

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
FOR**

**PASADENA HIGH SCHOOL
2925 E Sierra Madre Blvd, Pasadena, CA 91107
Pasadena Unified School District**

September 12-15, 2021

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Chapter I

Pasadena High School (PHS) was established in 1891. The school has been at its current location since 1960. PHS is one of four comprehensive high schools in the Pasadena Unified School District (PUSD) and serves students from the communities of Pasadena, Altadena, and Sierra Madre. PHS offers a variety of programs, both curricular and extracurricular, to all students. PHS currently offers three College and Career Pathways for students: the Creative and Media Arts Design (CAMAD) Academy, the Law and Public Service (LPS) Academy, and the APP Academy, which emphasizes and develops students skills and knowledge in Computer Science. Students involved in the College and Career Pathway Academies complete coursework and have the opportunity for field experiences in their respective area of study. PHS and its programs are supported through the generosity of the Pasadena Educational Foundation (PEF), the PHS Parent Teacher Student Association (PTSA), and the Instrumental Music Club (IMC).

PHS became part of the LACOE Community Schools Initiative in August 2019. Through this opportunity, partnerships with various community groups including Collaborate Pasadena, Pacific Oaks College, UCLA, Planned Parenthood, and many others have been established.

PHS has a staff of 86 certificated team members (1 principal, 4 assistant principals, 1 instructional coach, 5 counselors, 2 school psychologists, 1 librarian, 1 school nurse and 72 teachers). Teachers participate in bi weekly professional development led by administration. Professional development topics are in collaboration with the Instructional Lead Team.

Vision

The vision of Pasadena High School is as follows: “Pasadena High School is a learning community dedicated to instilling in our students a rigorous academic foundation, quality citizenship in a changing society, and a productive work life now and in the future.”

Mission Statement

The dedicated professionals of Pasadena Unified School District provide a caring, engaging, challenging educational experience for every student, every day in partnership with our families and communities.

Student Learner Outcomes & Graduate Profile

The VC spoke to several stakeholder groups regarding PHS students reflecting on their progress in the SLO's throughout the school year through their Graduate Profile. The goal for each student is a four-year path of SLO's that include: Critical Thinker, Creative & Innovative Thinker, Communicator, Collaborator, Prepared for College and Career, External and Internal Values - Culturally Competent Citizen, and Healthy Mind and Body.

As a whole, PHS students' strengths are in culture and pride. PHS has a long lasting tradition of excellence and innovative academic programs. Their graduate profile is a highlight for all students as the culmination of their academic career at PHS. In addition, significant improvement was made in 2019, as 53.3% of all students met or exceeded the standards for the ELA CAASPP exam. This was an improvement 22.2 points from the previous year and 3.3 above the standard. With respect to the Mathematics CAASPP exam, 26.17% of students met or exceeded the standard. This was a decline of 10 points from the 2018 CAASPP administration. English Learners at PHS exceeded the state percentage identified as making progress, with 54.8% of students advancing toward English proficiency. However, in comparison to the previous year, the school received a low performance

level designation.

The data analysis of PHS self-study highlights possible areas of improvement in serving student's mental health needs, development and adoption of board approved curriculum, and ensuring all students understand the programs and interventions afforded to them at PHS.

Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating (select one): Effective

Narrative Rationale:

PHS gave a well-rounded picture of the school, community, families, and students it serves. The school's mission, vision, and SLOs align and are infused throughout the campus and throughout lessons and student activities. The administration understands the major student learner needs and has systems in place to begin to move forward strategically and methodically.

Chapter II

The VC is satisfied with the progress that has been made in all of the areas. The school had five areas of growth for continuous improvement during their last WASC mid-cycle visit:

1. Identify and implement an instructional focus with connecting practices that engage students in higher levels of rigor with a continuous cycle of improvement.
2. Align professional development to the instructional focus that will ensure implementation, effectiveness, and impact on student achievement
3. Create a technology plan that promotes the selected instructional focus and higher depths of knowledge.
4. Continue to refine and formalize the structures that allow for vertical alignment in all departments.
5. Evaluate the roadblocks to increasing A-G completion rates and develop a plan to increase/counter perception (that all students can go to college) for all stakeholders.
6. Identify, develop, and consistently use data protocols with summative and formative data points that inform instruction.

Goal #1 Identify and implement an instructional focus with connecting practices that engage students in higher levels of rigor with a continuous cycle of improvement. The VC learned from teachers that a bi-weekly PLC and collaboration time is allocated for all teachers. During this time, teachers are offered collaboration time to address engagement, levels of rigor, and other professional development opportunities. The VC also learned from teachers that consideration for new and innovative professional development opportunities need to be explored by the school site and district administration.

Goal #2 Align professional development to the instructional focus that will ensure implementation, effectiveness, and impact on student achievement. PHS has been limited in achieving this goal. The VC learned that the district office has offered and provided professional development opportunities. These professional development opportunities have been directed to address COVID mitigation and other social emotional efforts and not focused on instruction and impact on student achievement. The VC recommends that PHS continues to address this goal with fidelity and continuous improvement. PHS in collaboration with the district office should seek professional development opportunities that are aligned with the needs of its school community, focused on instruction, and impact on student achievement.

Goal #3 Create a technology plan that promotes the selected instructional focus and higher depths of

knowledge. The VC learned that PHS developed a cohesive and effective technology plan during the COVID pandemic shut down to address student distance learning needs. Students were equipped with technology and teachers and staff were offered educational technology support. Yet, the COVID pandemic forced these efforts to be implemented, it was evident that PHS met their students' technology needs during these challenging times.

Goal #4 Continue to refine and formalize the structures that allow for vertical alignment in all departments. The VC learned that effective refining and formalizing of structures that allow for vertical alignment in all departments were evident in pathway and academy classes. PHS teachers shared the advancement of pathways and academies and how they strive to provide more access to such programs to all students. The VC noted that other departments were not fully refined and formalized for vertical alignment. It is also important to note that specialized student groups (ELs, IEP, lower socio economic, etc.) need to be offered the same equitable access to pathways and academies through PHS.

Goal #5 Evaluate the roadblocks to increasing A-G completion rates and develop a plan to increase/counter perception (that all students can go to college) for all stakeholders. This continues to be a goal for PHS. The VC learned that PHS has made strides to address A-G completion rates. The VC also was able to view CCI dashboard data that made it evident that students at PHS are being prepared for college and career. The VC recommends that PHS continues to address this goal with fidelity and continuous improvement.

Goal #6 Identify, develop, and consistently use data protocols with summative and formative data points that inform instruction. The VC learned from teachers that a bi-weekly PLC and collaboration time is allocated for all teachers. During this time, teachers are able to collaborate and analyze student achievement data. The VC also learned that the identification, development, and consistent use of data protocols with summative and formative student achievement data has been limited. The VC noted that effective measures need to be implemented to address this goal in alignment with PLC evidence based practices.

The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating (select one): Somewhat Effective

Narrative Rationale:

PHS has a continuous focus on the schoolwide action plan to ensure high achievement for all students. