at each campus have their own staff. The Olguin campus has a Cafeteria Manager and two Cafeteria workers, while the Flagship campus has a Cafeteria Manager and five Cafeteria workers.

Instructionally, Special Education Assistants work in locations as assigned by a Sp Ed Supervisor. In total, SPHS has 23 Sp Ed Assistants. Additionally, we have one Teacher Assistant for Reasonable Accommodations purposes and we have one Teacher Assistant assigned to support our English Learners in content classes.

Our counseling department consists of five academic counselors, one Pupil Services & Attendance counselor, one and a half Psychiatric Social Worker positions, one and a half time School Psychologists, and one half time College Advisor. Itinerant staff are assigned to our school in different increments to support our special populations, including Speech, Hearing, and Foster Students.

Vision
San Pedro High School offers all students diverse opportunities to develop knowledge, skills and a growth mindset to access college and career options that prepare them for success in a changing global society.

Mission
San Pedro High School provides students with academic and social skills to succeed in college, career and their community.

Schoolwide Learner Outcomes
San Pedro High School graduates will be:
Effective Communicators & Collaborators
Who demonstrate competence in listening, speaking, reading, writing, and numeracy that utilizes technology while working with people from diverse backgrounds
Critical & Creative Thinkers
Who analyze, problem-solve, synthesize, and formulate new and innovative ways to respond to challenges.
Active Community Members and Leaders
Who participate as informed members in their community and have a positive influence upon the world.

WASC Accreditation History
San Pedro High School has been WASC accredited since 1961 and has a long history of receiving strong reviews, including numerous perfect six-year accreditations. However, in 2008, the school received a two-year accreditation with ten recommendation items. With a renewed focus on the WASC process and complete investment of all stakeholders, in 2010, the maximum 1-year accreditation was given which led to the 2011 Mid-Term Review. During that review, the school received the full three-year maximum term available at the time. In 2014, SPHS received a full six-year term with a one day visit.
LCAP Identified Needs

LAUSD LCAP development was coordinated through central offices in collaboration with over 2,200 community and school-based stakeholders representing parents (54%), teachers and school staff (21%), students (17%), community and other representatives (8%). Between August 2015 and June 2016, a total of 51 community sponsored Input Sessions were held across the District to share progress made as a result of LAUSD’s 2015-16 LCAP goals and investments. Additionally, a total of 1,177 School Experience Surveys (SES) were collected (both in person and online); and over 17,700 individual responses were analyzed from the surveys.

This input from the community was used to reaffirm District goals and identify the needs of students, schools, and metrics to be used for monitoring progress and setting targets for the metrics. Additionally, community input informed the specific actions the District will take and how LCFF funds will be allocated for the District to meet its goals and targets for each academic year. A fuller description of LCAP development and the themes that arose from the community feedback may be found using this specific link, http://achieve.lausd.net/Page/10829

School Programs Data- Description of Programs

San Pedro High School is a comprehensive high school serving grades 9-12 on a traditional school schedule with two semesters and six periods per day. We have a variety of class offerings including multiple Advanced Placement and Honors options, support classes for struggling students, and credit recovery during the school day. There is one zero period class AFJROTC class that allows students to enroll in an additional class. To ensure that students are prepared for college or career upon graduation, the District graduation requirements mandate that all students, with limited exceptions, complete the UC/CSU a-g requirements. San Pedro High School offers several programs to support student success with these expectations.

Small Learning Communities (SLCs)

San Pedro High School houses three SLCs on the Flagship campus: PAL, Business, and Pirate Health and Fitness. The Global Environmental SLC is on the Olguin Campus. In addition to the research based positive student outcomes associated with the SLC model such as increased student achievement, lower dropout rates, and increased graduation rates, SPHS students embrace the traditions of community within their SLC by participating in SLC specific thematic events like Pirate Health Fair, Breast Fest, campus clean up days, SLC Honor roll assemblies, field trips, and career days. These events allow students to establish a culture and exhibit pride within their SLC’s while also providing opportunities for outside community involvement.

Magnets

There are two magnet schools located at the SPHS Olguin campus: Police Academy and Marine Science magnet. In Fall 2017, a new STEAM magnet for highly gifted students was initiated that completes a K-12 feeder pattern within our community of schools. It is housed on the Flagship Campus.

Beginning this last fall of the 2019-20 school year, SPHS opened a fourth magnet. It is housed on the Flagship campus. This magnet is a Visual and Performing Arts magnet and also completes a K-12 feeder pattern in the community.
**School for Advanced Studies (SAS)**

SAS is a program specifically designed for gifted and high achieving students who are advanced or highly proficient in math and English. SAS’s rigorous curriculum places an emphasis on students enrolling in AP courses beginning their freshman year as well as in additional Honors classes. This program accepts roughly 85 applicants per year. Students apply with the understanding that the course offerings are designed to provide challenge and enrichment and that the goal of the program is that students enter a four-year university upon graduation.

**Special Education Services**

San Pedro High School has approximately 350 students receiving special education services. There are three types of academic based special education services (listed from least restrictive to most restrictive) in place on campus: Resource Specialist Program (RSP), Special Day Program (SDP), and Intellectually Disabled (ID). A student may receive RSP services on either campus. Students in SDP attend classes at the Flagship campus while ID students are at the Olguin campus. While ID students take their academic classes at the Olguin campus, many of them do travel to Flagship for electives, activities, and sports. In addition to academic services, special education students have access to a variety of services designed to teach students the life skills that will allow them to become more independent in the transition from high school to adult life.

In an effort to improve outcomes for Special Education students who qualify for services because of an emotional disturbance, in Fall 2017, San Pedro High School began an Emotionally Disturbed program. This program is one of three such high school programs in the entire district. In addition to improved academic outcomes, the goals of the program are to provide effective behavioral and social interventions for students who display high risk behaviors, to improve graduation rates for this population, and to avoid placing students in this group in Non-Public Schools. Students in the program are taught by a specially trained teacher who uses the push-in/co-teaching model to provide intensive behavior support students throughout the day. In addition to the in-class support, students have an elective period with this teacher where they work on de-escalation, social-emotional learning, Restorative Justice, and Mindfulness strategies. Now in its third year, the program has been able to significantly reduce the number of students sent to a Non-Public School, has lowered discipline referrals, and seen improved student grades.

The ID students participate in a program at the Willenberg Career Transition Center in which they learn a variety of skills to help them transition to independent living or the world of work. Classes such as horticulture, life skills (washing, vacuuming, shopping), culinary skills and data entry are offered to give students the skills they need to become as independent as possible. Students attend classes 2 hours a day, 4 times a week.

**Career Technical Education (CTE)**

The Carl Perkins program is a federally funded education act established to enhance high school students’ experience and training. The goal of the program is to offer an integrated sequence of career technical and academic classes that will prepare students for employment. SPHS has increased the number of CTE pathways from three to seven in recent years, in an effort to increase student opportunities to meet the California College and Career Readiness Indicators. CTE Pathways are as follows:
## San Pedro High School CTE Pathways

<table>
<thead>
<tr>
<th>Concentrator Courses (A-G)</th>
<th>Capstone Courses (A-G)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ARTS, MEDIA AND ENTERTAINMENT: Design, Visual &amp; Media Arts - Graphic Design</strong></td>
<td></td>
</tr>
<tr>
<td>Courses: Graphic Design AB (F)</td>
<td>Graphic Design: Ed Dsn AB (G)</td>
</tr>
<tr>
<td><strong>ARTS, MEDIA AND ENTERTAINMENT: Design, Visual, and Media Arts - Visual/Commercial Art</strong></td>
<td></td>
</tr>
<tr>
<td>Courses: Photography AB (F)</td>
<td>Experimental Photography AB (G) *To be offered beginning 2020-21</td>
</tr>
<tr>
<td><strong>ARTS, MEDIA AND ENTERTAINMENT: Production &amp; Managerial Arts - Film/Video Production</strong></td>
<td></td>
</tr>
<tr>
<td>Courses: Video Prod 2AB (F)</td>
<td>Video Prod 3AB (F) *To be offered beginning 2020-21</td>
</tr>
<tr>
<td><strong>HEALTH SCIENCE AND MEDICAL TECHNOLOGY: Patient Care</strong></td>
<td></td>
</tr>
<tr>
<td>Courses: Medical Terminology AB (G)</td>
<td></td>
</tr>
<tr>
<td>Sports Medicine AB (G)</td>
<td>Athletic Training AB (G)</td>
</tr>
<tr>
<td><strong>HOSPITALITY, TOURISM AND RECREATION: Food Service &amp; Hospitality</strong></td>
<td></td>
</tr>
<tr>
<td>Courses: International Foods AB (G)</td>
<td>Professional Baking AB (G)</td>
</tr>
<tr>
<td><strong>TRANSPORTATION: Systems Diagnostics, Service &amp; Repair</strong></td>
<td></td>
</tr>
<tr>
<td>Courses: Auto Mechanics 2AB (not A-G yet)</td>
<td>Advanced Auto Technologies AB (G) *To be offered beginning 2020-21</td>
</tr>
</tbody>
</table>

Changes in course titles have been made in recent years so that students receive a-g credit.

## College and Career Homerooms

The purpose of the College and Career Homeroom is to support the expectation that all students, regardless of their background and economic status, can become college and career ready. Students were programmed into grade level homerooms where their homeroom teacher delivered a lesson that was developed by the counseling department. For the 2019-2020 school year, these lessons are delivered by period 3 teachers in a special 3A/3B schedule. Prior to lesson delivery, teachers are walked through the lesson in small groups by one of the school counselors. Lessons are developed using the *The Eight Components of College and Career Readiness* from the College Board as well as information the counselors learned as part of their in-depth Naviance training.
Restorative Justice Homerooms
San Pedro High School implements the District’s Discipline Foundation Policy whereby School-wide Positive Behavior Intervention and Support (SWPBIS) and Restorative Justice (RJ) inform the philosophical approaches to discipline. The SWPBIS Team, comprised of various stakeholders, meets once a month to go over school-wide data concerning disciplinary issues and provides a school-wide plan that integrates SWPBIS, RJ and Social Emotional Learning (SEL). Suspension data and disciplinary incidents are analyzed by the team and a plan of action is co-created to help accentuate broader school-wide issues. As Restorative Justice has two arms, preventative and responsibility/accountability, SPHS provides a number of school-wide circles in the school year by offering a 3a/3b schedule to serve both purposes. The SWPBIS Team creates circle prompts based on school-wide data and provides professional development to staff by going over the prompts via circle process a week before the school-wide circles. The vision is to utilize school-wide circles to bring awareness to an issue and have classroom communities partake in co-creating agreements where students and staff can take responsibility for resolving an issue. Students and staff are surveyed after each school-wide circles for continued improvement with the process.

JROTC
The Air Force Junior Reserve Officer Training Corps provides leadership training and an aerospace science program for high school students. Air Force JROTC is open to 9th -12th grade students. The students who participate do not incur any military service obligation, and it is not utilized as a recruiting tool for the military services. The objectives of the program are to educate and train high school students in citizenship and life skills; promote community service, instill a sense of responsibility; develop character, and self-discipline through education and instruction in air and space fundamentals and the Air Force’s core values.

Gifted Education Program
San Pedro High School has a robust Gifted Education Program. Students have access to gifted instruction in our School for Advanced Studies, our Marine Science Magnet, Police Academy Magnet and our VAPA Magnet. Gifted or highly gifted designation is a requirement for selection into our STEAM Magnet. Teachers in these programs learn how to provide differentiated instruction to this special population of students and are required to complete sixteen hours of specialized gifted and talented training to continue teaching in the program.

National Math and Science Initiative (NMSI)
In the spring of 2016, San Pedro High School learned that it was the only school in LAUSD to be awarded the National Math and Science Initiative Grant. NMSI was created to address the declining number of students who are prepared to take rigorous math and science courses in college. As such, NMSI has provided extra training to teachers to improve the quality of math, science, and English instruction while providing Advanced Placement (AP) students with Saturday Study Sessions to help students understand difficult AP content and mock exams administered by their teachers during the school day. Students are encouraged to take the AP exams and provided a half price fee for English, math, science, and Computer Science exams. Both teachers and students are provided with a financial incentive of $100 for each passed AP exam in English, math, science, and Computer Science.
San Pedro Early College Access (SPECA)

Supported by Local District South, San Pedro High School, entered into an AB 288 agreement with Los Angeles Harbor College called the San Pedro Early College Access (SPECA) program in the Spring of 2017. SPECA is a dual-enrollment program that allows cohorts of students to progress through a prescribed four-year course of study while earning college credit towards an Intersegmental General Education Certificate (IGETC) certificate, and/or an Associates of Arts degree. Students can earn 45 credits to be applied to either one or both of those options but would need to complete a small number of courses independently, to earn either the transfer certificate of the AA. There are approximately 130 students in the program with three cohorts of students on both campuses.

Support Programs Funded by Supplemental Funds

Led by the Title I Coordinator, the School Site Council (SSC) meets monthly to review progress towards meeting the LCAP aligned goals in the School Plan for Student Achievement (SPSA). Each spring, SSC does an in-depth review of the current SPSA and develops a new one for the coming school year. This stakeholder body looks at multiple measures such as graduation data, reclassification rates, attendance proficiency rates, and the School Experience Survey, and SBAC results including sub-group data, to get a clear picture of student needs and allocate funds to meet those needs. Allocation of resources and SPSA development are directly related to the Los Angeles Unified School District LCAP Goals. Those goals are as follows:

- 100% Graduation
- Proficiency for All
- 100% Attendance
- Parent, Student, and Community Engagement
- Ensure School Safety
- Provide Basic Services.

https://drive.google.com/a/mymail.lausd.net/file/d/1mZExVmsfBuH8USn_-bj-cUNwPPLLQhXE/view?usp=sharing

In addition, SPHS receives additional funding for Targeted Student Populations. Each year an additional report is generated that outlines the needs of our TSPs in relation to the District LCAP.

https://drive.google.com/a/mymail.lausd.net/file/d/12gGazJcr_zEf4JLo0Sb4-qVRnW03RhV9/view?usp=sharing

English Learner Services

San Pedro High School has approximately 110 English Learners. All English learners receive an appropriate form of English Language Development (ELD). Students new to the United States receive designated ELD levels 1-4 at the Olguin campus while Long Term English Learner (LTEL) students are provided designated ELD instruction at the Flagship campus. There are three LTEL courses to address the varying needs of EL students: Strategic Literature, L&L, and Advanced ELD; placement is primarily determined by their reading level. Students in ELD 1 or 2 are scheduled for a double block of ELD instruction and take integrated ELD classes commensurate with their level of English. ELD level 3 and 4 students receive a designated support class of ELD and receive some support with an instructional assistant in their remaining classes. San Pedro High School is continuing to work on making sure that all ELs are receiving integrated ELD services in all of their other classes by ensuring that Language Objectives are posted in each class and that appropriate strategies are being used. Title 1 and Title III funds provide supplemental support for English Learners in the form of funding for Achieve 3000 to assist in raising reading comprehension, tutoring days specifically for English Learners, and funding a part-time EL Coordinator to monitor progress, provide intervention, and assist with District program compliance.
Low-income/socio-economically disadvantaged Students

In an effort to level the playing field, the federal government provides funds to schools with significant populations of students who are socio-economically disadvantaged. San Pedro High School uses its review of the Single Plan for Student Achievement to provide supplemental services to students that include but are not limited to: the purchase of technology for use in the classroom, classroom libraries and other materials to contribute to the print rich environments of classrooms, printers in the library and most offices for student use, access to technology before, during, and afterschool, tutoring, field trips, and college exam fee waivers. Additional personnel such as a PSA/PSW, Title I Coordinator, and an EL Coordinator were purchased using these funds to provide much needed supplemental services to all students. Class Size Reduction teachers, a Math Coach, and an Instructional Coach have been purchased to maintain our strong professional development focus on social emotional learning strategies and the school-wide reading and writing focus standards to support student study habits.

Foster Youth

Some of the most at-risk students on any campus are those in foster care. Prior to Fall 2019, to address the needs of this population of students, the District created the Foster Youth Achievement Program (FAYP). San Pedro High School has an FAYP counselor on site two days a week. The FAYP counselor works with students in foster care to help reduce negative behaviors and increase graduation rates by advocating for the educational rights of foster youth, performing comprehensive academic assessments, coordinating services and collaborating with school programs and community agencies. The FAYP counselor also develops goals and provides intervention for students and professional development for teachers about how to best serve this group of students. There is a definite need for this program at San Pedro High School as the number of foster youth has quadrupled in the last three years. In 2016-17, there were 6 foster youth students. In 2018-2019, there were 24 students. Even though this year the number has increased to 33 foster youth, the District has combined this counselor with the Homeless Liaison, creating the Specialized Student Populations counselor to service our foster youth.

Homeless Education

Prior to Fall 2019, San Pedro High School had a designated Homeless Liaison who provided services for students through the LAUSD Homeless Education Program. For 2019-2020, this position has been converted to Specialized Student Populations counselor whose caseload includes foster youth, homeless students in the juvenile justice system. The counselor is responsible for ensuring that mandates of the McKinney-Vento Homeless Assistance Act are being implemented. This involves such things as ensuring that barriers to the enrollment, attendance, and success of homeless students at San Pedro High School are removed. This includes, but is not limited to, immediate enrollment as well as providing materials and support services as needed. The SPSH Specialized Populations counselor assists students in the program with obtaining backpacks, school supplies, clothing, transportation tokens, tutoring, counseling, etc. The counselor also acts as a bridge between the students in the program and their teachers if there are factors impacting their classroom performance. For example, while observing confidentiality, the counselor will work with the teacher if a student is frequently tardy due to regulations within the shelter where they are staying or if they require more time to complete homework assignments because they have no lighting available, etc. The counselor also works to connect donations and sponsorships so that identified homeless students can access typical high school experiences such as attending homecoming, prom, purchasing yearbooks, and other senior class items. Additionally, the counselor connects students to scholarship opportunities and other special services or programs for which they may qualify, such as the AB 1806 program. The counselor is also the primary staff member at SPSH responsible for the continuous identification of homeless children and youth, and the staff member responsible for collecting and
maintaining the documents used to identify students as “homeless” as they are confidential and not part of the student’s Cumulative Record. Currently, San Pedro High School has 41 homeless students, down from the 2018-2019 high of 68. There were 58 homeless students in 2017-2018 and 60 in 2016-2017.

**Demographic Data**

**Socio-economic Status Data**

**Percentage of Title I Students**

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<td>65%</td>
<td>66%</td>
<td>66%</td>
<td>64%</td>
<td>64%</td>
<td></td>
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</tbody>
</table>

**Student Enrollment Data**

With increased competition from local charter high schools, lower birth rates, and increasing home prices total student enrollment at SPHS had decreased steadily since the last self study, except with a significant rise for 2019-2020 school year.

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</thead>
<tbody>
<tr>
<td></td>
<td>2668</td>
<td>2489</td>
<td>2516</td>
<td>2437</td>
<td>2398</td>
<td>2560*</td>
</tr>
</tbody>
</table>

The gender breakdown of our students is relatively even with 47.9% females and 52.1% males. By grade level the enrollment numbers are as follows: 9th grade-782, 10th grade-681, 11th grade-600, and 12th grade-497 for the 2019-2020 school year. The ethnicity of the students are represented in the chart below:

**Ethnicity***

<table>
<thead>
<tr>
<th></th>
<th>Hispanic</th>
<th>White</th>
<th>African American</th>
<th>Asian</th>
<th>Filipino</th>
<th>American Indian</th>
<th>Pacific Islander</th>
<th>Two or More</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>67%</td>
<td>16.4%</td>
<td>7%</td>
<td>3%</td>
<td>2.3%</td>
<td>0.4%</td>
<td>1%</td>
<td>3.2%</td>
</tr>
</tbody>
</table>

**Specialized Populations**

<table>
<thead>
<tr>
<th></th>
<th>Gifted Students</th>
<th>Students with Disabilities</th>
<th>English Learners</th>
<th>RFEPS</th>
<th>Homeless</th>
<th>Foster Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>27%</td>
<td>13%</td>
<td>4%</td>
<td>22.9%</td>
<td>2.9%</td>
<td>1%</td>
</tr>
</tbody>
</table>

*based on September 2019 school enrollment from LAUSD MyData, previous years are State of California Dataquest.

With the exception of the increase in the number of homeless and foster students in the last three years, our student demographics have not changed much since the last full visit.
The primary language of students on our campus is English. However, we do provide services to 110 (as reported by LAUSD MyData for 19-20) English Learners. The primary language for our English Learners is Spanish. However, we do have students in the group whose primary languages include Chinese, Arabic, and Khmer. Our baseline data from the summative ELPAC indicates that four San Pedro High School ELs met the proficiency threshold; professional development for ELD teachers has been provided to address this number.

### Data on Addressing the Eight State Priorities

#### LCFF Priority 1-Basics (Teachers, Instructional Materials, Facilities)

*All students have equitable access to appropriately assigned, experienced, and effective teachers.*

*All students have access to and use appropriate grade-level, standards-aligned instructional materials for all content areas. English learners, students with disabilities, and students receiving intervention services have appropriate and accessible materials to support their learning.*

*Schools meet state standards for safety, cleanliness, and adequacy.*

#### Faculty Demographics

LCFF Priority 1 aligns with the following District LCAP Goals:

- Goal #1- 100% graduation
- Goal #2- Proficiency for All
- Goal #5- Ensure School Safety
- Goal #6- Provide Basic Services

**Teachers**

Students at San Pedro High School are served by 111 teachers. Since the last full visit, two San Pedro High School teachers became Nationally Board Certified. They are certified in the areas of English and math. Ninety-eight percent of teachers are appropriately assigned pursuant to the Education Code and are fully credentialed in the subject areas and for the students they teach. There are 28 teachers teaching in areas outside of their subject area competence. Of those teachers, 2 are University Interns and 2 are long term subs.

SPHS teachers are provided meaningful professional development in research-based strategies and technology implementation to improve classroom instruction and student achievement. Professional
development is provided fourteen Tuesdays throughout the school year with teachers meeting to address a school-wide student need using the Inquiry Cycle in department Professional Learning Communities (PLC) groups. Additionally, the following are examples of ongoing efforts to ensure a well-qualified and trained certificated staff:

- All teachers received professional development on the SBAC assessment, the school-wide Focus Standards, and how to create Common Formative Assessments using the SBAC specifications.
- Teachers have received training to use research based strategies to support our Targeted Student Population groups.
- Teachers have received training on the use of Restorative Justice Circle practices in their classrooms.
- Professional development sessions have focused on effective ways to integrate technology into the classroom.
- New teachers were provided an additional conference period and a mentor teacher who met with them on a regular basis throughout the 2014-19 school years.
- The Math Instructional Coach provides professional development on Common Core State Standards, the eight standards for mathematical practice and eight effective math teaching strategies.
- The Literacy Coach provides professional development primarily to English teachers on the Common Core State Standards, Close Reading and writing strategies. Assistance with the implementation of the Accelerated Reading Program has also been provided by the Literacy Coach.
- Local District South provided reading and writing training facilitated by Kelly Gallagher.

San Pedro High School provides quality instructional materials for all students and complies with all requirements of the Williams Settlement. The District updates textbooks as necessary. Since the last full WASC visit, the District has purchased new textbooks and instructional materials for the following courses: English 9-11, ELD, and all history courses. In addition, San Pedro High School has invested a substantial amount of funds into providing technology resources to as many classrooms as possible. Each classroom has at least one computer for student use and there are computer carts with Chromebooks for shared use on every floor. In addition, the libraries on both campuses have desktop computers and at least one cart of laptops or Chromebooks for classroom use. To help facilitate the use of technology, in June 2018, all teachers were given the option to receive a stipend to become Google Certified. There were 30 teachers who completed the certification.

SPHS’s School Accountability Report Card indicates that the school facilities are in good repair having received exemplary ratings for the last three years, and therefore, do not pose any safety risks to staff or students. In addition, SPHS was rated “Good” in all categories except Interior, for which we were rated “Fair” by County Office of Education using the Facilities Inspection Tool for the Williams Settlement. The Facilities Inspection Tool can be seen here:

https://drive.google.com/a/mymail.lausd.net/file/d/1k3ASd1drPPP9hua5UBWJz2o8COC9Wf0B/view?usp=sharing

**LCFF Priority 2- Implementation of Academic Standards**

Educators implement programs and services that enable all students to access the state academic content standards, including the preschool learning foundations and the English Language Development (ELD) standards for purposes of gaining academic content knowledge and English-language proficiency. Instructional programs are aligned with the State Board of Education adopted curriculum frameworks. Students learn to think conceptually, solve problems, and communicate their ideas effectively when they participate in rigorous, standards aligned academic curricula that accommodates differences in individual learning needs. Standards based courses and curricula emphasize learning content in depth, connecting new learning across disciplines, connecting new learning to prior knowledge, constructing new knowledge, and applying new knowledge in real-world contexts.

LCFF Priority 2 aligns with the following District LCAP Goals:
Since the last self-study, there have been significant changes in the curriculum with the adoption of the Common Core State Standards, the Next Generation Science Standards, and the new Social Science textbook. Since their adoption, San Pedro High School has worked to provide research-based professional development on best practices for implementing the standards and to align the standards with our programs and courses. The primary method for providing professional development to address the change in standards has come from coaches within the school though many of the core subject teachers have participated in training led by Local District South. Site based professional development topics have included: understanding the standards and the shifts necessary for teaching them, teaching elements of Close Reading strategies, the California Assessment of Student Performance and Progress (CAASPP) system, and using the SBAC item specifications to create common formative assessments. At the local district level, professional development topics have included: Kelly Gallagher reading and writing strategies, NGSS strategies, Stanford History Education Group training, and engagement strategies in Know and Wonder, Notice and Note, Numbered Heads Together, Mathematician’s Consult, and Three Read Protocol. In addition to implementing the literacy standards required by the CCSS, history and World Languages have begun to implement new frameworks in their subject areas.

Using the strategies learned in professional development, teachers examine the effectiveness of standards-based instruction through the Professional Learning Community (PLC) Inquiry Cycle each semester. They determine a student need based on performance data. In years past, grade-level, department specific teams, they created a lesson or series of lessons and an assessment(s) to address the need. A natural part of the process includes examining content standards and curriculum in order to address this need and make adjustments where necessary to improve student achievement data. PLC teams teach the lesson and then, together, examine the student work to reflect on the learning, the learner needs, and share best practices, and make changes in the delivery of instruction as necessary. For 2019-2020, the same PLC Cycle of Inquiry Model is being used; but, the specific focus is on our PD outlined engagement strategies, teacher talk moves and sentence stems. Teachers meet, plan a strategy, move or sentence stem, execute it and then come back to analyze delivery, success, and possible improvements. In addition, to encourage growth and fidelity to the process, teachers observed each other delivering the strategy, talk move or sentence stem to provide feedback and learn best practices.

**LCFF Priority 3- Parent Engagement**

All parents and families of students in preschool through grade 12 are assured culturally appropriate and linguistically accessible supports and resources needed to take advantage of opportunities to provide input and participate in school planning and decision-making. Educators have the capacity to provide such opportunities to parents and families. Parents and families utilize these opportunities to learn about their children’s schools and to participate meaningfully.

LCFF Priority 3 aligns with the following District LCAP Goal:

- Parent, student, and community engagement

San Pedro High School is committed to partnering with families to develop active parent involvement. Parents are welcome anytime on campus. We have a Parent Center staffed with a Parent Representative and a Healthy Start Liaison. Parents are also invited to join us for campus tours for incoming ninth grade students, orientation, Back-to School Night, Open House, bi-monthly Coffee with the Principal meeting, and PHBAO conferences among others. We strive to help parents feel included and aware of our efforts to help their child succeed. Each Friday evening, parents receive an email or text of
our E-Pirate Bulletin letting them know key events and important information for the upcoming week. Last year, the District required that schools adopt Schoology as its gradebook. As such, it can be used as a communication tool for parents, not only about student performance in class, but to send notifications to parents about upcoming events or other reminders that they may need. Parents gain access to Schoology by first signing up for the new Parent Portal. The interface has proven to be challenging for some parents, thus decreasing the number of parents who use Schoology as compared to the old system. To address this, SPHS has held parent information nights and provided sign-up booths at large school-wide events such as Back-to-School Night.

There are multiple opportunities for parents to be involved in shared decision making at SPHS. Parents are a vital and welcome voice on our School Site Council (SSC), English Learner Advisory Committee (ELAC), School Based Management (SBM) committee, School-wide Positive Behavior Intervention and Support (SWPBIS) team, and at Individual Education Plan meetings. Parents on SSC, ELAC, SBM, and SWPBIS help staff members to examine our action plan and make recommendations about how best meet student needs.

Los Angeles Unified School District and San Pedro High School measure the level of parent engagement by using its annual parent survey. In the first three years following the last full visit, the results of the survey were reported in the School Report Card. In 2017, the District switched to the School Experience Survey and changed the way the data is reported. Please be aware that due to budget cuts during the 2016-2017 school year, there was no survey, hence the gap in data. The changes are reflected in the charts below.

**Annual School Report Card Parent Survey Results** (expressed as percent who answered in the affirmative)

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<thead>
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<tbody>
<tr>
<td>I feel welcome to participate at this school.</td>
<td>69</td>
<td>88</td>
</tr>
<tr>
<td>This school encourages me to participate in organized parent groups.</td>
<td>54</td>
<td>80</td>
</tr>
<tr>
<td>I am a partner with this school in decisions made about my child’s education.</td>
<td>54</td>
<td>76</td>
</tr>
<tr>
<td>The parent center provides useful resources (info/classes) to help me support my child’s education.</td>
<td>42</td>
<td>84</td>
</tr>
</tbody>
</table>

**Annual School Experience Survey for Parents Results** (expressed as percent who agree or strongly agree)


<table>
<thead>
<tr>
<th>Question</th>
<th>2017-2018</th>
<th>2018-2019</th>
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<tbody>
<tr>
<td>I feel welcome to participate at this school.</td>
<td>86</td>
<td>74</td>
</tr>
<tr>
<td>This school includes me in important decisions about my child’s education.</td>
<td>84</td>
<td>66</td>
</tr>
<tr>
<td>This school provides me with information (verbal and written) that I can understand.</td>
<td>95</td>
<td>87</td>
</tr>
<tr>
<td>This school informs me about school activities in different ways.</td>
<td>93</td>
<td>78</td>
</tr>
<tr>
<td>This school informs me about volunteer opportunities.</td>
<td>67</td>
<td>52</td>
</tr>
<tr>
<td>This school encourages me to participate in organized parent groups.</td>
<td>71</td>
<td>53</td>
</tr>
</tbody>
</table>
Data from the surveys indicate that the number of parents who feel welcome to participate at school has increased significantly as have their feelings about their role in decision making and participating in organized parent groups. Although 2018-2019 saw significant decreases in every area. The results indicate that more parent outreach must be done to encourage parents to first of all, take the survey so we have representative data and secondly, encourage parent participation in all aspects of school life. 
https://docs.google.com/spreadsheets/d/1WeclXitCckSs6XE5UdhyGmKOajVfpBe/edit#gid=1333431541

**LCFF Priority 4 - Performance on Standardized Tests**

Educators, in consultation with students and families, examine data on student performance to improve academic achievement, increase college/career readiness, and support English learners and students with disabilities. Through communities of practice, teachers use student performance data to support a relevant and engaging curriculum for all students including those who have traditionally faced barriers to successful transitions to high school, postsecondary, and Career Technical Education. Courses support all students for success during and after high school by preparing them to pursue a full range of postsecondary opportunities.

LCFF Priority 4 aligns with the following District LCAP Goals:

- 100% Graduation
- Proficiency for All
- 100% Attendance

San Pedro High School has multiple assessment measures that are examined regularly to determine student progress, help guide instructional practice, determine professional development, and appropriate allocation of resources.

**Smarter Balanced Assessment Consortium (SBAC) Data**

Not only did the transition to the Common Core State Standards (CCSS) require that students and teachers adapt to a new set of standards, but also both groups had to adjust to a new testing format. The first formal year of SBAC testing commenced in Spring 2015; data from this exam was used as a baseline measurement.

**Six Year Summary of Data by Subject**

**English**

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<td>SPHS</td>
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<td></td>
<td>LAUSD</td>
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<td></td>
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<td></td>
<td>State</td>
</tr>
<tr>
<td>Exceeds Standard</td>
<td>15%</td>
<td>26%</td>
<td>28%</td>
<td>22%</td>
<td>26%</td>
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<td>18%</td>
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<td></td>
<td>22%</td>
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<tr>
<td>Standard Met</td>
<td>28%</td>
<td>38%</td>
<td>38%</td>
<td>32%</td>
<td>29%</td>
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<td>26%</td>
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<td>28%</td>
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<tr>
<td>Standard Nearly Met</td>
<td>31%</td>
<td>25%</td>
<td>20%</td>
<td>22%</td>
<td>24%</td>
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<td>22%</td>
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<tr>
<td>Standard Not Met</td>
<td>23%</td>
<td>12%</td>
<td>14%</td>
<td>25%</td>
<td>21%</td>
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<td>33%</td>
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<td>27%</td>
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</table>
Initial baseline data showed that 43% of tested students Met or Exceeded the standards. In the two subsequent years, the percentage of Mets or Exceeds students was in the mid sixty percent range with the Standard Not Met percentages dropping by approximately 10% from the baseline. In 2017-2018, the Standard Not Met increased and the Mets and Exceeds percentage dropped by 9%. The Standard Nearly Met group appears to be holding firm in the mid-to-low twenty percent range. The growth in Standard Not Met could be attributed to a number of factors including our emphasis on socio emotional care and the restorative justice practice in professional development. With the school-wide emphasis on Focus Standards, 2018-2019 scores did show improvement.

**ELA All Students Number of Students: 481**

![Color-coded chart]

Green
- 12.1 points above standard
- Increased 12.3 Points

The summary of all students places SPHS in green and shows that students as a whole are not only meeting standard but also are 12.1 above the minimum required.

Specific areas for growth are:

**ELA Students with Disabilities Number of Students: 60**

![Color-coded chart]

Red
- 85.8 points below standard
- Declined 3.5 Points

Even though our students with disabilities are not our lowest performing group in ELA, they declined 3.5 points in 2019. This group went from orange to red on the Dashboard from 2018-2019. Further work needs to be done to help our students access curriculum and achieve.

Our EL students are in the orange group on the Dashboard because of the 18.9 point gain. This could be in part attributed to after school tutoring targeted to our EL students as well as the emphasis on focus standards. There is still much work to do to help our EL’s achieve as their scores remain well below standard.
ELA English Learners Number of Students: 30

Orange
87.6 points below standard
Increased 18.9 Points

Both of our yellow groups showed gains over the previous year, although they do remain below standard.

Hispanic Number of Students: 337 Socioeconomically Disadvantaged Number of Students: 30

Yellow
1.3 points below standard
Increased 15.7 Points

Yellow
3.6 points below standard
Increased 6 Points

The following subgroups have no performance color because the numbers tested were too small. Both showed gains with our African American students coming to above standard with their gain. Our Asian population is our strongest performing group with 90.1 points above standard, with 11 students. Our white population of 85 students is in the blue group, at 53.5 point above standard with a 19.6 point increase.

ELA African American Number of Students: 27

Asian Number of Students: 11

6 points below standard
Increased 10.6 Points

90.1 points above standard
Increased 5.8 Points

The following subgroups had no data reported for privacy due to numbers being so small: Filipino, Foster Youth, Homeless, Two or More Races and Pacific Islander

ELA Claim Data- Percentage of Students Scoring Above Standard

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</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>26%</td>
<td>27%</td>
<td>35%</td>
<td>28%</td>
<td>29%</td>
</tr>
<tr>
<td>Writing</td>
<td>16%</td>
<td>34%</td>
<td>33%</td>
<td>28%</td>
<td>35%</td>
</tr>
<tr>
<td>Listening</td>
<td>13%</td>
<td>20%</td>
<td>25%</td>
<td>18%</td>
<td>21%</td>
</tr>
<tr>
<td>Research</td>
<td>27%</td>
<td>46%</td>
<td>47%</td>
<td>31%</td>
<td>29%</td>
</tr>
</tbody>
</table>

Students have made and maintained substantial gains in the writing claim but continue to struggle with the listening claim. The drop in overall scores and a review of our claims and targets data indicated that
students needed additional instruction on making inferences, vocabulary development, analyzing multiple texts, and writing arguments. Based on that, beginning in Fall 2018, Reading Information Standards 1, 4, and 7 along with Writing Standard 1 became the school-wide Focus Standards and were the nucleus around which professional development was designed. After analysis of the test scores from the 2019 cycle, the Local District focus transitioned to SBAC Targets 9, 10, and 11. These targets also focus around central idea, word meaning and reasoning and evidence.

Math

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</tr>
</thead>
<tbody>
<tr>
<td>Exceeds Standard</td>
<td>3%</td>
<td>8%</td>
<td>7%</td>
<td>6%</td>
<td>10%</td>
<td>16%</td>
<td>20%</td>
</tr>
<tr>
<td>Standard Met</td>
<td>8%</td>
<td>17%</td>
<td>18%</td>
<td>18%</td>
<td>19%</td>
<td>18%</td>
<td>20%</td>
</tr>
<tr>
<td>Standard Nearly Met</td>
<td>26%</td>
<td>32%</td>
<td>27%</td>
<td>27%</td>
<td>25%</td>
<td>26%</td>
<td>25%</td>
</tr>
<tr>
<td>Standard Not Met</td>
<td>63%</td>
<td>43%</td>
<td>47%</td>
<td>51%</td>
<td>45%</td>
<td>40%</td>
<td>35%</td>
</tr>
</tbody>
</table>

After initial gains in the Mets or Exceeds Standards categories from the baseline data, math scores have remained relatively consistent minus a percentage point or two until 2018-2019 in which there was a 5% increase in Met and Exceeds. This can be attributed to the work the Math Department has done around interleaving warm ups, which revisit Algebra 1 and Geometry skills to refresh students’ skill base. In addition, our Math Department is using several strategies proposed by the Local District: numbered heads together, Mathematicians consult and the three read protocol.

The California Dashboard data illustrates that although our math numbers are below standard, we did increase overall by 13.6 points in 2019.

All Students Number of Students: 483

Yellow

73.9 points below standard
Increased 13.6 Points
Our lowest performing groups are:

**English Learners** Number of Students: 32  **Students with Disabilities** Number of Students: 61

Red  
181.2 points below standard  
180.3 points below standard  
Declined 5.5 Points  
Maintained -2.9 Points

Unfortunately, the gains in ELA for our EL’s were not seen in math. In addition, although our Students with Disabilities “maintained,” we need to further interleave the math warm ups and implement the math strategies for both groups to help our students achieve.

Our Yellow groups both earned increases:

**Hispanic** Number of Students: 338  **Socioeconomically Disadvantaged** Number of Students: 306

88 points below standard  
Increased 13.9 Points  
89.8 points below standard  
Increased 6.2 Points

Our highest performing color in math is green; although our Asian population outperformed this group:

**White** Number of Students: 86  **Asian** Number of Students: 11

36.6 points below standard  
Increased 12.4 Points  
54.1 points above standard  
Increased 40.8 Points

Our African American population, even though it received no color performance indicator, improved substantially, by 32.7 points.

**African American** - Number of Students: 27

98.8 points below standard  
Increased 32.7 Points

The following subgroups did not have performance data due to privacy: Filipino, Foster Youth, Homeless, Two or More races, Pacific Islander.

**Math Claim Data - Percentage of Students Scoring Above Standard**
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Concepts &amp; Procedures</td>
<td>6%</td>
<td>14%</td>
<td>15%</td>
<td>14%</td>
<td>16%</td>
</tr>
<tr>
<td>Problem Solving &amp; Modeling, Data Analysis</td>
<td>4%</td>
<td>10%</td>
<td>11%</td>
<td>8%</td>
<td>13%</td>
</tr>
<tr>
<td>Communicating Reasoning</td>
<td>4%</td>
<td>14%</td>
<td>12%</td>
<td>11%</td>
<td>12%</td>
</tr>
</tbody>
</table>

In 2018, analysis of math claims data shows that the Communicating Reasoning claim showed some initial improvement from the baseline data but has slowly declined while the Concepts and Procedures remain consistent. This may be due to what proctors observed during testing. Proctors observed students completing the Performance Task very quickly. The two hour task was completed in 30 to 40 minutes in most cases. Besides involving applying complex mathematical concepts, the Performance Task requires significant reading skills - reading skills similar to the school-wide Focus Standards. Based on this and an analysis of our claims and target data in mathematics we felt that students needed instruction and practice in how to break down the prompt, plan how to approach the problem, and then carry it out. In Fall 2018, teachers received professional development on the Performance Task from our Math Coach. In addition, Local District South created a series of trainings to create daily warm-ups and common formative assessments that review Algebra I concepts that are covered on the test. The infusion of this professional development into the curriculum resulted in overall gains of 13.9 points for the 2018-2019 testing cycle. Thus, the interleaved warm ups and student engagement strategies will continue and be expanded upon to further student achievement.

**Special Education ELA SBAC Data**

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds Standard</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
<td>4%</td>
<td>3% 3% 5%</td>
</tr>
<tr>
<td>Standard Met</td>
<td>7%</td>
<td>17%</td>
<td>19%</td>
<td>16%</td>
<td>14% 9% 12%</td>
</tr>
<tr>
<td>Standard Nearly Met</td>
<td>37%</td>
<td>27%</td>
<td>21%</td>
<td>15%</td>
<td>27% 17% 19%</td>
</tr>
<tr>
<td>Standard Not Met</td>
<td>56%</td>
<td>56%</td>
<td>60%</td>
<td>65%</td>
<td>56% 71% 64%</td>
</tr>
</tbody>
</table>

**Special Education Math SBAC Data**

<table>
<thead>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds Standard</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>0% 3% 5%</td>
</tr>
<tr>
<td>Standard Met</td>
<td>0%</td>
<td>4%</td>
<td>4%</td>
<td>5%</td>
<td>5% 6% 8%</td>
</tr>
<tr>
<td>Standard Nearly Met</td>
<td>13%</td>
<td>10%</td>
<td>12%</td>
<td>12%</td>
<td>14% 15% 16%</td>
</tr>
<tr>
<td>Standard Not Met</td>
<td>85%</td>
<td>86%</td>
<td>84%</td>
<td>82%</td>
<td>81% 76% 71%</td>
</tr>
</tbody>
</table>
Although the number of Special Education students who are in the Standard Not Met category in ELA had been fluctuating, the improvements in all other areas in 2017-2018 resulted in our Special Education subgroup being placed in the increased orange category on the California Dashboard. 2019 saw a 3.5 point decline, thus the red performance color on the Dashboard. Though there is a larger percentage of students in the Mets and Exceeds categories and the Standard Not Met decreased, the lack of change in the Nearly Met category contributed to the decline to red and maintaining red from 2018 to 2019 for math.

### English Learner ELA SBAC Data

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</thead>
<tbody>
<tr>
<td>Exceeds Standard</td>
<td>7%</td>
<td>0%</td>
<td>7%</td>
<td>0%</td>
<td>8%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Standard Met</td>
<td>0%</td>
<td>5%</td>
<td>20%</td>
<td>0%</td>
<td>0%</td>
<td>5%</td>
<td>10%</td>
</tr>
<tr>
<td>Standard Nearly Met</td>
<td>20%</td>
<td>26%</td>
<td>20%</td>
<td>19%</td>
<td>23%</td>
<td>18%</td>
<td>25%</td>
</tr>
<tr>
<td>Standard Not Met</td>
<td>73%</td>
<td>68%</td>
<td>53%</td>
<td>81%</td>
<td>70%</td>
<td>76%</td>
<td>62%</td>
</tr>
</tbody>
</table>

### English Learner Math SBAC Data

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds Standard</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>3%</td>
</tr>
<tr>
<td>Standard Met</td>
<td>6%</td>
<td>0%</td>
<td>13%</td>
<td>0%</td>
<td>0%</td>
<td>6%</td>
<td>9%</td>
</tr>
<tr>
<td>Standard Nearly Met</td>
<td>0%</td>
<td>11%</td>
<td>19%</td>
<td>19%</td>
<td>7%</td>
<td>19%</td>
<td>23%</td>
</tr>
<tr>
<td>Standard Not Met</td>
<td>94%</td>
<td>89%</td>
<td>69%</td>
<td>81%</td>
<td>93%</td>
<td>74%</td>
<td>64%</td>
</tr>
</tbody>
</table>

It has been challenging to move students in our English Learner subgroup into the Meets or Exceeds categories on the SBAC despite a school-wide focus on English Learners as one of our Specialized Student Populations. Yet, the 2019 testing cycle with the targeted tutoring, writing plan and emphasis on focus standards seems to have prompted an 18.9 point increase in ELA. Math has not fared as well, continuing to see the red performance color and a decline of 3.5 points. Further interleaving, engagement strategies, and warm ups need to be implemented to bolster the achievement of EL’s in math.

### PSAT/SAT Data

One measure of college readiness is the Scholastic Aptitude Test (SAT), which is typically taken by juniors and seniors. In order to give students a preview of this test, LAUSD offers the precursor to the SAT, the PSAT free to all of its 10th grade students. Beginning in Spring 2016, both the PSAT and the SAT test changed. Both tests were redesigned in an attempt to be more aligned with the CCSS and to present material in the way that students might experience reading, writing, and math in entry level college
In addition, the new SAT reverted back to the old 1600 scale score instead of 2400 as it had been for several years. Benchmark scores for the PSAT are 430 for Evidenced based Reading and Writing (ERW) and 480 for Math.

### PSAT

<table>
<thead>
<tr>
<th></th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test takers</td>
<td>585</td>
<td>612</td>
<td>561</td>
</tr>
<tr>
<td>% Met Both Benchmarks</td>
<td>21</td>
<td>27</td>
<td>20</td>
</tr>
<tr>
<td>% Met ERW Benchmark</td>
<td>47</td>
<td>51</td>
<td>43</td>
</tr>
<tr>
<td>Mean ERW Score</td>
<td>434</td>
<td>438</td>
<td>425</td>
</tr>
<tr>
<td>% Met Math Benchmark</td>
<td>24</td>
<td>28</td>
<td>21</td>
</tr>
<tr>
<td>Mean Math Score</td>
<td>426</td>
<td>414</td>
<td>421</td>
</tr>
<tr>
<td>% Who Met None</td>
<td>50</td>
<td>48</td>
<td>55</td>
</tr>
<tr>
<td>Total Mean Score</td>
<td>860</td>
<td>865</td>
<td>846</td>
</tr>
</tbody>
</table>

San Pedro 10th graders made improvements in all areas in 2017 and 2018. For both of those years, they also were above the District metrics in the following areas: Total Mean Score, 823 in 2018, Mean ERW, 414 in 2018, and Mean Math, 409, in 2018. For 2019, there are decreases in all areas.

### SAT

Over the course of any given school year, the SAT is administered seven times to juniors and seniors. Data selected for this chart was chosen to measure growth within a cohort of students. The October dates are filtered to reflect seniors taking the test one last time before submitting applications. The March dates are when the school administered the test to all juniors. The Benchmark scores for the SAT are 480 in ERW and 530 in math.

<table>
<thead>
<tr>
<th></th>
<th>October 2017 Senior Test Takers only</th>
<th>March 7, 2018 11th Grade School Administration</th>
<th>October 2018 Senior Test Takers only</th>
<th>March 20, 2019 11th Grade School Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test takers</td>
<td>84</td>
<td>430</td>
<td>62</td>
<td>475</td>
</tr>
</tbody>
</table>
As with the PSAT, SPH’s SAT scores were better than the District mean in all categories. It is also interesting to note that the SAT scores of the juniors in this chart show an improvement in terms of what they scored on the PSAT.

**Advanced Placement Course Data**

Students at San Pedro High School have access to twenty-one different Advanced Placement courses with an average class size enrollment of 32. The data shows that more and more students are taking advantage of this opportunity with the percentage of students taking at least one AP class increasing each of the last six years. With California college admissions becoming ever more competitive, the availability of these courses and the potential to earn college credit puts these students in a good position to gain admission to some of the state’s most coveted schools. What the data also suggests is that even though more students are taking AP classes and the corresponding exams, the number of students receiving passing scores is decreasing.
Earlier in this Chapter, we mentioned that in the Spring of 2016, we entered a partnership with National Math and Science Initiative (NMSI). NMSI focuses on training teachers in the following AP subject areas: math, science, and English. The 2018-2019 school year will be the final year of this partnership. NMSI subject area mean scores, with baseline data from 2016 are reflected in the chart below. Advanced Placement scores range from 1 to 5.

<table>
<thead>
<tr>
<th>NMSI Subject</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>1.77</td>
<td>1.90</td>
<td>2.17</td>
<td>2.05</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>2.90</td>
<td>2.74</td>
<td>2.69</td>
<td>2.64</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>2.00</td>
<td>3.00</td>
<td>3.71</td>
<td>3.50</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1.60</td>
<td>1.78</td>
<td>1.80</td>
<td>1.65</td>
</tr>
<tr>
<td>Computer Science Principles</td>
<td>2.84</td>
<td>2.71</td>
<td>2.25</td>
<td></td>
</tr>
<tr>
<td>Computer Science A</td>
<td></td>
<td>3</td>
<td>1.83</td>
<td></td>
</tr>
<tr>
<td>English Language</td>
<td>2.75</td>
<td>2.53</td>
<td>2.38</td>
<td>2.33</td>
</tr>
<tr>
<td>English Literature</td>
<td>2.29</td>
<td>2.24</td>
<td>2.35</td>
<td>2.30</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>2.33</td>
<td>1.41</td>
<td>1.32</td>
<td>1.83</td>
</tr>
<tr>
<td>Statistics</td>
<td>1.63</td>
<td>1.92</td>
<td>1.97</td>
<td>2.27</td>
</tr>
</tbody>
</table>

The increase in the number of students taking both the AP classes and exams has increased substantially. The number of students passing the exams with a three or better has not kept up with the increased number of students. However, more students are being exposed to the rigors of college classes and the exams that come with them. Considering the increase in number of students, we have a 51.1% pass rate.

**English Learner Data**

Along with graduating, English Learners (ELs) have reclassification as an educational goal. In LAUSD, there are three criteria that an EL must meet in order to reclassify: earn a “C” or better in their English or LTEL class, score Basic on the Reading Inventory, and score an overall 4 or 5 one the CELDT with no subscore less than a 3. Beginning in Spring 2018, ELs were administered the ELPAC instead of the CELDT.

|---------------------------|-----------|-----------|-----------|-----------|-----------|

42
Evidence in the chart indicates that students struggle with making inferences as the low percentage of students passing the Reading Inventory, a test that asked students to make an inference about each passage they read. This is the case even though a variety of interventions such as skills pullouts, after school tutoring, and Bridge to Reclassify intervention classes are offered. The baseline data on the ELPAC, an ELD/CCSS standards aligned exam indicates that if the baseline data does not change, the reclassification rate, while short of the District benchmark of 22%, will begin to decline.

Reclassification Rates

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>17.9%</td>
<td>19.0%</td>
<td>17.2%</td>
<td>27.9%</td>
</tr>
</tbody>
</table>

Writing Plan Benchmark Data

Based on discussions with our feeder middle schools, classroom observations, and SBAC analysis, in the Spring of 2017, the San Pedro High School English department developed a four year Writing Plan to try to ensure that graduates are ready for the demands of college or career writing. The plan includes four standards based grade level benchmark assessments that gradually increase in complexity from grades 9 to 12. Now in its second full year of implementation, the results of student work sample calibration show that the majority of students have mastered basic essay structure, but most, regardless of grade level continue to struggle with adequately analyzing evidence.

Report Card Analysis

A determining factor as to whether or not a student is considered college ready is whether or not they can pass their classes with a “C” or better. Therefore, it is important to examine the number of grades of “D” or lower and try to intervene.

<table>
<thead>
<tr>
<th>Term</th>
<th>Total # of D’s</th>
<th>% of D’s</th>
<th>Total # of F’s</th>
<th>% of F’s</th>
<th>Total # C’s or better</th>
<th>% of C’s or better</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017</td>
<td>1466</td>
<td>10%</td>
<td>1701</td>
<td>12%</td>
<td>10976</td>
<td>78%</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>1340</td>
<td>10%</td>
<td>1554</td>
<td>12%</td>
<td>10254</td>
<td>78%</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>1439</td>
<td>10%</td>
<td>1663</td>
<td>12%</td>
<td>10816</td>
<td>78%</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>1283</td>
<td>10%</td>
<td>1609</td>
<td>12%</td>
<td>10148</td>
<td>78%</td>
</tr>
</tbody>
</table>
These numbers are significantly reduced from the time of the last full visit. The factors influencing this are multiple staff conversations around providing additional opportunities to meet the standards and providing evidence of work. Another contributing factor is that counselors meet with each student once a year to review their Individual Graduation Plan (IGP) and encourage them to try to pass their classes with a “C” or better. The increased use of Schoology has also helped to keep students informed and accountable about their grades. Considering that all but a small percentage of SPHS students are enrolled in a-g courses, the number of Ds and Fs at the end of each semester has some bearing on the school’s status on the California Dashboard’s College and Career indicator. It also explains why the need for intervention from academic and a-g counselors is needed. It would also help to explain how Edgenuity and summer school helps students recover lost credits reflected in these grade totals. This is significant because when students are able to make up credits, they are able to graduate on time.

**LCFF Priority 5-Pupil Engagement**

From preschool through grade 12, all students experience a positive self-identity in relation to school. Students enjoy an engaging educational curriculum and supportive relationships at school. Barriers to regular school attendance including mental health, nutritional, and transportation needs are reduced if not eliminated. All student groups, including students of historically disadvantaged groups, students with disabilities, students in poverty, English learners, and foster youth, benefit from improved access to mental health and other appropriate student support services. Schools implement data driven strategies to reduce chronic absenteeism and dropout rates and to increase attendance and graduation rates.

LCFF Priority 5 aligns with the following District LCAP Goals:

- 100% Graduation
- 100% Attendance

**Graduation Data**

For the last six years, San Pedro High School has been making steady progress towards meeting the district goal of 100% graduation.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rate</td>
<td>85%**</td>
<td>86%**</td>
<td>93%**</td>
<td>92.8%**</td>
<td>90%**</td>
</tr>
</tbody>
</table>

** Graduation rate percentages are the percent taken from the District which calculates the graduation rate based on the number of students who are enrolled in 12th grade at a school on Norm Day for 2014-2017, the 4-year cohort metric from the CA Dashboard was used for 2017-2018 and 2018-2019.

The increased graduation rates can be credited to the collaborative effort of SPHS teachers, the professional development foci in PLCs, conversations about grading practices, awareness of the importance of Habits of Mind, academic counselors who provide guidance to students to meeting a-g requirements, PSA counselor, and A-G Counselors who work to make sure that students are in school, and ensure that the most at-risk student populations get the services that they need. Another significant factor has been the introduction of the Edgenuity credit recovery program. While it is true that SPHS has always offered some type of credit recovery, the online Edgenuity courses allow students to work at their own pace while receiving support from a credentialed teacher. Two classes are offered during the school day and after school four days a week at Flagship and two days a week at Olguin with the addition of 2 to
3 Saturdays a month. SPHS also offered students the opportunity to recover credit via summer school programming and the Edgenuity program in the summer. Edgenuity is used as credit recovery only except for French, this year. In 2018-2019, our French teacher left and the school was unable to replace her. Thus, so the French students could complete their 2nd year of foreign language, we are offering a one year, French 2, initial instruction Edgenuity class.

Despite the credit recovery options, there are a number of students who are in need of credits. To address this need, beginning in Fall 2016, SPHS was provided two A-G PSA counselors by the District, with the goal of dropout prevention, A-G intervention, and credit recovery. The A-G counselors at SPHS service over 600 students who are deficient in three or more classes. Academic counselors oversee students who are 1-2 classes deficient.

**Attendance**

San Pedro High School and LAUSD recognizes that students cannot be successful unless they are present. As indicated by the chart below, average daily attendance at San Pedro High School has been constant for the last six years.

**Average Daily Attendance Percentage**

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>96.4%</td>
<td>95.7%</td>
<td>95.5%</td>
<td>96%</td>
<td>92.7%*</td>
</tr>
</tbody>
</table>

*This number is from My Data and may not be 100% accurate because the District has moved away from Average Daily Attendance Percentages since 2017-2018

Our Pupil Services and Attendance (PSA) counselor works to make sure that students are meeting the District goal for proficient attendance. Proficient attendance is defined as having a 96% or higher attendance rate. That means that a student cannot have more than seven days absent during the entire school year. The percentage of students meeting this proficiency rate and the target percentage of students set by the District for meeting the proficiency benchmarks are as follows:

<table>
<thead>
<tr>
<th></th>
<th>14-15*</th>
<th>15-16</th>
<th>16-17</th>
<th>17-18</th>
<th>18-19</th>
<th>LCAP Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>80%</td>
<td>70%</td>
<td>73.9%</td>
<td>70.9%</td>
<td>73%</td>
<td>73%</td>
</tr>
</tbody>
</table>

*Data may be affected by Misis rollout

In addition, the District defines a chronic absence as someone with 15 or more days absent. The chart below is similar to the one above in that it lists SPHS’s percentage who fall into the chronically absent category and lists the District goal in terms of percentage of students per school who fall into this category.

**Percentage of Chronically Absent Students**

<table>
<thead>
<tr>
<th></th>
<th>14-15*</th>
<th>15-16</th>
<th>16-17</th>
<th>17-18</th>
<th>18-19</th>
<th>LCAP Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>11%</td>
<td>9%</td>
<td>14.2%</td>
<td>13%</td>
<td>14%</td>
<td>11%</td>
</tr>
</tbody>
</table>

*Data may be affected by Misis rollout
Some of the factors affecting student attendance data are intervention via parent conference, home visits, and Student Attendance Review Board meetings by the PSA and A-G counselors in addition to Student Recovery Days that happen twice yearly. During Student Recovery Days, administrators, counselors, academic and specialized, and other school personnel go out into the community and knock on doors to find and recover students who are not in school but should be. While the data shows that SPHS has not met its District LCAP goals, those numbers are impacted by the following factors. If a student checks out of San Pedro High School and goes to a non-LAUSD school, their attendance stays in our district. If a student is deemed chronically absent, then they are deemed chronically absent for the entire year even if their attendance improves. With that in mind, the number of chronically absent students has been in line with the district average of 16% for the last three years, and compared to other area high schools we are among the top two in terms of proximity to meeting goal.

LCFF Priority 6-School Climate

Schools that successfully sustain a positive school climate are committed to meeting the cognitive, social, emotional, and physical needs of each student. A positive school climate is built on caring, trusting, inclusive, and respectful relationships among students, staff, and families. The implementation of positive disciplinary measures that are inclusive and evidence-based begins with the development of such relationships. Good relationships result in a sense of safety, order, and connectedness among members of the school community. When rules and expectations are clearly communicated and suspensions and expulsions are reserved for the most serious offenses, students experience supportive, personalized learning conditions that promote social, emotional, and academic growth.

LCFF Priority 6 aligns with the following District LCAP Goals:

- Ensure School Safety

Learning cannot take place if students do not feel safe, welcome, and accepted on a school campus. With those beliefs in mind, San Pedro High School works hard to create an environment where every student can learn and thrive. Since the last full visit, we have made significant progress towards full implementation of the District’s School-wide Positive Intervention and Support (SWPBIS), Restorative Justice, and Other Means of Correction policies. Our SWPBIS team meets monthly to review student discipline data and craft policies, as necessary, to address school climate issues as they arise. The team also develops the Circle prompts used by teachers during the Restorative Justice Homerooms and is beginning to work on ways to incorporate the Mindfulness training that a quarter of the staff has received into the classroom. The school also has an active Link Crew on the Olguin campus and has a yearly Start with Hello campaign on both campuses.

Student Discipline

In 2016, SPHS began the process of implementing Restorative Justice as its approach to student discipline per District Policy. Since Restorative Justice (RJ) practices are a major shift for teachers, SPHS staff were provided training during faculty meetings about the foundation and components of the approach, including the use of Circles as a means to build community, productively deal with conflict, and address sensitive issues. Because teachers are still learning about the practice, prior to facilitating an RJ Homeroom, teachers walk through the Circle prompts in small groups lead by other teachers who make sure they are comfortable with them. The teacher leaders are members of the staff who did in-depth study of RJ through the Restorative Justice Book Club held during the 2016-2017 school year as well as staff members who have had multiple experiences with circle activities. Local District South RJ advisors also come in to provide direct facilitator and co-facilitator support during school-wide circles. Surveys from three successive school-wide circles from 2017 - 2018 indicate that students were 44.3%, 43.6% and 47.3% comfortable with circles compared to 70.2%, 59.7% and 51.6% staff being comfortable. SPHS Deans also utilize restorative practices in their work supporting students and staff by utilizing check-ins,
restorative questions, affective statements and repairing the harm approaches in the context of altercations. Teachers utilize circles as needed along with restorative approaches - focused on nurturing positive relationships with students.

There is evidence to show that this work is beginning to have an effect. The suspension rate indicator on the California Dashboard shows that with the exception of African Americans, who increased significantly, all of our subgroups either maintained their status or declined in the number of suspensions. The Dashboard also shows that our percentage of at least one suspension is 0.9% as opposed to the state average of 3.5%. Additionally, SPHS has had one expulsion in the last three years. Suspension data for the last three years is reflected in the following charts.

It is important to note that LAUSD strongly encourages progressive discipline with Tier 1, Tier 2 and Tier 3 interventions. Suspension is not encouraged and should only be used in grave situations.

### Suspension Data

#### Number of Suspension Events

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>9</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>9</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>3</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>5</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Overall</td>
<td>26</td>
<td>30</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Total Number of Suspension Days

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>15</td>
<td>32</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>23</td>
<td>21</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>5</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>11</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Overall</td>
<td>54</td>
<td>66</td>
<td>4</td>
</tr>
</tbody>
</table>

Some of the reasons for the increase in both suspension events and suspension days may be due to the types of discipline referrals that occurred during the 2017-18 school year. During the previous year, the most frequent types of referrals were for attempting to cause physical injury (29.3%), possession of marijuana or alcohol, first offense (12.3%), threaten to cause physical injury (9.8%), obscenity/vulgarity (7%), and harassment or threat to school district personnel (5.3%). The following year, the number of attempts to cause physical injury cases dropped to 16.3% of referrals, obscenity/vulgarity increased to 14.1% of referrals, possession of marijuana or alcohol, first offense remained roughly the same at 12.5%
as did threat to cause physical injury at 9.9%. However, caused physical injury accounted for 9.6% of total referrals accounting for the increase in the number of suspensions. San Pedro High School addressed the large number of suspension days in 2018-19 with a new system that included a specific Alternatives to Suspension Rubric that all discipline personnel are to use when deciding on consequences for physical altercations. Referral data, fight rubric and student checklist can be found here:

https://drive.google.com/drivefolders/1xPndKNGohKqF3EOJaxbmnSOxEGzUIIP6

The matrix identified tier one, two, and three types of physical aggression and used a differentiated approach to consequences based on the tier. More in-school suspension is utilized and students have a specific task to accomplish during the in-school suspension forcing them to reflect on the act of aggression that they participated in.

While the suspension and expulsion rates are low, data from the School Experience Survey indicates that are making some headway in terms of making behavioral expectations clear and making them feel connected to the school, there is still work that needs to be done.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students know the expectations for behavior.</td>
<td>52</td>
<td>61</td>
<td>--</td>
</tr>
<tr>
<td>Students know what the rules are.</td>
<td>61</td>
<td>67</td>
<td>--</td>
</tr>
<tr>
<td>Overall expectations for behavior.</td>
<td>n/a</td>
<td>55</td>
<td>--</td>
</tr>
<tr>
<td>I am happy to be at this school.</td>
<td>65</td>
<td>66</td>
<td>--</td>
</tr>
<tr>
<td>I feel like I am a part of this school.</td>
<td>55</td>
<td>58</td>
<td>--</td>
</tr>
<tr>
<td>Adults at this school treat all students with respect.</td>
<td>59</td>
<td>53</td>
<td>--</td>
</tr>
<tr>
<td>Overall connectedness.</td>
<td>n/a</td>
<td>62</td>
<td>--</td>
</tr>
</tbody>
</table>

One of the ways that helps to make students feel more connected to a school is through their involvement in co-curricular and extracurricular activities. San Pedro offers over 50 (fifty) such opportunities to students. There are numerous sports that students can join, leadership classes, and clubs like End It and the Gay Straight Alliance.

**LCFF Priority 7- Access to a Broad Course of Study**

For students in grades 7 through 12, a Broad Course of Studies includes courses in English, Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, and Career Technical Education.

All students receive instruction, aligned to California state content standards and curriculum frameworks, as well as any necessary intervention, accommodations, and assistance to meet graduation, college, and career requirements. Access to core academic content and courses that lead to graduation and success is provided to all students regardless of income, race, primary language, disability, and/or family situation. Standards aligned instruction requires collaboration among educators, support for teachers, and, most importantly, a sustained focus on the strengths and needs of individual students together with the persistent belief that all students can achieve academic excellence and be successful in life.
LCFF Priority 7 aligns with the following District LCAP Goals:
- Proficiency for All
- 100% Graduation

San Pedro High School is committed to providing a rigorous academic program that allows students to complete the a-g requirements necessary to be ready for college or career. We offer a wide range of courses. There are twenty-one AP choices, numerous honors classes, and an array of different electives. The counseling staff works with individual students to make sure that they are challenging themselves and taking classes to fulfill District graduation requirements. Courses that are a-g approved through the Division of Instruction. Courses are maintained district wide and schools are able to select courses from this list.

The College/Career measure on the California Dashboard shows how well schools are preparing students for success after graduation. There are several ways that a school’s graduates can be considered prepared on the Dashboard. Some of them include scoring a Mets or higher on both the English and math SBAC tests, scoring a 3 or better on two AP exams, and completing the a-g requirements with a “C” or better among others.

**California Dashboard College and Career Indicator**

**UC/CSU-a-g Data**

Because there was a change in the way graduation rates were calculated in 2016, the CDE does not recommend comparing those years.

<table>
<thead>
<tr>
<th>School Year</th>
<th>Students Enrolled in Courses for UC/CSU Admission</th>
<th>Graduates Who Completed All Courses for UC/CSU Admission</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>99.6%</td>
<td>47.8%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>99.4%</td>
<td>46.1%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>99.5%</td>
<td>36.3%</td>
</tr>
</tbody>
</table>

With the exception of a very small number of electives, Special Education, and English Language Development courses, all SPHS classes fulfill a-g requirements. However, evidence from the chart indicates that while students are completing a-g courses, but they are struggling to pass all of those courses with a “C” or better. As part of the District graduation requirements, all students not on a Special Education waiver must pass the a-g required classes with a “D” or better instead of a “C” or better, which would explain the discrepancy in the chart. In addition, the percentage of students who are completing the a-g requirements with a “C” or show a slight decrease from the first year to the last. This decline is reflected in the Dashboard information that shows the school as a whole. All of our subgroups maintained their status from the prior year with the exception of the socio-economically disadvantaged and students with disabilities sub groups.
The Dashboard calculates the percentage of prepared students based on the number of students who enter the Cohort beginning in ninth grade. The following two charts track the 2017 and 2018 graduating cohorts.

**Number and Percent of Students in Cohort (Prepared) Class of 2017**

Number of Students in the Cohort=617

<table>
<thead>
<tr>
<th>All</th>
<th>African American</th>
<th>Asian</th>
<th>Filipino</th>
<th>Hispanic</th>
<th>White</th>
<th>English Learner</th>
<th>Socio-economic disadvantaged</th>
<th>Students with disabilities</th>
<th>Homeless</th>
</tr>
</thead>
<tbody>
<tr>
<td>295</td>
<td>16</td>
<td>10</td>
<td>12</td>
<td>188</td>
<td>64</td>
<td>6</td>
<td>212</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>47.8%</td>
<td>35.6%</td>
<td>62.5%</td>
<td>75%</td>
<td>44.8%</td>
<td>58.2%</td>
<td>58.2%</td>
<td>44.4%</td>
<td>9.%</td>
<td>29.8%</td>
</tr>
</tbody>
</table>

**Number and Percent of Students in Cohort (Prepared) Class of 2018**

Number of Students in the Cohort=566

*There were not enough Filipinos to generate subgroup data.

<table>
<thead>
<tr>
<th>All</th>
<th>African American</th>
<th>Asian</th>
<th>Filipino</th>
<th>Hispanic</th>
<th>White</th>
<th>English Learner</th>
<th>Socio-economic disadvantaged</th>
<th>Students with disabilities</th>
<th>Homeless</th>
</tr>
</thead>
<tbody>
<tr>
<td>261</td>
<td>13</td>
<td>9</td>
<td>168</td>
<td>60</td>
<td>4</td>
<td>178</td>
<td>4</td>
<td>2</td>
<td>10.5%</td>
</tr>
<tr>
<td>46.1%</td>
<td>34.2%</td>
<td>69.2%</td>
<td>43.7%</td>
<td>60%</td>
<td>11.1%</td>
<td>41.6%</td>
<td>7.3%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Number and Percent of Students in Cohort (Prepared) Class of 2019**

Number of Students in the Cohort=498

<table>
<thead>
<tr>
<th>All</th>
<th>African American</th>
<th>Asian</th>
<th>Filipino</th>
<th>Hispanic</th>
<th>White</th>
<th>English Learner</th>
<th>Socio-economic disadvantaged</th>
<th>Students with disabilities</th>
<th>Homeless</th>
</tr>
</thead>
<tbody>
<tr>
<td>181</td>
<td>37</td>
<td>13</td>
<td>11</td>
<td>327</td>
<td>94</td>
<td>41</td>
<td>392</td>
<td>90</td>
<td>24</td>
</tr>
<tr>
<td>36.3%</td>
<td>32.4%</td>
<td>84.6%</td>
<td>63.6%</td>
<td>30.9%</td>
<td>47.9%</td>
<td>41%</td>
<td>32.7%</td>
<td>8.9%</td>
<td>20.8%</td>
</tr>
</tbody>
</table>

**LCFF Priority 8- Other Pupil Outcomes**

Schools measure student achievement in all courses that comprise a broad course of study. Assessment data provides information to educators, students, and families regarding the academic progress that students are making, which in turn informs decision-making related to instruction. Each student graduates from high school well prepared for the future, whether it is to transition into post-secondary education (including industry certification and apprenticeship) or directly into a career.

SPHS receives the majority of our funding from our local district, LAUSD, to spend on staffing, instructional resources, maintenance, etc. SPHS receives approximately one million dollars in federal funding. Our school utilizes these funds to support our EL, Special Education, and low-income students in becoming college and career ready by providing a PSA, PSW, four additional class size reduction teachers, a teacher assistant, after school tutoring, as well as additional technology on our campus.
Schoolwide Learner Outcomes

San Pedro High School wants our students to be effective communicators and collaborators, critical and creative thinkers as well as active community members and leaders. We look at a variety of indicators to determine the degree to which students are achieving these including but not limited to: surveys, data and teacher observations.

In a survey given to a cross section of students in November 2019, including regular, honors, AP, SpEd, magnet and leadership classes, students answered the following:

**SPHS prepares me to communicate well using speaking, reading, writing and listening**

386 responses

- 56.5% agree
- 23.1% strongly agree
- 16.6% neutral
- 3.8% disagree
- 1.8% strongly disagree

73.1% strongly agree or agree

**SPHS prepares me to solve problems**

379 responses

- 50.9% agree
- 26.4% strongly agree
- 15.8% neutral
- 7.3% disagree
- 0.6% strongly disagree

66.7% strongly agree/agree
SPHS prepares me to work with others from different backgrounds
385 responses

70.9% strongly agree/agree

SPHS prepares me to be active in my community
385 responses

61.8% strongly agree/agree

SPHS prepares me to be a leader
382 responses

49% strongly agree/agree
Student Response, School Experience Survey 2018-2019

<table>
<thead>
<tr>
<th>Cognitive Engagement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither disagree or agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th># of Responses</th>
<th>SCHOOL % Top two categories</th>
<th>LAUSD % Top two categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. When learning new information, I try to put the ideas into my own words</td>
<td>1%</td>
<td>3%</td>
<td>24%</td>
<td>48%</td>
<td>25%</td>
<td>1339</td>
<td>72%</td>
<td>77%</td>
</tr>
<tr>
<td>B. In my classes, I use evidence or collect data to come to my own conclusions</td>
<td>1%</td>
<td>3%</td>
<td>25%</td>
<td>52%</td>
<td>20%</td>
<td>1338</td>
<td>72%</td>
<td>74%</td>
</tr>
<tr>
<td>C. In my classes, I work on projects or assignments with other students</td>
<td>2%</td>
<td>4%</td>
<td>20%</td>
<td>54%</td>
<td>21%</td>
<td>1337</td>
<td>74%</td>
<td>79%</td>
</tr>
<tr>
<td>D. For my assignments, I explain my thinking in writing</td>
<td>1%</td>
<td>5%</td>
<td>30%</td>
<td>46%</td>
<td>19%</td>
<td>1336</td>
<td>64%</td>
<td>69%</td>
</tr>
<tr>
<td>E. In my classes, I think about how to solve problems in new ways</td>
<td>2%</td>
<td>6%</td>
<td>33%</td>
<td>43%</td>
<td>17%</td>
<td>1337</td>
<td>60%</td>
<td>64%</td>
</tr>
</tbody>
</table>

The above data would indicate that students are being taught to be effective communicators and collaborators as well as critical thinkers. Students’ perception regarding creativity is not directly evident with this data; but, teachers report that within many projects and assignments, students are allowed to use voice and choice in regards to topic, medium, and final product. In addition, although this data indicates that students do not feel they are active participants in their community, 95% of our graduating seniors complete a community service project and a few of the SLC’s and magnets require additional service hours for the program, which would speak to the opposite of the perception.

Perception Data

Student Connectedness 2018-2019 School Experience Survey

<table>
<thead>
<tr>
<th>Connectedness</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither disagree or agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th># of Responses</th>
<th>SCHOOL % Top two categories</th>
<th>LAUSD % Top two categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. I am happy to be at this school</td>
<td>3%</td>
<td>6%</td>
<td>25%</td>
<td>49%</td>
<td>17%</td>
<td>1363</td>
<td>66%</td>
<td>67%</td>
</tr>
<tr>
<td>B. I feel like I am part of this school</td>
<td>3%</td>
<td>9%</td>
<td>30%</td>
<td>47%</td>
<td>12%</td>
<td>1343</td>
<td>58%</td>
<td>61%</td>
</tr>
<tr>
<td>C. I feel close to people at this school</td>
<td>3%</td>
<td>7%</td>
<td>28%</td>
<td>46%</td>
<td>17%</td>
<td>1343</td>
<td>63%</td>
<td>65%</td>
</tr>
<tr>
<td>D. The teachers at this school treat students fairly</td>
<td>4%</td>
<td>9%</td>
<td>30%</td>
<td>46%</td>
<td>11%</td>
<td>1342</td>
<td>57%</td>
<td>60%</td>
</tr>
<tr>
<td>E. Teachers care if I'm absent from school</td>
<td>4%</td>
<td>11%</td>
<td>35%</td>
<td>36%</td>
<td>14%</td>
<td>1341</td>
<td>50%</td>
<td>53%</td>
</tr>
</tbody>
</table>
### Teacher Connectedness, 2018-2019 School Experience Survey

<table>
<thead>
<tr>
<th>Teaching Satisfaction</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Disagree or Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th># of Responses</th>
<th>SCHOOL % Top two categories</th>
<th>LAUSD % Top two categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. I enjoy teaching at this school</td>
<td>1%</td>
<td>2%</td>
<td>10%</td>
<td>41%</td>
<td>46%</td>
<td>104</td>
<td>88%</td>
<td>86%</td>
</tr>
<tr>
<td>B. I have sufficient autonomy to implement an instructional strategy that meets the needs of my students</td>
<td>0%</td>
<td>5%</td>
<td>7%</td>
<td>47%</td>
<td>41%</td>
<td>104</td>
<td>89%</td>
<td>87%</td>
</tr>
<tr>
<td>C. The professional development at this school is differentiated for my level of teaching experience</td>
<td>7%</td>
<td>16%</td>
<td>24%</td>
<td>39%</td>
<td>14%</td>
<td>104</td>
<td>53%</td>
<td>56%</td>
</tr>
<tr>
<td>D. What I learn in our school professional</td>
<td>6%</td>
<td>7%</td>
<td>23%</td>
<td>52%</td>
<td>13%</td>
<td>104</td>
<td>64%</td>
<td>62%</td>
</tr>
</tbody>
</table>

### Student Bullying, 2018-2019 School Experience Survey

<table>
<thead>
<tr>
<th>Bullying</th>
<th>4 or More Times</th>
<th>2 or 3 Times</th>
<th>1 Time</th>
<th>0 Times</th>
<th># of Responses</th>
<th>SCHOOL % Top two categories</th>
<th>LAUSD % Top two categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Had mean rumors or lies spread about you?</td>
<td>62%</td>
<td>18%</td>
<td>13%</td>
<td>7%</td>
<td>1354</td>
<td>20%</td>
<td>18%</td>
</tr>
<tr>
<td>B. Been teased about what your body looks like?</td>
<td>68%</td>
<td>13%</td>
<td>10%</td>
<td>8%</td>
<td>1353</td>
<td>19%</td>
<td>14%</td>
</tr>
<tr>
<td>C. Been made fun of because of your looks or the way you talk?</td>
<td>64%</td>
<td>15%</td>
<td>12%</td>
<td>9%</td>
<td>1353</td>
<td>21%</td>
<td>16%</td>
</tr>
<tr>
<td>D. Been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around?</td>
<td>85%</td>
<td>8%</td>
<td>4%</td>
<td>3%</td>
<td>1354</td>
<td>8%</td>
<td>6%</td>
</tr>
<tr>
<td>E. Bullied you online?</td>
<td>91%</td>
<td>4%</td>
<td>2%</td>
<td>3%</td>
<td>1352</td>
<td>5%</td>
<td>4%</td>
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<tr>
<td>F. Had sexual jokes, comments, or gestures made to you?</td>
<td>69%</td>
<td>12%</td>
<td>8%</td>
<td>11%</td>
<td>1352</td>
<td>19%</td>
<td>14%</td>
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development meetings addresses my students' needs

| E. The Educator Development and Support process for teachers helps me improve my teaching and learning | 7% | 10% | 35% | 40% | 8% | 102 | 48% | 53% |

Looking at student perception about SPHS, our faculty and staff are most proud that our students feel 70% accepted for who they are and that our LGBTQ population feels 74% accepted for who they are. Areas for concern are kindness with only 33% of those surveyed believing that students at SPHS are kind and that 91% of students have been bullied online. In addition, overall connectedness and bullying are an issue according to the survey and therefore an area of concern.

Overall, teachers are happy to work at San Pedro High School and feel they are given the educational freedom to provide instruction to meet the needs of their students. However, it is evident, by the responses to the School Experience Survey, that improvements can be made in differentiating PD for teachers as well as PD being relevant to the students in teacher’s classrooms.
Summary of Profile

Upon review of the school’s demographic and performance data, SPHS has identified two critical learner needs in increasing college and career readiness. Increasing the ELA and Math achievement for all students and increasing the A-G passage rates are aligned with the School-wide Student Learner Outcomes.

1. Increase the achievement of all students in English Language Arts and Mathematics
   - Close the achievement gap in identified subgroups
   - Increase the proficiency rate for SBAC Math across all subgroups

2. Improve the rate of all students graduating in four years who are college and career ready
   - Increase the rate at which students are meeting the UC/CSU requirements by graduation
   - Increase enrollment and completion in CTE pathways
Chapter III
Self – Study Findings
Chapter III: Self-Study Findings

For each category of criteria include:
1. A summary of the degree to which these criteria are being met, including comments about the degree to which these criteria impact the school’s ability to address one or more of the major student learner needs
2. A list of strengths
3. A list of prioritized growth areas.

Note: The five criteria categories are:
A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
B. Standards-based Student Learning: Curriculum
C. Standards-based Student Learning: Instruction
D. Standards-based Student Learning: Assessment and Accountability
E. School Culture and Support for Student Personal and Academic Growth Culture.

Have available pertinent evidence for review by visiting committee. This includes samples of representative student work that have been analyzed.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school’s purpose is defined further by school-wide learner outcomes and the academic standards.

Indicators with Prompts

Vision – Mission – School-wide Learner Outcomes – Profile

**A1.1. Indicator:** The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

**A1.1. Prompt:** Evaluate the degree to which the development of the school’s statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.

**Findings**

The vision, mission and SLO’s were developed with the changing school community in mind. Data demonstrated that the social emotional needs of our students were a growing need, based on our PSW records, iSTAR reports, and threat assessments. Therefore the vision and mission needed to also incorporate SEL goals. We have amended our vision and mission to include those along with college and career readiness.

In the mission, vision, and SLO revision process, we ensured that all district LCAP goals are reflected in said statements: 100% graduation, proficiency for all, 100% attendance, parent, student and community engagement ensuring school safety and providing basic services.

The vision statement was revised to: San Pedro High School offers all students diverse opportunities to develop skills, knowledge and a growth mindset to access college and career options that prepare them for success in a changing global society. The mission statement was revised to: “San Pedro High School provides students with academic and social skills to succeed in college, career and their community.”

**Supporting Evidence**

- Faculty meeting agendas
- Exit tickets
- Staff surveys via Google Forms
- District LCAP Goals
- Vision Statement
- Mission Statement
- SLOs
- Discussions with EXP, LAPD, LASPD, various community organizations.
Based on our partnerships with community and business organizations, our SLO’s are still relevant as identified global competencies. The SLOs remain:

1. Effective Communicators and Collaborators
2. Critical and Creative Thinkers
3. Active Community Members and Leaders

Our statements are built on the Common Core State Standards as well as a belief that all students can be college and career ready.

**Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes**

**A1.2. Indicator:** There are effective processes in place to ensure the involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

**A1.2. Prompt:** Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

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| The entire staff was given the opportunity to work on the mission and vision statements during Faculty meetings pertaining to WASC and also those in which regular school business was conducted. We invited all stakeholders to participate in this process via Schoology, Blackboard Connect and the school website. During evening parent meetings and Coffee with the Principal events, we acquired input from parents and community members. In addition, we did have some parents and community members attend our WASC meetings. While these opportunities are well communicated, they are not always well attended by a variety of stakeholders. Drafts and final copies of the mission, vision and SLO’s were presented to various parent and community groups: Pirate Boosters, Lady Boosters, Coffee with the Principal, the Global Environmental Academy EXP Board, and the monthly Safety Collaborative. All SLC leadership and ASB leadership groups were also given draft and final copies of the vision, mission and SLO’s. Business and community members advised the school that the SLOs were still very relevant based on the needs of the 21rst century. We received input that more emphasis needed to be placed on the social-emotional learning of our present population and so this was taken into consideration as the vision, mission, and learner outcomes were revised and refined. | • Schoology messages  
• Blackboard messages  
• Minutes from WASC meetings  
• Minutes from SBM meetings  
• Minutes from ACC and SCC/ELAC meetings  
• Faculty meetings agendas  
• Google Survey Questions  
• Coffee with the Principal Sign-In  
• Will probably need agendas from meetings with classified staff |
Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

**A1.3. Indicator:** Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

**A1.3. Prompt:** Evaluate the degree to which the school ensures that students, parents, and other members of the school’s community understand and are committed to the school’s vision, mission, and schoolwide learner outcomes.

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<td>The Parent School Compact and the School Plan for Student Achievement are important documents that help guide the school towards meeting the goals set forth in the vision and mission statements. The ACC and the faculty at SPHS use the vision and mission statements to ground their work at the beginning of each school year. San Pedro High School parents and students demonstrate commitment to the mission, vision and SLO’s by signing the Parent-School Compact. Teachers demonstrate commitment to these statements by teaching the necessary skills for students to achieve these ideals. The mission, vision and SLO’s are listed and mentioned in a variety of locations: E-Bulletin, SPHS website, some letterhead, classroom posters, faculty meetings at the beginning and middle of the year, Coffee with the Principal, and parent meetings. However, one of the findings of this self-study process is that the school has room to grow in terms of making sure all stakeholders see the connection between the mission, vision and SLO’s to the work and initiatives the school attempts to accomplish each year. More work needs to be done to ensure all students are clearly aware of the new vision, mission, and goals that have been adopted for this self-study process.</td>
<td>• Blackboard Connect Schoolology&lt;br&gt;• School website&lt;br&gt;• School-Parent Compact for Achievement&lt;br&gt;• Title One School - Family Engagement Policy&lt;br&gt;• SSC Title One Meeting Minutes&lt;br&gt;• School Plan for Student Achievement</td>
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**A2. Governance Criterion**

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

**Indicators with Prompts**

**Understanding the Role of the Governing Board and District Administration**

**A2.1. Indicator:** The school community understands the governing authority’s role, including how stakeholders can be involved.

**A2.1. Prompt:** To what degree does the community understand the governing authority’s role, including how stakeholders participate in the school’s governance?

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<td>All governing boards and their respective members are introduced at faculty meetings and members names are published on the school website and in information sent home. At the beginning of the year, the purview of each board is explained at a faculty meeting. Elections for SBM, SSC and ELAC are generally held in September. Membership in ACC is based on a faculty member’s position at the school and is typically determined at the end of each school year depending on whether there are changes in staffing. ACC is comprised of SLC leads, administrators, Department Chairs, Instructional Coaches, and Deans. While faculty in those positions are official members of ACC, any faculty member is welcome to participate in the meetings.</td>
<td>• School Experience Survey&lt;br&gt;• Agendas from Parent Meetings&lt;br&gt;• Google Forms&lt;br&gt;• Schoology&lt;br&gt;• ACC Agendas/documents&lt;br&gt;• SBM&lt;br&gt;• SSC minutes&lt;br&gt;• ELAC Orientation and Election minutes and sign-in sheets</td>
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For our parents and other community stakeholders, annual meetings for each representative body are scheduled prior to Back to School night. Advertisements with explanations of the councils are provided prior to the meeting via emails, postings on the website, and in the opening packet information that is sent home with students.

During each meeting, parents have the opportunity to review the council information and to self-nominate. Parents then elect themselves from the group in attendance, based on the process stipulated in each group’s bylaws.

Council and committee agendas and minutes have been posted on the website for review in the past. This is an area of growth to maintain current agendas and minutes on the website, in a central location to improve communication for all stakeholders. Additionally, agendas are posted for School Site Council and ELAC meetings as required by open meeting laws. Decisions made by the groups are distributed in the form of committee minutes, calendars, and announcements regarding the approved items. When committees need stakeholder input, surveys are conducted via Google Forms or existing school LAUSD structures, including the School Experience Survey, to gain the input of all stakeholder groups.

Limited numbers of parents attend introductory meetings despite strong advertising of information. We have a full complement of parents that participate in each group, but we find that many parents either are unable to attend regularly or not interested in the leadership opportunities or the function of each group. The parents who do commit to serve on our school governance committees are strong education advocates who understand the roles and responsibilities of the job.

Despite our communication efforts, only 18% of parents submitted a 2018-2019 School Experience Survey. Of this 18%, only 54% felt that the “School encourages me to participate in organized parent groups.” Yet, 78% of the responses agreed that “The school informs me about school activities in different ways.”

Thus, we will continue our efforts to encourage parents to participate in our organized parent groups.

### Relationships between Governing Board and School

**A2.2. Indicator:** The school’s stakeholders understand the relationship between the governing board’s decisions, expectations, and initiatives that guide the work of the school.

**A2.2. Prompt:** Provide examples of how stakeholders understand the relationship between the governing board’s decisions, expectations and initiatives that guide the work of the school.

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| As the nation’s second largest school district, the Los Angeles Unified School District’s School Board makes decisions for approximately 600,000 students living in seven distinct board districts. Once decisions have been made at the District level, expectations and policies are communicated to each of the six Local District Superintendents. They in turn communicate with principals who bring the information back to the schools. | • School Report Card  
• SSC Meetings  
• Coffee with Principal |
| San Pedro High School parents are provided with multiple opportunities for receiving information about the School Board’s decisions, expectations, and initiatives. In-depth information is explained during ELAC, SSC, SBM, and Coffee with Principal. Each Fall, |
parents are given the LAUSD Parent Student Handbook which outlines many District policies and expectations. There is a parent signature page that students are expected to return to verify receipt of this informational booklet by their parents or guardians.

An example of this communication would be, the School Board made a decision that every school that services English Learners needs to comply with the mandates set forth in the Master Plan. Throughout the year, during ELAC meetings, the EL Coordinator shares information on such topics as the Language Census, the Master Plan itself, and connection between ELAC, SSC, and the School Plan for Student Achievement. One of the most important topics that is shared with ELAC parents is the District reclassification criteria. Sharing this information with parents has contributed to the steady rise in reclassification rates over the last six years.

The Faculty is first informed of District and school initiatives at the opening faculty meeting in August. In addition, the first two school days, which are scheduled as minimum days, are used to work on implementing the District and school initiatives during PDD time.

Students learn about initiatives and expectations through agendas, posted standards and engagement strategies.

**Uniform Complaint Procedures**

**A2.3. Indicator:** The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

**A2.3. Prompt:** Evaluate the degree to which the school leadership ensures understanding and use of the district’s Uniform Complaint Procedures. (Priority 1).

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| The Uniform Complaint Procedures (UCP) brochure is included in the LAUSD Parent and Student Handbook, which is distributed to all students through their first period in August each year. For staff members, the UCP are discussed on the Pupil Free Day at the beginning of the school calendar. The UCP bulletin is posted in multiple administrative offices and classrooms throughout campus. School staff directs parents and parents to the UCP information when issues or problems are not resolved at the school site level. During the school year, the UCP is also reviewed at various faculty meetings and other relevant events such as Coffee with the Principal. | • Faculty meeting agendas  
• Flyers in every classroom/office  
• Student and Parent Handbook  
• UCP Brochure and Bulletin  
• Parent/Student Contract  
• Signatures |

**A3. Leadership: Data-Informed Decision-Making and Ongoing Improvement Criterion**

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan and make recommendations to modify the LCAP as needed.

**Indicators with Prompts**

**Broad-Based and Collaborative**

**A3.1. Indicator:** The school’s broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

**A3.1. Prompt:** Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.
San Pedro High School is organized into student centered, action oriented Professional Learning Communities (PLCs). Teachers are organized into PLCs by grade level and department. PLCs use the inquiry cycle of continuous improvement to analyze data, determine student needs, implement effective strategies and then reflect and further modify practices for student success.

Prior to the start of every school year, the school’s Academic Curriculum Council (ACC) begins a series of meetings in late April or May, to align and implement District initiatives as well as collectively examine data collected from its monthly meetings and current data, including preliminary SBAC data to determine the effectiveness of the current professional development plan and make adjustments, if necessary to the school-wide student needs for the coming year. Analysis of this data is used to revise or modify the PD plan. The makeup of ACC ensures that all teacher voices are represented and has helped foster the commitment of teachers when working in their PLC groups. The ACC structure also allows time for its representatives to take ideas and initiatives back to their stakeholders for input before final decisions are made.

To ensure that all stakeholders have input, ACC does not make the final determination as to the way the school uses its PD time. Once ACCs plan is completed, it goes to the school’s Site Based Management (SBM) team for final approval. SBM membership is made up of teachers, administrators, parents, students, and community members. SBM uses the same data that ACC used and asks clarifying questions from ACC members who attend the meeting as part of their decision-making process.

Once SBM approves the ACC PD plan. This plan is briefly communicated to teachers during the final faculty meeting of the year and then gone over in more depth during the first faculty meeting before students arrive. Teachers are provided with the same data both ACC and SBM used to develop the plan and are asked to analyze it in order to draw conclusions about student needs so that everyone can speak to the rationale behind the focus for the year.

Based on both peer and administrative classroom observations, implementation of the PD initiatives are evident. It is the goal that all stakeholders are able to speak to the rationale behind the focus for the year as well as the PD Plan. This continues to be a work in progress as sometimes it is apparent that refreshers, reconnections and reteaching must be utilized.

**School Action Plan Correlated to Student Learning**

**A3.2. Indicator:** The school’s Action Plan is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

**A3.2. Prompt:** How do staff ensure that the school action plan is directly linked to and driven by the analysis of student achievement of the major learner and college- and career-readiness needs, and the California School Dashboard indicators?

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| San Pedro High School ensures that student performance and student perception data is reviewed regularly. SPHS staff and ACC teams review a variety of data to ensure alignment between site initiatives and student performance. Key data points include Graduation rates, College Readiness Indicators (A-G Pass Rate), D/ F rates by course, CAASPP, AP enrollment and pass rates/Reclassification Rates, Healthy Kids Survey Data, School Experience Survey, etc. | • Title 1 Survey  
• SSC Agendas/Minutes  
• ELAC Minutes/Agendas  
• SPSA  
• ACC Agendas  
• SPSA |

The WASC Action Plan influences decision making in ACC as members look at long term goals as well as immediate student needs through the WASC lens. SSC
evaluates the success of the SPSA annually and submits progress on LCAP initiatives to the District. The current action plan has been created as a result of teacher feedback through surveys, and in the self-study process itself.

We are emerging in our use of the California Dashboard to identify needs and supports. More work needs to be done in sharing and understanding this resource to our faculty and staff.

Collective Accountability to Support Learning

**A3.3. Indicator:** The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

**A3.3. Prompt:** *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

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| The minutes from all shared decision making groups have been published and staff members are invited to attend the meetings. Some faculty members are members of numerous councils to help cross-reference information. All groups have unique purview – no overlap. Information is cycled up and down through groups as needed. | • Minutes from ACC, ELAC, SSC, and SBM  
• PLC cycle  
• PLC training dates  
• Staff walk throughs  
• Data: Attendance rates, graduation rate, results on school experience survey and retention rates. |

At the beginning of the year, the staff reviews data and the PD plan to identify additional student needs. These needs are then sent to the Academic Curriculum Council so that they may incorporate into the existing plan ways to address these needs. A preliminary plan is formulated and then that information is brought back to departments/SLCs for input. Plans are finalized by ACC and then brought to SBM as a proposal. SBM provides input and or modifications prior to consensus approval. One SBM representative is designated as the ACC liaison. ACC continues to plan professional development and calendar meetings based on SBM feedback. Last year, in department pull outs, all staff members were trained in Common Core State Standards Reading anchor standards, R1, R4 and R7. In addition, there was strategy training, particularly around “Know and Wonder,” focused on inference. From this, vocabulary strategies arose as a need and work around vocabulary building will occur during the 19-20 school year. For the 19-20 school year, the District has identified SBAC target standards 9, 10 and 11 as a focus and staff has had further training in Know and Wonder and initial training in Notice and Note.

For SSC, surveys are given to staff related to the LCAP goals. A school monitoring report is conducted annually using data to measure student success related to the activities and goals. SSC then makes decisions for the plan for the following year based on the data and input.

While some of the agendas and minutes for these governance committees are posted and archived online there is no way to measure how often they are being accessed by all stakeholders. Those who did not attend the meetings are encouraged by the administration to provide input through the committee representative. Communication across two campuses continues to be a challenge. Minutes must be published on-line for each meeting to allow transparency and access for all stakeholders.
Internal Communication and Planning

**A3.4. Indicator:** The school has effective existing structures for internal communication, planning, and resolving differences.

**A3.4. Prompt:** Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.

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| All staff members are informed through email and Schoology of upcoming events, schedules, PD opportunities, and instructional goals. Minutes from all governing boards are published online. We have SLC and Magnet specific email groups for more specific information on planning. 87.5% of staff members feel close to their co-workers here at SPHS, 96% of staff members feel like they are part of the school and 96% of staff members feel like other staff members care about them. Overall we are a cohesive group here at San Pedro High School but on the rare occasion there is an issue or disagreement, we have procedures in place for staff to staff and/or staff to administrator small group conferences. | • Staff Experience Survey  
• Schoology messages  
• Schoology groups for specific departments/SLCs/Magnets  
• SPHS social media groups  
• Staff mediation meetings  
• Communication Norms  
• LAUSD Acceptable Use Policy |

Even though most communication is done electronically, having two sites continues to be a challenge in making sure everyone feels informed, included and treated equitably.

Additionally, teachers have rights through the grievance process to utilize a union representative as a mediator to help settle contractual disputes or an administrator or fellow teacher to settle problems with colleagues, aides, parents, students, etc.

A4. **Staff: Qualified and Professional Development Criterion**

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

**Indicators with Prompts**

**Qualifications and Preparation of Staff**

**A4.1. Indicator:** The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

**A4.1. Prompt:** Evaluate the effectiveness of district procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.

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| LAUSD Human Resources Department is the first filter on credentialing, proper training, instructional preparation, and dispensing information on policies and practices. Qualified applicants are screened and interviewed for available positions at the central District offices followed by screening and interviews done at individual school sites. | • Commission on teacher credentialing  
• Teacher preference sheets  
• SARC Data  
• There must be some sort of teacher |
The LAUSD Human Resources department ensures that new hires are NCLB compliant, that their credential is properly credentialed through the California Commission on Teacher-Credentialing, and that the applicant meets (or is able to meet) LAUSD Master Plan requirements. New hire onboarding includes a district orientation and Mandated Reporter training.

Teacher staff is subject to enrollment estimates from the District during the Spring semester. Estimates are not always accurate; thus, by Norm Day 2019-2020, SPHS will have grown by 9 teaching positions.

The Master Schedule is built around student needs and students utilize Google Forms to provide their preferences for course selection. Teacher placement, based on experience, program needs and preference, can sometimes be limited due to SLC constraints, section availability, or administrative selection.

Additionally, new teachers, who are in the process of clearing their credentials, are also provided with the opportunity to participate in the Beginning Teacher Growth and Development Induction (BTGDI) and LAUSD supports these teachers enrolled in BTGDI with fully credentialed mentors that conference with teachers on a regular basis to observe and provide feedback on instruction and curriculum. SPHS, to further support new teachers, offers in house induction as well as new teacher meetings.

Professional Development and Learning

**A4.2. Indicator:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

**A4.2. Prompt:** Determine the effectiveness of the professional development support, time and resources to the teacher and staff needs. Comment on the effectiveness of the process in place to assess the measurable effects of professional development on teacher practice and the impact it has on student performance.

**Findings**

Based on the results of Public School Choice walkthroughs, (Public School Choice was a 2009 Board resolution that required low performing schools to submit a plan for student achievement that showed evidence for a collective student need(s) and a plan to address those needs each year) suggests that some classrooms have implemented professional development in instructional practice.

Impact on students is that they are learning via research based proven strategies that build upon our Student Learner Outcomes of being communicators, collaborators and critical thinkers. Administrators visit classrooms and record data based on the focus elements. The impact of technology PD can be seen in the increased usage rates of students logging into the platforms and the amount of time spent accessing the resources. Department annual observations are used to follow-up on implementation of engagement and close reading strategies (Kagan, Kelly Gallagher, Know & Wonder, etc.). The following link is the Observation Protocol and Form for peer observations:

[https://drive.google.com/a/mymail.lausd.net/file/d/1DeOoTsBcoRg2oXF5u4isHsNOPEoBO_Tz/view?usp=sharing](https://drive.google.com/a/mymail.lausd.net/file/d/1DeOoTsBcoRg2oXF5u4isHsNOPEoBO_Tz/view?usp=sharing)

Yet, limited professional development time impedes the effectiveness of PD. Teachers are often concerned that PD is not consistent or is disjointed.

**Supporting Evidence**

- School Usage Rates
- Public School Choice Walk-throughs
- UCPs
Although we have had observation tools in the past, this year, a systematic tool has been developed to provide feedback to teachers and to provide data on the use of adopted strategies to attain SBAC targets as per our PD plan. Administrators are using trackers in addition to the common observation tool to ensure equitability amongst observations and feedback. Below are links to our PLC reflection data.

https://docs.google.com/spreadsheets/d/1Zn1ZN6hAEy-u4XoziFmbOEbsBo2rrxDtOhyzPa-9Uj0/edit?usp=sharing

https://docs.google.com/spreadsheets/d/1Okz8H0sQ79VL0Ca-BljNHQUaZSYzHLVUCYxsRkAeDVY/edit?usp=sharing

**Measurable Effect of Professional Development on Student Learning**

**A4.3. Indicator:** There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

**A4.3. Prompt:** Evaluate the measurable effects of professional development/learning activities, including coaching and mentoring, on student learning.

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| For many years, our school wide focus has targeted reading and writing standards. Annually, different veins of the targets are addressed. PSC Walkabouts, as well as informal administrative observations, show some evidence of PD being implemented. Our fall 2018 PD focus was based on instructional strategies related to Common Core State Anchor Standards R1, R4, and R7 as our ACC identified these areas as high priority areas for student improvement needs, SBAC data. Department walkabouts in March, 2019, demonstrated that more work is needed in understanding R7, but there was strong evidence collected from common formative assessments to support that R1, R4, and our work around our focus elements has been integrated into instructional practice. Following is our final write up for the PSC Walk Through: [https://drive.google.com/a/mymail.lausd.net/file/d/1ODPKFoGspghcrV3kuUmJotCuzICHp51j/view?usp=sharing](https://drive.google.com/a/mymail.lausd.net/file/d/1ODPKFoGspghcrV3kuUmJotCzuICHp51j/view?usp=sharing) | • Staff walk through evaluations  
• PSC Walkthroughs  
• New Teacher Meeting Agendas |
| At the end of the 2018-2019 school year, both math and English teachers went to intensive training provided by the Local District focused around the Know and Wonder, Notice and Note, Numbered Heads Together, Mathematicians Consult, and Three Read Protocol. Also, ACC met before school began in 2019 to revise the PD plan to include the Local District focus on Informational Text, SBAC targets 7, 8 and 9 with sentence stems, teacher talk moves and engagement strategies. Below is a copy of the 2019-2020 PD Plan [https://drive.google.com/a/mymail.lausd.net/file/d/1bYpRjbcBRRHH2OnUM_RQiFReC_It16-a/view?usp=sharing](https://drive.google.com/a/mymail.lausd.net/file/d/1bYpRjbcBRRHH2OnUM_RQiFReC_It16-a/view?usp=sharing) |  

In addition, during the fall of 2019, many more teacher observations were conducted as a result of more targeted administrative focus and this has resulted in greater accountability to the PD plan by teachers, While the level of implementation varies by teacher, 100% of the teachers did show that they were using some part of the PD plan. A survey conducted in November 2019 indicated that “Know and Wonder” was the most frequent strategy used but many teachers still need refreshers on “Notice and Note.” Teacher reflection forms were also utilized to determine how effective the Fall professional development plan had been.

A new focus for the spring of 2020 based on information gathered from teachers and through classroom observations will be on word meaning/vocabulary as well as utilization
of SBAC sentence stems. The SBAC administered in the spring of 2020 will give the school a greater idea if these foci have had the desired impact on student achievement.

In years past, coaches were available to plan PD at differentiated levels for departments and individually, per teacher request. A formal plan for the 2019-2020 school year has not been established and this is something we need to accomplish.

Supervision and Evaluation

A4.4. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.4. Prompt: How effective are the school’s supervision and evaluation procedures?

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<th>Findings</th>
<th>Supporting Evidence</th>
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| The school has promoted district led workshops to assist teachers with the EDST evaluation system. Although this year the District is not offering formalized workshops, SPHS offers voluntary workshops, in-house. Prior to 2019-2020, we also had EDST trained Reed Investment School mentors on campus to help teachers being evaluated in any given year. New teachers were assigned a mentor and the mentors meet with their mentees twenty hours per month. Administrators and Reed mentors made classroom visits and informally gave feedback to teachers and staff members that fell under their purview. Feedback is based on the SPHS instructional focus and uniform classroom procedures within the guidelines of the Teaching and Learning Framework. This school year SPHS no longer has Reed mentors so feedback is provided through coaches and administrators. It has been a challenge because there are many new teachers as a result of a growth in enrollment but the school is monitoring observations and feedback through monthly coaching meetings with all pertinent staff, trackers of observations, and the use of a Google docs uniform observation form that is emailed to all observed teachers once the observation has been completed. | • Attendance sheets from PDs on EDST
• Attendance from EDST trainings
• Investment School Teacher logs
• Administration Evaluation Assignment Sheets
• Administrator Classroom Visit Logs
• EDST Sample Evaluation |

Teachers are formally evaluated according to the guidelines set forth through the Collective Bargaining Agreement. Probationary teachers are evaluated annually. Teachers with less than 10 years experience are evaluated every two years. Those teachers with 10 or more years of experience are evaluated every 10 years.

All observations and evaluations are conducted with a growth mindset perspective, encouraging professional growth and providing further support if needed.

The classified evaluation process is conducted as follows:

Each administrator evaluates his or her clerk. The administrator over plant and supervision evaluates the custodial and supervision worker. The supervisor of special education assistants evaluates the special education assistants.

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators with Prompts

Resource Allocation Decisions

A5.1. Indicator: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district’s LCAP and the school action
plan, the school’s vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

**A5.1. Prompt:** Determine the extent to which leadership and staff are involved in the resource allocation decisions. Evaluate the extent to which the resources are allocated to meet the school’s vision, mission, the schoolwide learner outcomes, the major student learner needs, the student needs identified in the district LCAP and the school plan, the academic standards, and the college- and career-readiness standards.

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<th>Findings</th>
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| San Pedro High School has a set of procedures and policies designed to ensure the appropriate use of resources and funds in support of the school’s vision, mission, schoolwide learner outcomes, college and career readiness indicators, and School Plan for Student Achievement. | • SPSA Goal Sheets  
• SSC Minutes  
• ELAC Minutes  
• ACC Agendas  
• SBM Minutes  
• LCAP Plan documents  
• Department Budgets |
| Though they do not have direct purview over allocation of resources, San Pedro High School’s Academic Curriculum Council (ACC) and its Site Based Management (SBM) group play a role in the allocation of resources at the school. ACC is comprised primarily of faculty members: administrators, deans, coaches, SLC leads, and Department Chairs. Since ACC regularly reviews achievement data and makes recommendations about professional development, peer observation schedules, possible paid time for teacher training, and the out of classroom personnel required to assist in the implementation of those initiatives, their recommendations are given to both SSC and SBM. SBM is comprised of faculty members, community members, students, and parents. They approve professional development plans recommended by ACC. Once SBM approves, their recommendations are factored into the budget development process that SSC goes through each year. |                                                                                          |
| The School Site Council meets monthly and includes members of administration, staff, parents, and students. Annually, SSC, with input from ELAC, does a comprehensive review of the goals in the School Plan for Student Achievement to determine whether or not allocated monies impacted the progress towards meeting SPSA goals which are directly linked to the District LCAP goals. Based on that analysis, SSC develops an action plan, and then a budget. Surveys are sent to teachers and staff to get input on how to spend funds to support our LCAP goals. Once all the input is gathered, SSC allocates resources as needed to ensure the school meets its goals for the coming year focusing on at risk students. Departments are allocated a set of funds each year to use as needed to support instruction. Departments use their funds to purchase supplemental materials. Each department determines how to use its funds. |                                                                                          |

**Practices**

**A5.2. Indicator:** There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

**A5.2. Prompt:** Evaluate the effectiveness of the school’s processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

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<th>Supporting Evidence</th>
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| The Los Angeles Unified School District allocates categorical and non-categorical funds to schools based on formulas related to enrollment, income status, foster youth, and specialized groups. | • SBM minjutes  
• SSC minutes  
• Department meeting minutes  
• Invoices  
• District Budget Development Calendars |
| Once these resources are allocated to the school site, SPHS evaluates resource needs comprehensively and addresses those needs based upon the mission, vision, SLO’s, and district LCAP guidelines. Additionally, the school evaluates current programs and surveys stakeholders as it relates to a comprehensive needs assessment. Department |                                                                                          |
chairs are given control of the smaller IMA budgets for the ordering of supplies for their department based upon teacher input.

The information is collected and shared with the School Site Council, English Learner Advisory Council (ELAC) and other school-based distributed leadership groups who review and propose budgets to our Local District Office for final approval. The Categorical Programs Advisor, Principal and Local District Director finalize and present this information to Local District Title One Coordinators, English Learner Programs Coordinators and Fiscal Specialists to ensure compliance, and quality business and accounting practices during budget development.

Mrs. Portillo, our School Accounting Clerk, handles the ordering and oversees all budgets not related to personnel salaries. Mrs. Gray, our School Administrative Assistant, oversees all budgets specific personnel salaries. Both staff members work with the principal to implement district accounting practices, as outlined by policy guidelines, to ensure quality business and accounting practices during budget implementation.

Facilities Conducive to Learning

A5.3. Indicator: The school’s facilities are safe, functional, well-maintained, and adequate to meet the students’ learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.3. Prompt: Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.

**Findings**

San Pedro High School is proud of its facility and its status as an important historical landmark for the San Pedro community. Both campuses provide students with sufficient classroom and additional learning spaces such as College and Career Center, library, gym, track, multi-purpose spaces, and access to technology. Classrooms and facilities are well maintained. Teachers who need supplemental work done in their classrooms can put in a work order request. Classrooms and facilities are safe (first aid kits, sprinklers, fire alarms, phones, etc. located in each room) Murals, paintings, and banners are displayed around the school promoting health with regard to drug awareness, promoting learning, encouraging school pride, and inspiring creativity. Gymnasiums, basketball courts, sports fields (soccer, baseball, and track), weight rooms, and swimming pool infuse the vital element of sport and health into the students’ daily schedules. All Sports facilities are well maintained and adequately stocked.

Due to the age of the campus, the District decided that $178 million would be allocated to modernize the campus. The initial stages of the modernization began in 2015 and is set to begin in earnest in early 2021. This plan will not only preserve and modernize the historic buildings on campus, but will also provide much needed ADA access, a completely new front entrance, cafeteria, art exhibition hall, and culinary arts facility. Completion of the modernization project will help bridge the divide between the community perception of Olguin as the new campus and Flagship as the old campus.

**Supporting Evidence**

- Campus Map
- SARC Reports
- Facilities Master Plan
- Custodial Work Schedules
- Work Order Forms
- Technology Distribution
- Modernization Plan

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional material, resources and technology.
**Findings**

San Pedro High School and LAUSD maintain high quality instructional materials for all students in most subjects at all school sites. In line with this, SPHS complies with the Williams Settlement timelines related to ensuring that each student has sufficient instructional materials. Reports of the sufficiency of instructional materials are given to the school district within the timeline requested by LAUSD policy documents. Department chairs are responsible for informing teachers of available resources and soliciting feedback in regards to their allocation and disbursement. Science and lab equipment is maintained by department and re-ordered when needed. Staff is informed through email when technology resources/department resources become available.

To fulfill our vision of graduating students with the global competencies to compete in the 21st century, SPHS students have access to computers in many classrooms and there are many mobile laptop carts. In addition, SPHS teachers have access to computer labs that accommodate full classes of students. Yet, this prevalence of technology is a new thing, over the past two years, Title One funding has purchased 30 laptop/Chromebook carts for classroom use. An area for growth is clarifying the process to reserve carts for instructional use, as this process has been amended several times in the past few years and carts need to be available and accessible to all teachers who may want them.

Obtaining curricular materials has occasionally been challenging when new materials have been adopted for CCSS, NGSS, AP redesigns, and other updated curricular standards. Certain subjects are using materials that are older than stipulated because curricular materials for the subject have yet to be approved for use by LAUSD.

<table>
<thead>
<tr>
<th>Resources for Personnel</th>
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<tbody>
<tr>
<td><strong>A5.5. Indicator</strong>: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.</td>
</tr>
<tr>
<td><strong>A5.5. Prompt</strong>: Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified personnel for all programs.</td>
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**Findings**

San Pedro High School and the LAUSD have significant resources available to support the hiring, nurturing, and on-going professional development of a well-qualified staff. The LAUSD Human Resources Department works closely with SPHS and other school sites to attract highly qualified classified and certificated staff. SPHS administration works closely with certificated district staff to identify, interview, and recruit a well-qualified staff.

LCAP Goal 1 is related to continuing to providing a high quality staff to students. This goal includes specific outcomes and activities related to recruiting a diverse, high-quality faculty, and furthermore, providing high-quality professional development that is informed by the needs of students and aligned across the various programs at SPHS. This professional learning is further differentiated by subject matter and need. Department groups work with content-area coordinators and Local District South support staff to receive training that they need. Because San Pedro High School was a REED Investment school for much of the last six years, monies were allocated to fund three Mentor Teacher positions. Mentor Teachers provided professional development and guidance to new teachers over and above what they received from school-wide professional development. REED money is no longer in place and is now but the District is still providing Mentor teachers for new teachers who

The 19-20 school year saw an increase in enrollment and since we are subject to norm day allotments for teachers, many classes were over cap and that resulted in the hiring and reshuffling of teachers and students. New teachers were hired and began the school year as late as October 1.
Monies are allocated from the General Fund, State Categorical, and Federal Title I resources to support these differentiated professional learning activities. Hence, San Pedro High School is provided with adequate funding to support the hiring, nurturing, and ongoing professional development for staff.

Resources are available for SPHS teachers to attend professional development focusing on English Language Development, Next Generation Science Standards, Advanced Placement classes, and other areas of need and interest. In addition to off-site professional development opportunities, SPHS is also able to provide some paid opportunities for teachers/PLC’s to collaborate in the creation of curricular/pacing maps, Unit Guides, common assignments and assessments, and common grading practices.

Although resources, trainings and PD’s are available, it is difficult for some teachers to either give up class time, come in on a Saturday or stay after school when there are other demands on their time.

**Long-Range Planning**

**A5.6. Indicator:** The district and school’s processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the availability and coordination of appropriate funds to support students’ achievement of the schoolwide learner outcomes, major student learner needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

**A5.6. Prompt:** Evaluate the effectiveness of these processes.

<table>
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<th>Findings</th>
<th>Supporting Evidence</th>
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| The LCAP goals for the school are determined by the District and there is no wiggle room for the school to change them. The Single Plan for Student Achievement and the Target Student Populations plan and the budgets that are tied to the plans, have LCAP goals embedded in them. Since SSC and ELAC meet monthly to examine student achievement data and make recommendations for improvement throughout the school year, the process of reviewing and revising the SPSA is an effective process to make sure that LCAP resource and site resources align to ensure appropriate funds to support the school-wide learner outcomes. | • Parent Portal   
• LCAP Scorecard 
• SPSA  
• SSC Minutes |
ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified major student learner needs (Task 2, Chapter II).

**Summary (including comments about the preliminary identified major student learner needs)**

Active leadership bodies are in place and working toward student learner needs as identified by teacher surveys, SBAC data, other assessments and teacher observations. Communication about the work in these bodies still is a challenge. Utilizing all the data produced through PLC cycles such as FFAs and summative assessments to further develop a comprehensive professional development plan is a work in progress. As a new mission, vision, and goal statements have been adopted, a clear plan for communicating and ensuring understanding of them to all stakeholders is imperative.

Prioritize the strengths and areas for growth for Category A.

**Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength**

1. Our governing bodies are functioning and invested in the school improvement process.
2. The self-study process has enabled the school to fully invest in the mission, vision, goals, and SLOs to improve student achievement.
3. We have systems in place such as teacher coaches, utilization of SurveyMonkey and a common observation tool to evaluate how well our professional development plan is being implemented.

**Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth**

1. Although we have SSC, SBM, ELAC and ACC, a vision, mission and SLO’s in place, we need to do more to integrate, clarify, define and explain the roles of each and how they affect student achievement.
2. A better way to analyze teacher reflections of the PLC cycle.
3. Teachers must continue to observe each other and reflect on instructional practice.
Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.1. Prompt: Evaluate how effective the school uses current educational research related to the curricular areas to implement the curriculum and instructional program for students.

Findings

San Pedro High’s curriculum is based on the Common Core State Standards and meets the UC “a-g” requirements and the state and LAUSD’s graduation requirements.

In addition, current educational research is always used to implement curriculum and instructional programs. Some guidelines, strategies, and structures come from the District, Local District, ACC or principal discretion.

Supporting Evidence

- Common Core State Standards
- District guidelines
- LD PD Plan
- ACC PD Plan
- Agenda for Kagan

B1.2. Indicator: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.2. Prompt: Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards, meet or exceed graduation requirements, and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for “wet labs” are met for all lab science courses.)

Findings

All content classes are aligned to Common Core state and district standards, college and career readiness standards as well as CSU/UC A-G requirements.

ROP classes are aligned to CTE standards.

Air Force JROTC classes are aligned to rigorous standards.

All AP classes are aligned to UC A-G requirements, syllabi are approved through the College Board as rigorous. At the beginning of each school year, all teachers must submit a course syllabus for all the classes they are teaching. These syllabi are to list the standards that will be covered in each class. In the last self-study cycle departments adopted curriculum maps for each subject taught that ensured alignment across the same subject classes. Recently, some departments have moved away from utilizing these curriculum maps. Creation of new

Supporting Evidence

- Syllabi
- JROTC standards/curriculum per Air Force directives
- AP course syllabi
- Staff members with Special Education credentials
- Master Schedule
magnets that are emphasizing particular themes, an influx of new teachers as well as adoption of new texts are some of the factors that have caused curriculum maps to be outdated.

All Special Education classes receive standards-based instruction with accommodations and modifications. Students who have moderate to severe needs in Special Education are provided an alternate curriculum.

Across all subjects, there is an emphasis on CCSS reading anchor standards R1, R4 and R7. In addition, after review of data, our 2019-20 focus is on ELA SBAC targets 9, 10 and 11 using specific strategies to help students with informational texts. A need for further work on vocabulary development/word meaning has recently emerged as a focus for the Spring semester. Although math is addressing these as well with three read protocol, math also has specific math targets to address. PLCs are looking at the SBAC specs, implementing the Local District CFAs in Algebra 1, 2 and Geometry. To support the CFAs, math is interleaving lessons to build capacity for student success.

Congruence with Student Learner Outcomes and Standards

**B1.3. Indicator:** There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

**B1.3. Prompt:** Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

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<th>Findings</th>
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<tr>
<td>Our common core rooted curriculum works in tandem with college and career readiness standards and our SLO’s. The Los Angeles Unified School District requires all students to complete A-G courses to earn a high school diploma, unless the student is eligible for a waiver as a student with special needs.</td>
<td>a-g requirement subjects/graduation year view</td>
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Classroom assignments, projects and activities ask students to think critically, to work together collaboratively and to communicate effectively.

Each classroom teacher is required to submit a syllabus for each class he/she teaches. These syllabi must include the standards being addressed in the class as well as requirements and grading standards. Administrators and coaches look at agendas posted and records of observations to determine that what is being taught actually matches the standards as well as the SLOs.

One area that still needs to be addressed is the alignment of concepts and pacing of the curriculum taught in all department specific classes. While curriculum maps were created and utilized during the last WASC process, they are not fully implemented or used wall to wall at the present time. It has become an area of concern now that enrollment grew this fall 2019, and many new
teachers came on board. The question of how do new teachers, either new to the school or new to the grade level know what to teach is one that has come to the forefront.

**B1.4. Indicator:** There is integration and alignment among academic and career technical disciplines at the school.

**B1.4. Prompt:** Evaluate to what extent is there integration among disciplines and career technical programs.

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<tr>
<td>Although we do not intentionally integrate disciplines by linking subject matter, our Student Learner Outcomes, CCSS R1, R4 and R7 focus as well as our new SBAC target 9, 10 and 11 focus and uniform classroom procedures unite all subject areas and career technical programs with common strategies and goals. For the 2019-2020 school year, we have four career technical pathways which are in place, all of these are expected to use the engagement strategies and uniform classroom procedures that directly support student improvement in SBAC targets 9, 10 and 11 as well as CCSS R1, R4 and R7. All teachers of technical arts attend the same workshops and participate in PLC cycles with teachers of all other disciplines. The SLCs attempt to integrate subjects but this has proved to be difficult as very few classes have remained pre to the SLC, The magnets have been more successful in the integration of core subjects. The VAPA magnet had a showcase of projects that encompassed English, math, and science that used the concept of influences that create outcomes. The STEAM magnet also is able to integrate disciplines through common projects.</td>
<td>• Small Learning Communities that meet at least once a month to discuss their curriculum that supports their body of students • School wide focus of writing in the classroom • Teaching strategies like Kagan that are universally used to allow for continuity for students as they move from discipline to discipline (period to period)</td>
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Community Resources and Articulation and Follow-up Studies

**B1.5. Indicator:** The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

**B1.5. Prompt:** Evaluate to what extent the school solicits and employs business and community resources and partnerships to support and extend learning. Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

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<td>San Pedro High School has extremely strong relationships with community partners. These include but are not limited to: Global Environmental Academy and EXP (formerly ITEP), San Pedro Chamber of Commerce, Boys’ and Girls’ Clubs of the</td>
<td>ITEP, College Classes on campus (Mary Mount, now Harbor College); NMSI</td>
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Los Angeles Harbor, National Math and Science Initiative (NMSI), Cabrillo Marine Aquarium, Marine Mammal Care Center, Los Angeles Police Department, Los Angeles School Police Department, Los Angeles Maritime Museum, Heal the Bay, Alta Sea, San Pedro Peninsula YMCA, Big Nick’s Pizza, Black Knight Security, Pirate Boosters and Lady Boosters.

We host a monthly Safety Collaborative with Dana Middle School, Gaffey Corridor business owners, and LAPD to support safety for all students and citizens.

Our annual Career Day brings in professionals from all over San Pedro. Our PAL SLC hosts an annual Career Fair and the Global Environmental Academy, through their partnership with EXP, provides students industry coaching and internships from local business professionals.

The Police Academy Magnet is partnered with LAPD and LASPD to provide curricular, mentor and career tech ed support.

Feeder school articulation happens several times a year with parent nights, student assemblies, counselor visitations at the middle school and high school hosts a variety of parent nights and open houses for middle school families to visit.

We have a primary partnership with Los Angeles Harbor College, in which students in the program SPECA (San Pedro Early College Academy) are able to earn an IGETC certificate while taking classes on the SPHS campus and getting LAHC credit. In addition, reps.....

Although we have much anecdotal evidence from graduates and others about the effectiveness of the curriculum, we do not have a systematic or formal follow up study.

B2. Equity and Access to Curriculum Criterion

All students have equal access to the school’s entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators with Prompts

Variety of Programs — Full Range of Choices

**B2.1. Indicator:** All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

**B2.1. Prompt:** Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.
Students are given a myriad of opportunities to make appropriate choices and pursue realistic college and career options. Students are given opportunities for career exploration, post-secondary education and pre-technical training.

San Pedro High School counselors meet with students once a semester to review Individual Graduation Plans (IGPs) and provide class selection presentations. Class selections are done via Google Forms so students may access these from home or school, discuss with parents and change selections up until a specific due date.

We have (4) smaller learning communities and (4) magnet schools that span across two campuses. Beginning the 19-20 school year, we have (4) CTE pathways, including a newly added auto mechanics pathway. Many ninth grade students at the main Flagship campus take the Career Exploration elective as part of their course of study.

Students may select Advanced Placement, ROP, JROTC, and specialized electives by merely indicating it on their selection form.

Our annual Career Day brings in professionals from many different careers (many of whom are alumni) to broaden, deepen or expand students’ knowledge on possible career choices.

Two of our SLCs offer internships during the summer in partnership with EXP. In order to obtain these internships, students must complete a series of required workshops and also go through an interview process.

Our College and Career Center schedules visits from college reps to speak to students about entrance requirements and continuing education.

In the past, former seniors were asked to report back as to how they were doing in their first years after high school. This gave the school an idea of how effective the educational program was and how it could be improved. Presently, teachers invite former students to come back to their classrooms to talk about the transition to college as a way to prepare their seniors. Yet, this is anecdotal and there is no current data collection piece available for this.

San Pedro High School has a part time college counselor and a college center on both campuses where students can get information, advice, and assistance in filling out college applications, and applying for scholarships and FAFSA. The college center hosts parent education nights and senior meetings to try to get the word out for post-secondary education options. The center remains open for extended periods during the week before applications are due. But despite all these efforts, many students still do not utilize the services.

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.
B2.2. Prompt: Evaluate students’ access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?

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<th>Findings</th>
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<tr>
<td>All students are taught using research based common core state standard curriculum. Our SLO’s are aligned to support the state standards and for 2018-19, we targeted our efforts to CCSS R1, R4 and R7. Although effective, an examination of our SBAC data shows in addition to continuing this instructional focus, we are adding SBAC targets 9, 10 and 11, centering around informational text.</td>
<td>evidence sources may include: analysis of syllabi, observations of classrooms (noting teacher practices and activities), review of textbooks, standards used…</td>
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<tr>
<td>All teachers are required to post an agenda for each class that contains an essential question, an objective for the day’s lesson, strategies that will be employed for the lesson, and standards that are being covered. The agenda is important for the students to know what is expected of them as well as for observers to ensure that a relevant, rigorous curriculum is being delivered. The agenda is one way we ensure that teachers are engaged in planning for their lessons. While the majority of teachers are indeed posting agendas, we have some work to do to make sure that these agendas or teacher’s lesson plans contain thoughtful engagement strategies that are specifically designed to meet the needs of the students.</td>
<td>English classes offer resume writing practice, letters of recommendation, personal statements, and preparing a portfolio. ROP classes include Sports Medicine, Graphic Design, and International Food.</td>
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<tr>
<td>To facilitate access and success for all students, our teachers have been trained in engagement strategies such as Kagan strategies, specific Teacher Talk Moves, Notice and Note, and Know and Wonder. These strategies are research based to increase engagement, allowing curriculum access and success to all students. In addition, ELA has implemented the use of Accelerated Reader to encourage a culture of reading development across all grade levels.</td>
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<tr>
<td>Although there is always room for improvement, classroom observations have shown that most teachers are using these engagement strategies to promote student success.</td>
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<tr>
<td>Many teachers promote real world applications for students using project based learning and presentations. Senior English classes require portfolios which include letters of recommendation, resumes, and personal statements. Students do not graduate without completing the portfolio. Ninth grade English teachers have letter writing projects as part of the argument unit where they write letters to various people or organizations to persuade them</td>
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</table>
to make a change. Some social studies teachers interweave current events with history as a way of helping students see the connections. Biology classes ask students to take real life issues such as plastic pollution and soil erosion and ask students to design experiments to explore possible solutions.

LAUSD requires a service learning project to be completed to earn a high school diploma. During the senior year, students volunteer in some type of civic, government, law or political activity for ten hours. They then write an explanation of said activity as well as a reflection on how the experience informed and affected them. This is assigned and tracked through our senior government classes.

**Student-Parent-Staff Collaboration**

**B2.3. Indicator:** Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan, including college and career and/or other educational goals.

**B2.3. Prompt:** Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student’s personal learning plan and their college and career and/or other educational goals.

**Findings**

At San Pedro High School, parents, students, and staff collaborate, develop, monitor, and revise a student's personal learning plan through many different avenues.

Students meet with counselors each semester for their Individual Graduation Plan (IGP) in order to monitor the student’s personal learning plan that includes their “a-g” progression, any changes needed, and graduation status. Counselors organize assemblies for all students by grade level once a year for scheduling classes and the A-G requirements.

In 2018-19, teacher-student collaborations occurred four times during the year in a special schedule 40 minute homeroom that was SLC and grade specific. Teachers provided students with important college and career information, including discussions on interview techniques and skills associated with various careers.

Based on teacher feedback, the schedule was modified this year to move away from grade level homerooms to a period 3 AB schedule that coincides with professional development days. The schedule allows for period three teachers to have a dedicated 40 minute slot for both college and career readiness skills as well as time to practice restorative justice circles. Teachers then have a second third period time slot to continue their regular curriculum. In addition, the curriculum has been pre planned and scheduled by grade level to allow vertical alignment and grade level specific topics.

**Supporting Evidence**

- Student IGP
- Information sent home via schoology
- Sanpedrohs.org
- College Corner
- Sanpedrohs.org calendar of events
- Naviance
- College Board
- Boys & Girls Club
- College Bound
Students can monitor and revise their interests as they have continuous access to presentations on career opportunities and choices and through the district provided computer based Naviance program. Additionally, the College Board website and Khan Academy provide students with educational and career-interest surveys and other options to develop educational goals. Although Naviance has been around for a couple of years, it is only recently that training to counselors and support staff has become available.

Students hear yearly presentations during Career Day and various SLC-themed events. Another Teacher-Student collaboration happens during some students’ 9th grade year when they are enrolled in the 21st Century Career Explorations course for one semester.

Staff-Parent-Student collaborations are ongoing at our school through our College and Career Center which is staffed by the Boys & Girls Club, USC College Advising Corps. as well as a half time SPHS college counselor. Students and parents are welcome to attend at anytime during the day. The College and Career Center is available to assist students and parents with college applications, financial aid, job opportunities, internships, and scholarships.

With all of this support, many students still do not take full advantage of all that is offered to develop, monitor and revise their personal learning plan.

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.

Findings | Supporting Evidence
--- | ---
To specifically facilitate transitions to college, career and other postsecondary high school options, we offer “Summer Melt” in which a counselor works during the summer to specifically help graduated seniors apply for community college, technical schools and meet university deadlines for required paperwork. This program is a result of graduates who did not continue on to a four year university, community college or technical school because they missed deadlines or didn’t know how to apply.

During a student’s four years at SPHS, information regarding college applications, scholarship opportunities, FAFSA, technical school options, resume writing, and interview skills are offered through parent meetings, College and Career homerooms in 2018-19, Career Day, Global Environmental and Business job coaching and internships, the daily bulletin, Schoology and Blackboard Connect.
According to an exit survey administered to our seniors, the majority of the students plan to attend college or university. The college center remains open to students after graduation for a short while to aid in the process of enrolling in community college as does the Boys and Girls Club. As stated previously though, despite these efforts many students and parents still do not take advantage of the services. The school has reduced the college counselor position to half time due to a reduction in funding and this may be part of the reason. Although the school does not have a way to track graduating seniors, the Naviance program that the district purchased does have that as a feature and as more people are trained and use it, we may get better and more accurate data.
ACS WASC Category B. Standards-based Student Learning: Curriculum: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school’s ability to address one or more of the preliminary identified major student learning needs (Task 2, Chapter II).

**Summary (including comments about the preliminary identified major student learner needs)**

SPHS has defined academic standards that we are working towards as well as college and career readiness standards. It is evident by our SBAC scores that more work needs to be done in English and math.

**Prioritize the areas of strength and growth for Category B.**

**Category B: Standards-based Student Learning: Curriculum: Areas of Strength**

1. We have defined academic standards and college-and career-readiness standards. Last year, SPHS focused on Reading Standards R1, R4 and R7: citing textual evidence, word meaning and utilizing multiple sources.
2. This year, we have furthered defined that work by focusing on SBAC target standards 9, 10 and 11.
3. In addition, this year, ELA has incorporated Accelerated Reader across all grade levels.
4. ELA has a fully developed writing plan for grades 9 and 10.
5. Math standards are defined as well, by math level.

**Category B: Standards-based Student Learning: Curriculum: Areas of Growth**

1. Data shows that there is work to be done in close reading of informational text as well as all levels of math.
2. Students come to us with low skills and a lack of confidence in math. Interleaving lessons and a targeted approach will hopefully build confidence and improve performance.
3. District curriculum maps and pacing plans need to be implemented wall to wall to ensure program continuity.
Category C: Standards-based Student Learning: Instruction

C1. Student Involvement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.

Findings

For the 2018-2019 school year, our focus was on College and Career Readiness Reading Standards R1, R4 and R7. Based on classroom observations by faculty and administrators, many students observed were involved in challenging and relevant learning observations were conducted both individually and in groups composed of administrators, coaches, and some teachers using a common rubric. Observers were looking at activities occurring in the classes as well as what was posted on the agenda.

In some classes, students were working collaboratively to show their mastery and were evaluating their responses and output according to set rubrics for the task. Students were engaged in various tasks that provided them opportunities to apply and extend their learning to real-life scenarios. In some classes, differentiation strategies were also evident. Students were given options on how to demonstrate their learning. Students’ options included, but were not limited to, group posters, slide presentations, creating 3D models, and incorporating technology. EL learners were provided with language support using scaffolds especially in English and social studies classes.

All teachers receive passports for their SPED students that outline the differentiation strategies listed in their IEPs. Teachers are responsible for implementing these strategies. As previously mentioned, some teachers were utilizing differentiation strategies quite consistently while others were hit and miss. Know and Wonder, Notice and Note, and a more developed focus on vocabulary instruction were incorporated to address the need for greater differentiation.

Supporting Evidence

Standard R1: 70% of students observed had work displayed or were working on work that cited strong evidence

Standard R4: 87% of students observed had work displayed or were working on context clues

Standard R7: 48% of students observed had work displayed or were working on analyzing various accounts of a subject told in different mediums.

Standard 3b2: 85% of students observed were participating in discussion techniques.

Standard 31c: 89% of students observed were participating in standards based instruction.

3d3: 79% of students observed, teachers were giving feedback to or work was displayed where there was evidence of feedback. Student work displayed in classrooms also showed rubrics used in evaluating the completeness and accuracy of their work.
Our PLC groups model the inquiry cycle for continuous improvement. As part of this cycle, we examine student work, analyze and critique the work, our delivery and then come up with next steps to teaching and learning. Mostly, this work is done around our Common Formative Assessments (CFAs), which are grounded in the Common Core State Standard College and Career Readiness Reading Standards. For the 2019-2020 Fall PLC cycle, teachers were asked to choose a strategy and sentence stems to present, analyze, observe and critique. PLC success is rooted in teacher buy in and it is a work in progress. With our new strategies, teacher talk moves and SBAC stems, PLC work may seem disjointed and inauthentic to some teachers.

In addition, our English Language Arts Department has met, designed, analyzed and calibrated their common benchmark assignments to ensure their rigor and relevance based on student work samples.

The Mathematics Department has been focusing, at various levels, on implementing the Local District South strategies and common formative assessments. In addition, they are creating SBAC topics specifically for 3 Reads Protocol, creating and using warm ups with SBAC related questions (Algebra 2 has implemented this more effectively than other math levels) as well as developing specific collaborative learning lessons using Numbered Heads/Mathematicians Consult.

### Student Understanding of Learning Expectations

**C1.2. Indicator:** The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

**C1.2. Prompt:** Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate learning and college and career readiness.

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<th>Findings</th>
<th>Supporting Evidence</th>
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| According to the School Experience Surveys from the last three years, student understanding of standards and expectations have been on the rise. In response to the statement, “In my classes, my teachers tell me how I can make my work better,” agree and strongly agree selections increased from 57% in 2016-2017, 59% in 2018-2018 to 69% in 2018-2019. In addition, student knowledge of a-g requirements has increased steadily as well from 77% in 2016-2017, 78% in 2017-2018 to 82% in 2018- | Assessments (formative, summative, benchmarks)  
| | e Bound  
| | 'SAT, ACT, SPECA  
| | All taking A-G required courses |
Compared to 2016-2017, the answers to "Adults at my school have helped me learn the details of getting into college" have risen from 48% agree and strongly agree to 56% agree and strongly agree.

Although we have made strides with rubrics, common formative assessments, uniform classroom procedures and engagement strategies within the classroom, more needs to be done so students know explicitly what is expected of them. We have added specific Local District teacher talk moves, math strategies, Notice and Note techniques and Know and Wonder protocols to our uniform classroom procedures to further reinforce achievement and knowledge of expectations and necessary performance levels.

In addition, although we have implemented College and Career Homerooms the past few years, this year, our systematic, calendared approach should yield higher college and career readiness awareness.

Individual meetings with counselors: A-G, CDE, non A-G
e HR
er Day
College Counselors to answer questions & connect to scholarships
Career based ROTC, NMSI, AP, Police Academy, AP readiness at UCLA, on campus college classes
School Experience Survey 2018-2019:
- 82% of students know which courses they need to pass in order to get into college.
- 55% have met with their counselor to discuss progress toward graduation.
- 42% of students indicated an adult has helped them access online help for PSAT.
- 56% of students have had an adult help them learn the details of getting into college.
- 64% of students indicated that an adult at the school site has helped them learn the details of getting into college by completing applications, financial aid, etc.

C2. Student Engagement through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize creative and critical thinking skills, and applications.

Indicators with Prompts

Teachers as Facilitators of Learning

C2.1. Indicator: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of multimedia and technology.

C2.1. Prompt: Evaluate the extent to which teachers effectively use a variety of instructional and student engagement strategies, including the use of instructional technology in the delivery of the curriculum. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other techniques to engage students in their own learning.
The teachers of San Pedro High School have participated in various professional development including, Kagan Instructional structures, Kelly Gallagher writing strategies, Restorative practices, Universal Design for Learning, and Buck Institute PBL.

Based on classroom observations and the School Experience Survey Cognitive Engagement piece, most teachers at SPHS are able to effectively use a variety of instructional strategies to engage students as they effectively deliver instruction of the curriculum. In addition, according to the SES, cognitive engagement has been on the rise for the past three years.

For the 2019 - 2020 school year, specific engagement strategies to be used as uniform classroom procedures include: Know and Wonder, Notice and Note techniques, timed pair share, Stop and Jot, wait time, Numbered Heads Together, and Mathematicians Consult. With our influx of new teachers, a new round of Kagan training will be conducted the 19-20 school year. Our most recent survey information collected in November 2019 indicates that teachers are indeed incorporating these strategies into their teaching. Sixty nine faculty members completed the survey. The following are the results from the survey regarding utilization of teacher talk moves designed to better engage students: 58 of the respondents reported that they were frequently using “Think, Pair Share”; 56 were utilizing “Wait Time”; 49 were using “Revoicing”; and 42 utilized “Stop and Jot.” This survey also indicated that many teachers wanted more peer observations and refreshers on strategies to continue their work on developing more effective engagement in the classroom.

The majority of the faculty have had training in “Depth of Knowledge” questions as another way to add rigor to their instruction. This training occurred between 2016 and the spring of 2018. Teachers have been encouraged to utilize depth of knowledge 2 and 3 level questions as part of their delivery of instruction. In the past, the teacher feedback forms included this item but this year we have not revisited the depth of knowledge as part of our observation items because the district and school changed the focus to word meaning, Rubrics, SBAC, CFA’s, 3 reads, summative/formative assessments, rubrics, benchmarks, student generated questions/rubrics, students ask relevant questions, students are aware of the learning process(PBL, driving/essential questions), classroom culture, project/unit reflections, peer revision, Mentor texts, student motivation, student delegated tasks, student led conferences, completed assignments(in person/online), Schoology(posting instructional material, discussions), Google drive/classroom, Google Certified teachers, new teacher mentor program, attendance mentor/mentee partnership.
central idea, and reasoning and evidence as a result of SBAC data.

For many years, SPHS has been technology poor. With the purchase of additional Chrome book carts, more teachers are incorporating technology into their classrooms. The use of Schoology for quizzes and assignments, Accelerated Reader, Google classroom, Kahoot, and other technology resources are being utilized in more classrooms.

Creative and Critical Thinking

**C2.2. Indicator:** Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

**C2.2. Prompt:** Evaluate and provide evidence on how well the representative student work that demonstrates students think, reason, and problem solve in group and individual activities, such as projects, discussions and debates, and inquiries related to investigation.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>There is evidence that many teachers are having students demonstrate</td>
<td>• Classroom observations</td>
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<tr>
<td>creative and critical thinking within their classrooms using a variety</td>
<td>• Program/class/magnet presentations, exhibitions or</td>
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<tr>
<td>of materials, resources and technology beyond the textbook.</td>
<td>activities</td>
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<tr>
<td>Across the curriculum, students demonstrate understanding via</td>
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<tr>
<td>presentations using different media, projects (short term and long term),</td>
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<tr>
<td>Socratic seminars, essays, letter writing campaigns, dramatic</td>
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<tr>
<td>interpretations, speeches, artistic representations, quantitative</td>
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<tr>
<td>analysis, and real life applications.</td>
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<tr>
<td>Students use technology to support graphing quadratic and cubic</td>
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<tr>
<td>functions on paper. Students use the graphic software program Desmos</td>
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<tr>
<td>to verify and clarify solutions in Algebra 1. Geometry students use</td>
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<tr>
<td>GeoGebra to see how polygons inside circles can be altered to show how</td>
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<tr>
<td>inscribed angles change.</td>
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<tr>
<td>Students in English, Science, and Social Studies learn how to use</td>
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<td>credible and reputable sources for their investigations and research.</td>
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<td>They will also be introduced to the American Psychological Association</td>
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<td>(APA) format as a universal means of referencing reading and writing</td>
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<td>research. Many teachers require research reports as one of the</td>
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<td>culminating assignments in their classes.</td>
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<tr>
<td>Often, SLC’s and magnets incorporate their themes into projects and</td>
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<tr>
<td>activities.</td>
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<tr>
<td>Critical thinking is assessed within the framework of target 11 in our</td>
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<td>PD plan. Students are expected to use reasoning and evidence to support</td>
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<tr>
<td>their claims. Depth of knowledge is also evaluated based on levels of</td>
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<tr>
<td>DOK. Most faculty members have received training in the types of DOK</td>
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<tr>
<td>questions and have been asked to include more DOK 2 and 3 type</td>
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<td>questions in their presentations.</td>
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</table>
Creativity is not assessed so much as a judgment but is used as a tool for students to express their learning. Students are given choices on how to express that learning. Teachers are encouraged to help develop the creative side of the brain and help students think outside the box and to approach problems with different lenses. It is more the effort that the student puts into their presentations while expressing their creativity that is assessed.

Application of Learning

**C2.3. Indicator:** Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

**C2.3. Prompt:** Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.

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<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>Students demonstrate learning based on their ability to organize, access, and apply prior knowledge through projects, presentations, essays, and classroom activities, etc.</td>
<td>Math:</td>
</tr>
<tr>
<td>Students gather and create knowledge through academic tools that are introduced and nurtured in the classroom via teacher engagement and teaching strategies as well as uniform classroom procedures. Specific strategies have been implemented school wide to enable students to read and access information at a more rigorous level. According to the latest Google survey conducted in November 2019 and completed by 69 faculty members, 56 respondents are now utilizing “Know and Wonder” and 38 are utilizing “Notice and Note”. Some teachers expressed the desire to add to our list of strategies as well.</td>
<td>a. step by step process to get to the end result</td>
</tr>
<tr>
<td>Students have opportunities to, on their own, discover and invent as well as communicate these skills through various mediums based on specific content via classroom assignments, presentations, projects and exhibits. We have seen evidence of this through classroom observations and PLC sample work. Yet, we need a systematic way to evaluate the extent to which students are demonstrating these various higher levels of thinking and depth of knowledge so we can more effectively modify instruction to meet student needs to foster and extend learning opportunities.</td>
<td>b. looking at graphing equations through different mediums</td>
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<tr>
<td>School Experience Survey 2018-2019: Over 70% of students use evidence or collected data to draw their own conclusions. 60% of students think about how to solve problems in new ways.</td>
<td>c. applying mathematical principles to real life situations.</td>
</tr>
</tbody>
</table>

Career Preparedness and Real World Experiences

**C2.4. Indicator:** All students have access to and are engaged in career preparation activities.

**C2.4. Prompt:** Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities as job shadowing, internships,
apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.

**Findings**

Although we have some great career awareness exploration and preparation activities, this is an area of growth for us, as evidenced by the SES. We have pockets of highly effective programs within SLC’s and specific programs.

Each year, we have our annual Career Day, in which professionals come and speak to two different classes across all programs.

The Northwest Neighborhood Council puts on an employment skills event that ALL SPHS students are invited to attend. Prior to the 2018-2019 school year, the event had been held at our Olguin campus. The program offered resume writing, interview skills, career info and mock interviews; but, was attended sparsely although advertised heavily.

The Global Environment Academy, through their partnership with EXP, offers industry coaching and internships.

The Police Academy Magnet has two full time Police Officers who provide the law enforcement background to our cadets.

Through our social studies classes in the 11th grade, students are required to complete a service learning project. Students volunteer for 10 hours in a civic minded location and then write a reflection on what they learned, observed and gained from the experience.

**Supporting Evidence**

- School Experience Survey
- Career Day Agenda
ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the preliminary identified major student learning needs (Task 2, Chapter II).

**Summary (including comments about the preliminary identified major student learner needs)**

Teachers are utilizing school wide strategies of know and wonder, notice and note, math protocols, think, pair, share, and stop and jot. Teachers have observed each other during the PLC cycles. Many teachers feel that while those strategies are useful, they are also not enough. Most teachers feel that there is not enough time allocated to meeting and collaborating as a PLC team to read a deeper understanding of the strategies and application possibilities within their curriculum.

**Prioritize the areas of strength and growth for Category C.**

**Category C: Standards-based Student Learning: Instruction: Areas of Strength**
1. Teachers at San Pedro High School use a variety of instructional strategies to engage students.  
2. Our curriculum and strategies support our desired SLO’s for College and Career readiness.  
3. We evaluate student work and observe students at work to determine next steps

**Category C: Standards-based Student Learning: Instruction: Areas of Growth**
1. Although we are implementing a systematic and calendared College and Career HR this year, this needs to continue in order to give students continuity and a firm base of knowledge on what they need in order to be college and career ready.
2. We need to continue to implement and perfect engagement and reading strategies.
3. Teachers have expressed the need to improve our incorporation of technology in the classroom.
4. We need to grow our knowledge of Project Based Learning and Problem Based learning so it can be implemented across subjects.
5. Encourage more peer observations for teachers as a way for them to grow in their practice. Build in more teacher collaboration time.
Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Schoolwide Student Progress Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school’s programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan aligned with the LCAP.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze and report student performance data to all stakeholders.

D1.1. Prompt: Evaluate the effectiveness of the school’s assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. Ensure all student groups are included.

Findings

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>San Pedro High School has a variety of processes to collect, disaggregate, analyze and report student performance data to stakeholders.</td>
<td>• Learning Walk Observation Sheets</td>
</tr>
<tr>
<td>The SPHS staff uses a variety of formal and informal assessments to monitor student progress towards content and standards mastery and college and career readiness.</td>
<td>• PLC Work product data</td>
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<tr>
<td>Informal Assessments</td>
<td>• EL Monitoring Roster</td>
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<tr>
<td>Informal assessments have been observed on a daily basis in most classes. Informal assessments include but are not limited to: teacher questioning and student response, white board work, and/or student participation in small/large group activities, exit tickets</td>
<td>• ELPAC data</td>
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<tr>
<td>Formal Assessments</td>
<td>• Reading Inventory Growth Reports</td>
</tr>
<tr>
<td>Formal and summative assessments are given at various intervals depending on the class. This may include but not limited to weekly quizzes or tests, performance based assessments, end of chapter exams, project, presentation, District exams, and the SBAC. IABs are given in math and English classes in 9th and 10th grades to prepare students for the SBAC. Until recently though, the data has been difficult to access and so teachers did not have it available to plan instruction. The process of accessing the data is being addressed by the district and should be resolved so that this next year the data may be available.</td>
<td>• IAB data</td>
</tr>
<tr>
<td>Special Education Department</td>
<td>• Writing Benchmark Student Work Samples</td>
</tr>
<tr>
<td>The Special Education department uses multiple forms of assessment to measure student’s performance. Informal assessments include Jennings IRA, SD Quick, IMAs, and IWAs. Formals assessments include Woodcock Johnson Assessment, and the KTEA. One of these two assessments are done on an annual basis in preparation for Individual Education Plan (IEP) meetings. During the meeting, all data is collected and reviewed with the IEP team, student, and parents/guardians, to</td>
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</table>
develop and update goals. All students with IEPs are re-evaluated and assessed every three years to determine continued eligibility for services and appropriate placement. This assessment is the basis for the creation of IEP goals, which are evaluated at the semester and end of the year.

**English Learners**

The District has three criteria for reclassification: the student must earn a “C” or better in either their English class or their Long Term English Learner (LTEL) class, score Basic or above on the Reading Inventory, and receive a score of 4 on the ELPAC. The EL coordinator monitors student progress towards meeting those criteria on a monthly, sometimes weekly, basis depending upon how close it is to the deadline for administration of the tests. The grades criterion is monitored throughout each semester using Schoology prior to the final semester marks to provide support as needed. The EL Coordinator uses EL Monitoring reports, Achieve 3000 data, and Accelerated Reader data to determine which students would benefit from targeted small group instruction in reading, writing, listening, or speaking prior to the administration of the bi-annual Reading Inventory and the annual ELPAC. The ELPAC scores are evaluated and reviewed and then are made available for students, parents, and teachers, via MISIS and the Parent Portal.

**Professional Learning Communities**

Since the last full self-study, the Professional Learning Communities (PLCs) at San Pedro High School have used a variety of assessments to measure student growth and development in the school wide focus for the year. Throughout each PLC cycle, teachers look at a particular CCRS or this year, an SBAC target standard, administer a lesson or formative assessment, analyze the results from the assessment and these results generate the next steps for our instruction. The data generated from each PLC group is shared with the rest of the faculty to help inform future professional development decisions. PLC’s complete two full cycles a year. In response to faculty input, we are looking at restructuring PLC’s to make them more meaningful and relevant to teachers, provide more voice, choice, independence, meaningful feedback, reflection and accountability.

**Math Department**

Algebra II, in particular, has been interleaving Alg 1 and Geo skills in warm ups and all math levels have been working on common formative assessments. Teachers meet together and analyze assessment results and modify instruction as a result.

**English Department**

In addition to the work they do in their PLC groups, English teachers administer two other types of assessments. Twice a year, each grade level gives students in grades 9-11 an IAB in preparation for the Summative SBAC at the end of the 11th grade year. In the past IABs were administered but no real evaluation of the results were
reviewed to help teachers address the student weaknesses. The District has made it a priority to examine the IAB data to create professional development for the ELA teachers to help inform instruction. This is in the beginning stages but is a positive first step in adding to the school's ability to collect, analyze, disaggregate, and report student data.

Four times a year, ELA grade level groups administer a benchmark writing assignment as delineated in the Writing Plan. Teachers bring student samples to half or full day pullout meetings in which they calibrate students' work against the rubric, determine student areas of strength and weakness, and use that information to plan for future instruction that will, in turn, be discussed at the next benchmark meeting.

**Schoology**

Schoology is an online grade book that allows for parents, students, teachers, and administrators to analyze the data for the areas in which students both struggle and succeed in. Schoology also allows teachers to analyze data for assignments online. Students and parents are also able to see what assignments are missing.

**SBAC Results**

The District mails out student SBAC results each summer. At the beginning of the school year the faculty receives the data from the SBAC and departments meet to pinpoint specific areas of need. Departments continue to meet periodically to address the areas of need with specific strategies as well as the school wide PD designated targets and strategies.

ACC, SBM, SSC all use data to inform our PD plan and to allocate resources.

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**Basis for Determination of Performance Levels**

**D1.2. Indicator:** The school leadership and instructional staff determine the basis for students’ grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

**D1.2. Prompt:** *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

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<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>First and foremost, District marking practices are outlined via District memos.</td>
<td>District Marking Bulletin</td>
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<tr>
<td>Based on our implementation of common formative assessments corresponding to PLC cycles, teachers have met together to analyze grade-level projects as well as grade-level benchmarks, some of which were evaluated by common rubrics. Samples taken from students across classrooms within each department are graded first by teachers individually, and then shared department-wide. During these meetings teachers delineate which</td>
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elements of student work met the rubric scores, and why. In this way, the common rubric and the results have been evaluated and compared.

In addition, the adoption of new curricula texts within some departments is actively contributing to, or challenging our mutual understanding of what constitutes standards-based grading. This progress derives from the more specific targeting of particular standards associated with individual lessons within the unit. Traditionally, teachers had not agreed to align specific standards to specific content material, and created their own assessments independently. This process introduced inherent ambiguities; whereas, now that research-based materials are provided with clear ties to common-core standards, some teachers are more aligned together to specific content standards and assessments used to evaluate them. Additionally, some grade levels or teachers are working together on curriculum-mapping, to better coordinate their lessons. Consequently, the depth and pacing to cover the plethora of standards for each grade and content area, has improved teacher planning across content areas.

**Monitoring of Student Growth**

**D1.3. Indicator:** The school has an effective system to determine and monitor all students’ growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students’ grades are determined and monitored.

**D1.3. Prompt:** Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students’ grades, their growth, and performance levels are determined.

**Findings**

All course grades at San Pedro High School are performance based and are calculated based on the grading criteria set forth by District marking practices. Grades are recorded and monitored using the Schoology Learning Management System. The administration, counselors and teachers have access to all student demographic and academic information which is updated in real time using MyData. Students and parents have access to the Schoology through Parent/Student portal which provides class grades, overall transcripts and overall attendance data.

San Pedro High utilizes electronic monitoring and electronic communication where feasible in order to allow all teachers to assess student growth in previous courses and prerequisites, as well as progress and growth in current semester classes. Ideally, teachers are able to better handle issues with students that may interfere with success (such as a sudden drop in grades in numerous classes, attendance issues and more). The primary tools for collecting this type of data is Schoology (primarily the Advisee Dashboard) and MiSiS. We are able to see data from previous courses and transcripts through the use of MyData and MiSiS as well.

Students especially find Schoology useful to monitor their progress during a semester, with the vast majority logging in to the system at least weekly, and/or reading the reports sent out by the Schoology

**Supporting Evidence**

- AR
- Read 180
- Achieve 3000
- My data
- Misis (Transcripts)
- BigideasMath.com
system on a weekly basis. Parents, however, often have issues accessing the data, so training and/or clear instructions are recommended for new families to the district as well as those who continue to have issues. As the use of Schoology or its eventual replacement are utilized, the need for training will decrease at our level.

Assessments are aligned with standards to ensure they are measuring student progress towards achieving the standards. Science courses are aligned with the Next Generation Science Standards; Math and English are aligned to the Common Core State Standards. You can find such standards embedded in the assignments available through BigIdeas.com and other publisher websites that are used by many teachers throughout the school. In addition, electronic programs such as Accelerated Reader, Accelerated Math, Read 180, and Achieve 3000 feature standards-based instruction and assignments allowing individual students, including English Learners and Special Education students, to progress at their own rate. For students who need extra support, we also offer online instruction during the school day and after through Edgenuity, a blended learning environment that allows students to make up credits in classes they previously failed in a supportive atmosphere.

Case managers of Students with special needs are constantly monitoring student progress on the academic standards, career- and college-readiness standards, and the school’s schoolwide learner outcomes. This is frequently discussed with the IEP team: student, their parents, teachers, relevant administrators, and paraprofessional staff members.

The EL Coordinator monitors the progress towards redesignation for EL students. Teachers are given a list of EL students and their levels so that their progress can be monitored. At least twice a year teachers receive printouts of their student grades in order to evaluate numbers of passing (C or better) versus non-passing (D or fail) toward A-G completion. Departments meet to discuss how to better serve the needs of the non-passing students.

### Assessment of Program Areas

**D1.4. Indicator:** The partnership with district leadership, the school leadership, and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

**D1.4. Prompt:** Evaluate the collaborative processes that the school leadership and instructional staff in partnership with district leadership use to review and assess the programs and their expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

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Programs and their expectations including graduation requirements, credits, and grading practices are dictated by the Los Angeles Unified School District. All students in LAUSD must complete A-G requirements to graduate from high school. SPED students can receive a waiver for the second year of language and algebra. There is also a protocol for validation of certain failed courses like Algebra 1A or Spanish 1A if the B courses are passed.

Once the District makes decisions, it is then up to the principals and the APSCS (AP in charge of Counseling) to educate other staff and implement programs and policies. In the past San Pedro High School had been able to address its individual needs by creating a professional development plan through our Academic Curriculum Council. A plan was actually created and adopted for the 2019-20 school year. However, for 2019-2020, Local District South examined the SBAC data from 2019 and decided that the best way to address the weaker areas of student performance were through targets 9, 10, and 11. These targets became the focus that all schools must follow. The PD plan had to be changed to accommodate the local district’s targets. The Local District has created a set of new administrators that are in charge of training in the target areas and have been charged with training ELA and math teachers as well as others with the designated engagement strategies and teacher talk moves.

ACC met during the summer of 2019 and created a new plan that incorporated the targets as well as strategies and teacher talk moves that would ensure a coherent and relevant curriculum with standards 9, 10, and 11 were implemented across the board.

The District has also mandated the use of Edgenuity as a credit recovery system to help students pass classes that they have failed. Engenuity has enable SPHS to vastly improve its graduation rate.

Validation of meeting students’ needs is evident via classroom walk-throughs, SBAC test scores, graduation rate, A-G completion rate, student surveys, redesignation rates, CSU/UC acceptance rate and our uniform classroom procedures.

<table>
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<tr>
<th>Schoolwide Modifications Based on Assessment Results</th>
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<tr>
<td><strong>D1.5. Indicator:</strong> The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.</td>
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<tr>
<td><strong>D1.5. Prompt:</strong> Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.</td>
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<th>Findings</th>
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<tr>
<td>Each year ACC meets in May to review the year’s PLC results and faculty input to figure out next steps and chart a direction for the</td>
<td>• PLC Reflection</td>
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</table>
upcoming year. The direction is always mapped out through the lens of our mission, vision and SLO’s. In the Fall, ACC revisits the PD plan and synthesizes it with SBAC data and Local District directives. The refined PD plan is taken to SBM for approval and School Site Council provides additional funds to support the instructional program.

For the 19-20 school year, the Local District has determined our focus to be SBAC Targets 9, 10 and 11, central idea. Staff was trained in the expected engagement and reading strategies to improve student achievement. The Fall 2019 PLC cycle is based around the implementation of one of the engagement/reading strategies or sentence stem starters around informational text to execute, bring back feedback/student work analyze and then refine instruction. At the end of each PLC cycle teachers are asked to reflect on the process and to chart next steps. Teachers are asked to visit their colleagues to observe PLC determined strategies and give feedback. After examination of the fall 2019 cycle and teacher observations, two areas on the PD plan are in greater need of emphasis. Word meaning/vocabulary and SBAC sentence stems will have to be a focus for the spring of 2020. Some members of the math department are in the beginning stages of mastery grading as an alternative to traditional grading.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators with Prompts

Assessment Strategies to Measure Student Achievement

D2.1. Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student and school performance data to all stakeholders.

D2.1. Prompt: Evaluate the effectiveness of the processes for assessing student achievement of the standards and schoolwide learner outcomes.

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<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>District made rubrics to assess college readiness, IE - SBAC testing</td>
<td>Rubrics</td>
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<tr>
<td>Teacher rubrics are used to assess readiness for projects, units and Finals.</td>
<td>Benchmarks</td>
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<td>Staff meetings, PLC meetings, report cards, Schoology and MISIS are all used to get data to stakeholders (students, parents, teachers, administrators, coaches)</td>
<td>Student reports</td>
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<tr>
<td>Teachers input grades in Schoology, MISIS and MyData can all be used for collection</td>
<td>Process for getting data to stakeholders</td>
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<tr>
<td>The District and teachers use assessments to help drive instruction to meet students at their current performance level and set achievable benchmark goals. We also collaborate in department and staff meetings to help prepare students across English and Math to meet University and SBAC readiness. For</td>
<td>Processes for collection of data</td>
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</table>
example, math teachers are currently using daily geometry warm ups for geometry and Algebra 2 classes that support the types of extended thinking question that are found on the SBAC. Teachers of all subjects use reading strategies such as 3 read and attack the prompt to prepare students for more challenging assessments and to support them in their confidence and persistence through multistep tasks. All teachers also use platforms such as MISIS, my data, and Schoology to review student records and report grades to stakeholders. 

Although teachers are using rubrics, FFAs, some common summative assessments, and department pull-outs to examine student work, there is much more work to be done. There is a need for teachers to better utilize the data to inform instruction and to remediate student weaknesses. 

### Demonstration of Student Achievement 

**D2.2. Indicator:** Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.  

**D2.2. Prompt:** Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. (This may include how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.)

### Findings

San Pedro High School holds regular professional learning community (PLC) meetings approximately 12 times a year. These meetings are designed to be a time where teachers can collectively reflect on their students’ formative and summative assessment data in order to improve their curricular and instructional practice. The PLCs are generally split by subject. Educators that teach students who are moderate to severely intellectually disabled meet in their own PLC. The other special educators join the PLC that best aligns with the subject they teach, even though some special educators teach multiple subjects.

The agenda of PLC cycles is decided by ACC. Generally speaking, the agenda is heavily informed by SBAC testing results. The initiatives, cyclical analysis practices, and instructional strategies discussed in the meeting often center around the objective of improving students’ ability to meet or exceed the standards set by a subject’s corresponding SBAC test.

Based on a staff survey that was developed and implemented in the Spring 2019, to gather data for this report, results are as follows. The survey had 72 respondents which amounts to 52% of SPHS faculty. The survey respondents were asked to select a level of agreement with a number of statements. Below, are the highlights from these questions. 

Q2) Approximately, 66% AGREE or STRONGLY AGREE with the statement “I effectively use data from summative assessments (Unit/Midterm/Final Exams, SAT, ACT, AP, or SBAC) in the PLC cycle to modify my curricular and instructional approaches.”

Q3) Approximately, 72% AGREE or STRONGLY AGREE with the statement “I EFFECTIVELY use data from summative assessments
individually (outside of the PLC cycle) to modify my curricular and instructional approaches.”

Q4) Approximately, 72% AGREE or STRONGLY AGREE with the statement “effectively use data from formative assessments (quizzes, exit tickets, or teacher observations) in the PLC cycle to modify my curricular and instructional approaches.”

Q5) Approximately, 79% AGREE or STRONGLY AGREE with the statement “effectively use data from formative assessments individually (outside of the PLC cycle) to modify my curricular and instructional approaches.

Question 7 asked respondents to rate the effectiveness of the processes at SPHS (individual and collective) in utilizing formative and summative assessment data to guide modification of curricular and instructional approaches. In response to question 7, Approximately 47% of respondents gave ratings of EFFECTIVE or VERY EFFECTIVE and approximately 14% of respondents gave ratings of INEFFECTIVE or VERY INEFFECTIVE.

Question 8 was optional, and gave opportunity for teachers to write in a response to the following question, “What other insights do you have regarding the effectiveness of the processes at SPHS for using formative and summative assessment data to inform curricular and instructional approaches?” Three trends emerged from these written responses. 10 respondents expressed a need for more time to collaborate with their colleagues. 4 respondents expressed that PLC / department meeting time could be used more effectively to support assessment data analysis and correlated modification of instructional practices. 4 respondents expressed a distrust and other issues with the data derived from district mandated standardized assessments.

Major Conclusions:
1. A significant majority of educators at SPHS that responded to the survey believe that they effectively use data from formative and summative assessments in PLC cycle and individually (outside of the PLC cycle) to modify their curricular and instructional approaches.
2. Approximately 40% of educators at SPHS that responded to the survey do not believe that district mandated standardized summative assessments, such as the SBAC, are a highly accurate measure of student skills/knowledge. About another 40% are neutral.
3. 10 of the 15 educators at SPHS that responded to question 8 indicated a need for additional time with colleagues dedicated to collaboration.

Teacher and Student Feedback
D2.3. Indicator: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.
D2.3. Prompt: Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on teacher and student feedback.

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<th>Findings</th>
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| There is evidence that indicates a growth in the amount that students are provided feedback to support their learning and receive diligent help from their teachers with their schoolwork. The evidence for this comes from the 2017-18 and 2018-19 LAUSD School Experience Surveys. The results of the 2017-18 survey indicate that approximately 59% of students agree with the statement “in my classes, my teachers tell me how I can make my work better” and approximately 57% of students agree with the statement “my teachers work hard to help me with my schoolwork when I need it”. The results of the 2018-19 survey indicate that approximately 69% of students agree with the statement “in my classes, my teachers tell me how I can make my work better” and approximately 64% of students agree with the statement “my teachers work hard to help me with my schoolwork when I need it”.
| The results of the 2017-18 survey indicate that approximately 50% of student respondents agree with the statement “adults at my school treat students with respect.”
| Teachers use the SBAC results as feedback to plan for next year. To give uniform classroom procedure, every teacher posts the standards, learning goals, agenda, essential questions, language goals on the board to guide and align our students with the curriculum
| After school tutoring in the library, and tutoring at Boys and Girls Club are available to help students achieve their goals and to stay on track.
| Many teachers use warm-ups, thumbs-up, and exit tickets to quickly check student’s understanding and to encourage spiral learning. Cooperative learning strategies that are used in some classrooms allow teachers to listen to student dialogues for the purpose of monitoring progress and garnering timely feedback around the effectiveness of learning experiences used. |

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<tr>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>-SBAC results - Math and English</td>
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<td>-Group Work and discussions to determine the understanding of the concepts.</td>
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<td>-After school tutoring</td>
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<tr>
<td>-Use Kagan Strategies (i.e. Round Robin, Pair share)</td>
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<tr>
<td>-Math teachers did walkabout visits to give positive feedback</td>
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</tbody>
</table>
ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

Review all the findings supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school’s ability to address one or more of the preliminary identified major student learner needs (Task 2, Chapter II).

FFAs are an integral part of the assessment process in the existing PLC groups. Through this self-study process, it has become clear that while we do assess some of the data produced from these assessments, a systematic analysis protocol is needed to make it uniform. Teacher reflection of the PLC cycle, lessons taught, strategies used, and assessments administered must be emphasized and utilized by the members of the PLC groups and by the school's governing bodies. More emphasis on the importance of the SBAC for both teachers and students is necessary to ensure an adequate measure of student abilities.

Prioritize the strengths and areas for growth for Category D.

<table>
<thead>
<tr>
<th>Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength</th>
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<tbody>
<tr>
<td>1. We are analyzing data to drive our professional development.</td>
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<tr>
<td>2. Data does inform our practice.</td>
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<td>3. All teachers are aware of and working toward goals as outlined in our professional</td>
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<td>development plan.</td>
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<tr>
<th>Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth</th>
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<tbody>
<tr>
<td>1. Implement systematic analysis of SBAC, CFAs, and other assessment types to determine</td>
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<tr>
<td>next steps for improvement.</td>
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<tr>
<td>2. Collect and analyze teachers’ reflections of the PLC cycles and utilize for planning PD.</td>
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<tr>
<td>3. Develop a protocol for analyzing all data and determining effective strategies for instruction. Improve student and teacher by-in for the SBAC.</td>
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Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1.1. Prompt: Evaluate the strategies and processes for the regular involvement of the family, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students. The school provides a) a safe, clean, and orderly place that nurtures learning and b) develops a culture that is characterized by trust, professionalism, high expectations for all students, and c) maintains a focus on continuous school improvement.

Findings

San Pedro High School provides a safe, clean and orderly place that nurtures learning, develops a culture that is characterized by trust, professionalism, high expectations for all students and maintains a focus on continuous school improvement.

To encourage the involvement of parents and community members at SPHS, we publicize events on our website, via Schoology, Blackboard Connect, banners/posters on outside walls, E-bulletin, and our SPHS 2.0 Facebook page.

During large meetings, translation is provided for non-English speaking parents via the District translation unit or on-site translation.

During IEP meetings, upcoming activities such as Back to School Night or Parent Teacher Conferences may be highlighted. If needed, translation is also provided.

During the monthly Safety Collaborative, upcoming calendar events, vision, mission and SLOs are reviewed.

Our Pirate Boosters and Lady Boosters support work in the classroom with small grants for teachers, Honor Roll pins for the entire qualifying student body, as well as athletic team needs.

All events, both individual SLC/magnet and whole school, include both parents and community members. Our ASB Leadership class hosts an annual Senior Citizens Prom, in which our local senior citizens are invited to come and dance the night away. This is a wonderful community outreach event.

Although our extracurricular events are well attended by parents and community members, we need to encourage greater partnership between SPHS and parents with the teaching and learning process. The SES shows favorable results for parents being involved and informed of their child’s teaching and learning but this feedback was from only 18% of parents in 2018-2019. This reflects what we see as well. The parents who are involved, are happy and see our successes, this is evident by the

<table>
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<td>E-Bulletin</td>
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<td>Phone messages</td>
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<tr>
<td>During large meetings, translation is provided for non-English speaking parents via the District translation unit or on-site translation.</td>
<td>Parent Lounge</td>
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<tr>
<td>During IEP meetings, upcoming activities such as Back to School Night or Parent Teacher Conferences may be highlighted. If needed, translation is also provided.</td>
<td>Coffee with the Principal</td>
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<tr>
<td>During the monthly Safety Collaborative, upcoming calendar events, vision, mission and SLOs are reviewed.</td>
<td>School Website</td>
</tr>
<tr>
<td>Our Pirate Boosters and Lady Boosters support work in the classroom with small grants for teachers, Honor Roll pins for the entire qualifying student body, as well as athletic team needs.</td>
<td>Parent Conferences</td>
</tr>
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<td>Open House</td>
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<td>Although our extracurricular events are well attended by parents and community members, we need to encourage greater partnership between SPHS and parents with the teaching and learning process. The SES shows favorable results for parents being involved and informed of their child’s teaching and learning but this feedback was from only 18% of parents in 2018-2019. This reflects what we see as well. The parents who are involved, are happy and see our successes, this is evident by the</td>
<td>SBM (School Based Management)</td>
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<td>SSC (School Site Council)</td>
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<td>ELAC Meeting</td>
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<td>College Night</td>
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<td>Dance Concert</td>
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<td>Band Concert</td>
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<td>Athletic Banquets</td>
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<td>Kick-off Dinner</td>
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<td>Schoology Workshops</td>
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<td>Schoology</td>
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<td>Pirate and Lady Booster Clubs</td>
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<td>ITEP</td>
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SES, parent dedication and involvement with our SSC, ELAC and SBM committees; but, how do we involve the other 82%?

E2. School Culture and Environment Criterion

The school provides a) a safe, clean, and orderly place that nurtures learning and b) develops a culture that is characterized by trust, professionalism, high expectations for all students, and c) maintains a focus on continuous school improvement.

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.1. Prompt: Comment on the effectiveness of the processes and procedures in place (e.g., School Safety Plan), roles and responsibilities for ensuring a safe, clean and orderly learning environment that supports students.

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<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our school has demonstrated a commitment to cultivating a safe, and orderly environment. Each year, our Integrated School Safety Plan is revised, revisited and updated to reflect changes to staff, responsibilities and job duties. San Pedro High School has voted to maintain 2 (1 full time, 2 half time) deans to support both Flagship and Olguin campuses. The TUPE program on campus aims to address drug use/vaping amongst the student population. When students are caught engaging in drug use/vaping, they are required to attend this program weekly. Deans monitor the campus using security cameras in an effort to reduce truancy, drug use and other unsavory activities. In addition to the deans directing these initiatives, Flagship utilizes six supervision campus aids and Olguin uses three to assist the deans in their initiatives. In addition to TUPE, SPHS is part of a Department of Justice anti-vaping campaign to educate and deter students from vaping. We have three liaisons that work with the District Beyond the Bell program on this initiative. For students who need a more intensive intervention, community based detention operates each Saturday, in which 6-8 students are assigned community clean up through a local community program. In addition to these efforts, there is a community based safety collaborative team which is comprised of staff, Dana Middle School, community and business members, the LAPD, the district attorney’s office as well as Boys &amp; Girls club staff. This committee meets once a month to discuss and address concerns about safety in the community as it relates to school. Opening these lines of communication have helped to reduce many of the issues that occurred frequently. The School-wide Positive Behavior Intervention and Support (SWPBIS) continues to inform our Restorative Justice process. In an effort to promote student responsibility and self-awareness, there are specific times allotted for Restorative Justice circles to take place in all classrooms. These circles are school-wide and center on specific issues that have been identified by deans and...</td>
<td>RJ Circle google surveys provide feedback from students and staff</td>
</tr>
</tbody>
</table>
other school staff such as safety, vaping, and campus cleanliness. The circles promote connection and community within SPHS. After each circle meeting, students are asked to complete a survey designed to elicit information about the effectiveness of the program. Because the survey is voluntary and students must complete it on their own, usually about 200 students take the time to complete it. But the students say that they like participating in the circles and feel that they are valuable. Many students report that this is the first time that they really feel listened to. Teachers initially reported a reticence to the circles but are now reporting in greater numbers that they too find the circles helpful but would like more organic prompts and students to lead them.

Lastly, we practice fire, earthquake, active shooter and lockdown drills regularly. Teachers and administrators have specific safety plans in place based on their classrooms, neighbors, hallway or building in the event of an active shooter situation.

High Expectations/Concern for Students

**E2.2. Indicator:** The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

**E2.2. Prompt:** Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students’ heritage and ethnicity and other information or practices that support a caring, learning environment.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
</tr>
</thead>
</table>
| San Pedro High School follows the LAUSD Guiding Principles for the School Community for School-Wide Positive Behavior Intervention and Support (SWPBIS). There are 6 main principles that guide our work: respect, appreciation of differences, safety, responsibility, life-long learning and honesty. | - LinkCrew, Pre-registration activities;  
- 1 full time PSW’s,  
- liaison with Boys & Girls Club,  
- SLC-specific activities--i.e. Health Fair,  
- SEL training for teachers,  
- Glee Club-holiday carolling,  
- Coffee with the principal;  
- parent conferences,  
- open house;  
- AP, Honors Class offerings,  
- SPECA program, |
| For the past four years our school has conducted Restorative Justice circles in homerooms or designated classroom time. Topics usually center around school concerns: vaping, bullying, respect. Our staff has been trained to conduct circles to create community, a safe space to talk and open lines of communication. | |
| In addition, as a part of the Reed Settlement, our staff was trained in Habits of Mind and trauma informed practices for our specialized populations. Several staff members have been trained in Mindfulness and during the 18-19 school year, we had Mindfulness Mornings on both campuses for students and teachers. Teachers are encouraged to practice mindfulness in their classrooms. We participate in the Sandy Hook Promise, Start with Hello each year. We encourage kindness and respect via announcements, posters and modeling. Every year we have a Black History Month Celebration assembly. We have several clubs on campus that celebrate particular cultures: Black Student Union, Asian American Club, Spanish Club. Yet, because kindness is a concern, more celebrations of diversity are imperative. | |
Our School Experience Survey results demonstrate that most students feel accepted and that they are treated with respect. We are very proud that 74% of our students feel that our LGBTQ population students are accepted. Sadly, 91% of our students who responded to the SES have been bullied on-line, 85% have been pushed, shoved, hit or slapped by someone who wasn’t kidding around and 62% have had rumors spread about them 4 or more times. Although we have instituted the “Start with Hello” campaign, the Kindness campaign and the “See Something, Say Something campaign” more must be done to encourage students to advocate for themselves and be kind.

There seems to be a high need for more PSW time as our current full time PSW is busy. There are plans to add a second PSW for Spring semester. Following is the report from our PSW:

https://drive.google.com/a/mymail.lausd.net/file/d/1NZeamuiiP3nBoxh1f-c0qM9jbdky9aT7/view?usp=sharing

Atmosphere of Trust, Respect, and Professionalism

**E2.3. Indicator:** The entire school community has an atmosphere of trust, respect, and professionalism.

**E2.3. Prompt:** Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school’s leadership, staff and stakeholders.

<table>
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</table>
| When walking onto the San Pedro High School campus, evidence of an atmosphere of trust, respect, and professionalism can be found in many places. To begin with, inside the classroom, on select days, we have Kagan team building strategies, Restorative Justice Circles and Dynamic Mindfulness. These work at building trust and respect between students and teachers and help to solve problems on both a large and small scale. Leadership classes, including ASB, United Leadership, SLC leaderships and the Link Crew program all work to build students’ voices on campus. Here they can build trust among themselves and bring their concerns to adults on campus and have their issues resolved. | • Dynamic Mindfulness  
• RJ Mindfulness  
• RJ Circles  
• RJ Club  
• Wellness PDs  
• Leadership Classes  
• Socratic Seminars  
• SLOs |
addressed. Also found in all classrooms are our mission, vision, SLOs and school expectations posted on bulletin boards.

We have an RJ club, student service clubs, EXP Internships, the various community events our students participate in and Coffee with the Principal provide an opportunity for outreach with the community and fosters a sense of respect and professionalism by working hand in hand with the community. SSC, SBM and ACC are all governing bodies that involve all stakeholders in the decision making of the school. Schoology, online voting and MISIS logs provide direct access for parents.

According to the School Experience Survey 2018-2019, our parents feel that they are treated with respect and their concerns are taken seriously at San Pedro High School. In addition, our staff feels positive about our school climate: 76% feel SPHS is a 79% support and treat each other with respect and supportive and inviting place to work, and 70% feel SPHS promotes trust and collegiality. We have work to do with our students. Although a majority feel they are treated with respect, it is not an overwhelming number and this should change.

To promote respect, professionalism, and self-care, we offer a self-care PD once a semester, holiday celebrations including morning treats and coffee, breakfast, opening school year treats, teacher and staff appreciation goodies, and individual recognition for outstanding teacher accomplishments.

We are continually striving to improve communication and equity between the two campuses. Although we are in our 8th year of one school, two campuses, a world of opportunities, it is still an area of growth amongst faculty, staff and students.

E3. Personal and Academic Student Support Criterion

All students receive appropriate academic and multi-tiered support to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and community.

Equitable Academic Support

E3.1. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.1. Prompt: Evaluate the school’s effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).

<table>
<thead>
<tr>
<th>Findings</th>
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<tbody>
<tr>
<td>There is not a regular examining of demographic distribution for disproportionality throughout the class offerings. SPHS is a PHBAO (Predominantly Hispanic, Black, Asian, or Other) school and offers equity and access throughout all of its classes; but, this may be limited by class caps, travel between campuses, SLCs and program constraints.</td>
<td></td>
</tr>
</tbody>
</table>

Multi-Tiered Support Strategies for Students

E3.2. Indicator: School leadership develop and implement strategies and personalized multi-tiered support approaches to learning and alternative instructional options.
E3.2 Prompt: Evaluate the effectiveness of the types of strategies and approaches used by the school leadership and staff to develop and implement personalized multi-tiered support system.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>Throughout the past three years, SPHS teachers have participated in a</td>
<td>• MTSS PD</td>
</tr>
<tr>
<td>variety of research based trainings and Professional Development</td>
<td>• Staff has had training with SWPBIS and RJ</td>
</tr>
<tr>
<td>topics to develop their use of strategies and approaches to implement a</td>
<td>• RJ Faculty Training</td>
</tr>
<tr>
<td>personalized multi-tiered support system.</td>
<td>• PSW to out of classroom staff about dealing with student crisis (Flow Chart)</td>
</tr>
<tr>
<td>We have participated in trauma informed practices training, Habits of</td>
<td>• Targeted Student Population PD</td>
</tr>
<tr>
<td>Mind, Mindfulness, RJ practices and culturally and linguistically</td>
<td>• CLRIP and SEL PD</td>
</tr>
<tr>
<td>responsive pedagogy training. All of these have informed our practice</td>
<td>• PSA, A-G Attendance Events/PD</td>
</tr>
<tr>
<td>and given our teachers tools to be responsive to students’ needs. For</td>
<td>• Ask the Dean (SWPBIS)</td>
</tr>
<tr>
<td>students who may need a more intensive approach we are able to support</td>
<td>• SWPBIS/SEL Team meetings</td>
</tr>
<tr>
<td>their needs with academic counselors, a psychiatric social worker, a</td>
<td>• ERICS Services</td>
</tr>
<tr>
<td>PSA, and A-G counselors.</td>
<td>• SPED Services</td>
</tr>
<tr>
<td>With the influx of new teachers, there is a need to revisit trauma</td>
<td></td>
</tr>
<tr>
<td>informed education as well as the specific socio emotional and educational</td>
<td></td>
</tr>
<tr>
<td>needs or our students.</td>
<td></td>
</tr>
<tr>
<td>In addition, we offer tutoring after school and Edgenuity lab after</td>
<td></td>
</tr>
<tr>
<td>school, on both campuses, and on some weekends.</td>
<td></td>
</tr>
</tbody>
</table>

Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being

E3.3. Indicator: The school leadership and staff ensure that the multi-tiered support system impacts student success and achievement.

E3.3. Prompt: Evaluate the extent to which the implementation of the multi-tiered support systems impact student learning and well-being.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>San Pedro High School operates on three tiers of interventions for</td>
<td>1. MISIS Attendance</td>
</tr>
<tr>
<td>its students. Tier one interventions are aimed at students who just need</td>
<td>2. Parent Contact Logs</td>
</tr>
<tr>
<td>a little help and guidance and is done with the distribution and</td>
<td>3. SART/SARB Data</td>
</tr>
<tr>
<td>advertisement of school rules, reminders, and classroom discussions.</td>
<td>4. SSPT</td>
</tr>
<tr>
<td>Tier one interventions are designed to be administered by the classroom</td>
<td>5. PSA (data)</td>
</tr>
<tr>
<td>teachers. Teachers are expected to create and post their classroom rules</td>
<td>6. PSW (data)</td>
</tr>
<tr>
<td>and then utilize a system for enforcing them. Most teachers use warning,</td>
<td>7. FY Counselor (data)</td>
</tr>
<tr>
<td>calling home, detention, or paper-pickup. The cell phone policy and the</td>
<td>8. A-G Counselor (Data)</td>
</tr>
<tr>
<td>tardy policy are created by committees, discussed at the faculty meetings</td>
<td></td>
</tr>
<tr>
<td>and then enforced first through classroom teachers. Tardy policy and</td>
<td>9. College and Career Readiness Counselor Data</td>
</tr>
<tr>
<td>standing by the door= Tier 1. Cell phones must be given to teachers if</td>
<td>10. SARC</td>
</tr>
<tr>
<td>the students want to use the restroom. The PSW visits classrooms to</td>
<td>11. SPSA</td>
</tr>
<tr>
<td>provide “More than Sad,” Suicide Prevention Classroom Intervention and</td>
<td>12. Counseling Data (Caseload)</td>
</tr>
<tr>
<td>other mental health awareness campaigns. This appears to be working as</td>
<td></td>
</tr>
<tr>
<td>the number of referrals to the PSW for mental health and suicide threats</td>
<td></td>
</tr>
<tr>
<td>has increased as the awareness by students has increased. Tier 2 students</td>
<td></td>
</tr>
<tr>
<td>are offered academic counselor help as well as access to other counseling</td>
<td></td>
</tr>
<tr>
<td>services, tier 2 students who are not succeeding academically and are in</td>
<td></td>
</tr>
<tr>
<td>10 through 12th grade</td>
<td></td>
</tr>
</tbody>
</table>
receive guidance from A-G counselors. These counselors assist by helping students find a career path that they may be interested in, helping to monitor Edgenuity make-up courses, and finding more appropriate school settings for students who are just not able to make it in a comprehensive high school. Students who are not willing or able to follow classroom rules and tier one consequences have proved ineffective are sent to one of our three deans for further counseling and consequences. Students who are having difficulty in classes are referred to SST for additional help. The SST will help decide whether the student needs special education assessment, a 504, or additional tutoring.

Tier 3 students are referred to PSA or PSW counselors or one of the deans. They receive more extensive counseling and usually a parent conference is conducted as well. Often a behavior contract or safety plan is created for these students depending on the issue. Students who are experiencing extreme mental health issues are helped to find outside counseling services. The foster and homeless counselor works specifically with her target population to help them deal with their issues. This year SPHS is experiencing a greater number of students who are Tier 2 and Tier 3. To meet the needs of these students freshmen teachers have had two optional all day pull outs where they addressed the psychological needs of the age group and came to consensus on strategies and rules to use with this population. As a result of these meetings, the teachers have begun meeting twice a month to discuss students they have in common in order to develop a united front.

Counselors began meeting together in October 2019 to gather data and formulate plans to meet the needs of the new freshmen. They are working closely with support personnel to meet with the freshmen and help them address their needs.

Right now it is difficult to judge how effective the tier interventions are. The school report card asks students and parents to judge how comfortable students are made to feel on campus and the school received an overall favorable rating.

**E3.4. Indicator:** The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

**E3.4. Prompt:** Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.

<table>
<thead>
<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
</tr>
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</table>
| San Pedro High School offers many opportunities for students to help ensure that there is a high level of student involvement in curricular & co-curricular activities that link to school wide learner outcomes, academic standards and college and career-readiness standards. We offer 13 varsity sports, including boys and girls teams for several, and when we are able to add a sport because of student need, Tier 3 students are referred to PSA or PSW counselors or one of the deans. Students who are not willing or able to follow classroom rules and tier one consequences have proved ineffective are sent to one of our three deans for further counseling and consequences. Students who are having difficulty in classes are referred to SST for additional help. The SST will help decide whether the student needs special education assessment, a 504, or additional tutoring. | School report card  
Student driven course offerings  
Sign-ins at meetings |
interest, we do. Water polo was added 6 years ago as a result of student interest. Athletes must maintain a 2.0 grade point average to be eligible to play. SPHS has a rich tradition of excellence in athletics, earning multiple LA City and a few State titles in different sports. Participation in athletics helps to foster effective communication and collaboration in working with teammates and coaches. LAUSD has specific try out rules; thus, communication as to when try-outs are and what is needed can be difficult. Our Athletic Director has made a conscious effort to work with coaches to create a formalized process, area of the SPHS website and communication system for interested students which has greatly helped this in the last two years.

Our award winning Pep Squads and City and State Champion Band work collaboratively together creating musical and color guard performances, including competitive pieces. They also participate in community events such as local parades, grand opening celebrations and some members are selected for the All City Band for the Rose Parade.

Our United Leadership (UL), which is comprised of representatives from the various leadership classes on both campuses was created to encourage active communication to continue our work in bridging the two campus locations. UL hosted the Turkey Bowl and a movie night.

We have both ASB Leadership and SLC Leadership groups. ASB represents the student body and is responsible for working with administrators, students and teachers to host a variety of school-wide events such as the Homecoming game, Homecoming formal, Prom, community events such as Senior Citizen's Prom and a variety of other events throughout the year. ASB is also responsible for fundraising, approving student body budgets, approving clubs and allocating funds for school-wide events and functions. SLC Leadership groups plan activities throughout the year based on their SLC focus.

Last year to help bridge the work between the two campuses, in addition to UL, we had an Olguin teacher travel over and co-sponsor ASB Leadership. This helped with communication between the two campuses so activities could be duplicated or advertised easily. For the 2019-2020 school year, we do not have that person; so, we are looking at other ways to facilitate that communication.

LINK Crew, on the Olguin campus, mentors incoming freshmen with a large specialized student run orientation in the Fall and then follow up activities throughout the year. In addition, LINK Crew serves as the Olguin activity planner, creating events and activities throughout the year.

JROTC actively recruits members with informational tables, classroom presentations and advertising through the daily bulletin and posters. JROTC presents our Nation's colors at football games and various school and community events. In addition, students learn leadership and service within the class.

The work and fun going on in our clubs and organizations on campus have a link to our SLO’s. Through the club, students

Participation/attendance in events
Reflective online surveys
Online elections (ASB)
communicate, collaborate, problem solve, think critically, serve their communities and lead. Clubs are fluid at SPHS, meaning student interest drives creation and participation. If a student would like to start a club, she must find a sponsor, write a constitution, have the constitution approved by Associated Student Body (ASB) and the club is formed.

LAUSD requires students to do a (10) hour service learning project as a graduation requirement. Our students do this in 12th grade as a political action project. Students volunteer for (10) hours at a sanctioned civic, political, or government event and write a summary and reflection on their experience.

In addition, all SLCs and magnets have a service hour requirement that students must complete.

Although we offer a variety of sports, extracurricular activities and clubs, and a majority of our students are happy at SPHS (66% according to the SES), less feel like they are a part of our school (58% according to the SES). Thus, we have work to do to encourage involvement from all students to encourage them to feel happier and more a part of SPHS.
ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school’s ability to address one or more of the preliminary identified major student learning needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified major student learner needs)

There are a multitude of opportunities for students to feel part of the school community but the data indicates that only 58% actually do. SPHS has a significant portion of its student body (mostly 9th and 10th graders) that is not achieving as it should. Apathy and a disconnect to the importance of education seem to be significant factors. In addition, students need to have greater socio-emotional needs.

Prioritize the areas of strength and growth for Category E.

**Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength**

1. More activities were offered on both campuses (i.e.) Homecoming and Prom Spirit weeks, National Day of Signing for athletics, SLC honors assemblies.
2. AP Offerings on both campuses
3. PLC work that bridges teachers from both campuses brings them together twice a month.
4. Restorative justice circles are happening in period three classrooms.

**Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth**

1. A need for more effective socio-emotional intervention emerged as a number one priority.
2. Professional development in trauma informed practices and understanding the academic, socio-emotional needs of our specialized student populations is needed as a refresher for SPHS veterans and as an initial PD for new teachers.
3. We need to continue restorative justice circles, and teach students self-advocacy skills.
4. More mindfulness activities for students should be incorporated.
5. According to data from counselors and support personnel, a systematic way to distribute new enrollees among SLCs is also necessary.
Chapter IV: Summary from Analysis of Identified Critical Student Learner Needs

Evaluation of the areas of growth from all five categories resulted in some overlaps amongst the prioritized needs. The following areas provide a summary of the desired areas of focus as we developed the school-wide action plan.

- Demonstrate alignment of vision, mission, SLO’s, PD Plan, SPSA and Uniform Classroom Procedures.
- Systematic analysis of data to determine program effectiveness.
- Continue development of common curriculum maps/pacing plans and formative assessments that are aligned to standards for accountability and continuity within subject areas.
- Continue to implement Uniform Classroom Procedures (i.e. Teacher talk moves, Notice and Note, Kagan) to increase student access to the curriculum and improve student achievement.
- Implement systematic analysis of SBAC, CFA’s, FFA’s and other assessment types to determine next steps for improvement
- Continue to foster social emotional health, equity across campuses, connection to school and academic achievement
SPHS ACTION PLAN

Utilize systematic analysis of data to drive student outcomes across both campuses in the following areas:

1. Continue to increase A-G graduation rate by focusing support, professional development and resources on all students, including our specialized student populations.

A. Implement a systematic analysis of SBAC, CFAs, IABs and other assessment types including necessary skills to achieve success to determine program effectiveness and determine next steps for improvement.

- Develop a protocol progress monitoring system with teacher input for analyzing data and determining effective strategies. Spring 2020 ACC, Administration

- Train teachers and administrators in how to use the progress monitoring system protocol and including examination of results and reflecting on next steps provide time to reflect on the data Fall 2020 ACC, Administration

- Collect and analyze teacher reflections of the PLC cycle and all surveys to determine areas of strength and growth. Spring 2020, on going ACC, Administration

- Create common benchmark assignments or continue administering IABs in all core classes to ensure equity of instruction and have common summative assessments for analysis. Spring 2020, on going Department

SLO’s: Effective communicators and collaborators, critical and creative thinkers

B. Ensure integrated and vertically articulated curriculum focused on college and career readiness

- adapt LAUSD curriculum maps/pacing plans Fall 2020 Department

- utilize common informational texts across disciplines Fall 2020 Department

- build connections with central idea, word meaning and reasoning and evidence Spring 2020 ACC, Department, PLC

- connect to real world applications Spring 2020, on going Department, PLC, Teacher

- define skills per grade level to achieve target standards Fall 2020 Department

- infuse vision, mission, SLO’s and SPSA into uniform classroom procedures Spring 2020, on going ACC, Department, PLC, Teacher
- focus on the development of articulated college and career readiness pathway | Fall 2020 | ACC, Counselor, Department, PLC, Teacher

- continue to align, create and infuse SBAC warm-ups in Math and English to continue improvement. Ensure warm ups are being used with fidelity | Spring 202, on going | Administration, Department, PLC, Coaches, Teacher

**SLO’s: Effective communicators and collaborators, critical and creative thinkers**

C. School Leadership continues to develop an ongoing professional development plan that builds on the skills targeted in the 2019-20 plan, is based on the most recent data, and is monitored at regular intervals.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>ResponsibleParty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure that teacher observations continue on a regular basis with common rubrics and feedback given in a timely manner as a way to monitor implementation of PD</td>
<td>Spring 2020, on going</td>
<td>Administration, ACC, Department, PLC, Teacher</td>
</tr>
<tr>
<td>Teachers create video presentations of specific strategies, teacher talk moves and/or lessons to provide a bank of video aids to further enhance PD opportunities</td>
<td>Spring 2021</td>
<td>ACC, Teacher</td>
</tr>
<tr>
<td>Build in more teacher collaboration time</td>
<td>Fall 2020</td>
<td>ACC, SBM</td>
</tr>
</tbody>
</table>

**SLO’s: Effective communicators and collaborators, critical and creative thinkers**

2. Provide an educational environment that meets the social emotional learning needs (emotional, health, safety, well-being) of all students, across both campuses.

A. Create more professional development opportunities to educate all faculty and staff on socio-emotional health.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>ResponsibleParty</th>
</tr>
</thead>
<tbody>
<tr>
<td>specialized student population needs</td>
<td>Fall 2020, on going</td>
<td>ACC, SBM, SSC</td>
</tr>
<tr>
<td>trauma based strategies</td>
<td>Fall 2020, on going</td>
<td>ACC, SBM, SSC</td>
</tr>
<tr>
<td>differentiation based on Special Ed/504/Gifted needs</td>
<td>Spring 2021, on going</td>
<td>ACC, SBM, SSC</td>
</tr>
<tr>
<td>culturally relevant responsive pedagogy</td>
<td>Spring 2021</td>
<td>ACC, SBM, SSC</td>
</tr>
<tr>
<td>create a bank of resource articles</td>
<td>Spring 2021</td>
<td>ACC, SBM, SSC</td>
</tr>
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**SLO’s: Effective communicators and collaborators, critical and creative thinkers**

B. Continue RJ circles with organic circle prompts and student leaders.
• analyze and publish RJ feedback data to determine next steps/prompts/improvements | Spring 2020, ongoing | Administration, PSWBIS

• Explore ways to obtain more feedback from teachers and students | Spring 2020 | PSWBIS

• Train RJ student leaders to facilitate classroom circles | Continue Spring 2020, on going | PSWBIS

**SLO’s: Effective Communicators and Collaborators, Active Community Members and Leaders**

C. Continue to promote mindfulness activities.

<table>
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<tr>
<th>Activity</th>
<th>Timeframe</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trauma stewardship training for teachers</td>
<td>Fall 2020</td>
<td>Administration, ACC</td>
</tr>
<tr>
<td>Connect mindfulness benefits to trauma, targeted student populations and educational success for faculty and students on an on-going basis.</td>
<td>Fall 2020</td>
<td>ACC</td>
</tr>
<tr>
<td>Practice mindfulness on a routine basis both as a faculty and in the classroom.</td>
<td>Spring 2020, ongoing</td>
<td>ACC, Mindfulness Team, Teacher</td>
</tr>
<tr>
<td>Continue to hold 9th grade teacher meetings as a way to build community among teachers and to create common expectations</td>
<td>Fall 2019, ongoing</td>
<td>9th grade team</td>
</tr>
</tbody>
</table>

**SLO’s: Effective Communicators and Collaborators, Active Community Members and Leader**

D. Teach self-advocacy, character building and empathy to all students.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timeframe</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue emphasizing “See Something, Say Something,” “Start with Hello,” and “Words Matter” campaigns</td>
<td>Spring 2020, ongoing</td>
<td>Administration, PSWBIS</td>
</tr>
<tr>
<td>Cultural celebrations</td>
<td>Fall 2020, ongoing</td>
<td>United Leadership</td>
</tr>
</tbody>
</table>

1. Research systematic program for self-advocacy, character building and anti-bullying. | Fall 2021 | PSWBIS |

**SLO’s: Effective Communicators and Collaborators, Active Community Members and Leaders**
WASC Required Documents

A. District LCAP
https://achieve.lausd.net/Page/10828

SPHS School Plan for Student Achievement
https://drive.google.com/a/mymail.lausd.net/file/d/1mZExVmsfBuH8U5n_-bj-cUNwPPLLQhXE/view?usp=sharing

SPHS TSP Plan
https://drive.google.com/a/mymail.lausd.net/file/d/12gGazJcr_zEf4JLo0Sb4-qVRnW03RhV9/view?usp=sharing

B. Student Questionnaire/Interviews
https://drive.google.com/a/mymail.lausd.net/file/d/1WeclXitCck5ss6XE5UdhyGmKOaJVfpBe/view?usp=sharing

https://docs.google.com/forms/d/1Bvu6lzSZRWpknuKH-OqCGU1yZdAPid6-k42Uo7BjV3g/edit?responses

C. Parent/Community Questionnaire/Interviews
https://drive.google.com/a/mymail.lausd.net/file/d/1WeclXitCck5ss6XE5UdhyGmKOaJVfpBe/view?usp=sharing

D. Recent California Healthy Kids Survey
LAUSD take a sampling for this survey. It is not done on site at SPHS.
https://drive.google.com/a/mymail.lausd.net/file/d/1b71YeJvVgHdH8eaY8GUfV2B-QCIH30ey/view?usp=sharing

E. Master Schedule
https://drive.google.com/a/mymail.lausd.net/file/d/18Ugvde6RnEMz8e0tTZ6ZCOVVLKJbBE7/view?usp=sharing

F. Approved AP course list
https://apcourseaudit.inflexion.org/ledger/school.php?a=NDc2NQ==&b=MA==

G. UC a-g approved course list
https://apcourseaudit.inflexion.org/ledger/school.php?a=NDc2NQ==&b=MA==

H. On-Line Courses/Partnership Academies
   Edgenuity
   https://achieve.lausd.net/Page/10966

   California Partnership Academy
   https://www.cde.ca.gov/ci/gs/hc/cpagen.asp
I. California Dashboard Indicators
https://www.caschooldashboard.org/reports/19647331937838/2019

J. SARC
http://search.lausd.net/cgi-bin/fccgi.exe?w3exec=sarc20172018&which=8850

K. CBEDS School Information Form
https://drive.google.com/a/mymail.lausd.net/file/d/1atJ27Zre95IkB0t0Vx8LfYBmoYy8rws0/view?usp=sharing

L. Graduation Requirements
https://achieve.lausd.net/Page/2114

M. Pertinent Additional Data
All other pertinent data has been embedded in the report

N. School Budget
https://www.caschooldashboard.org/reports/19647331937838/2019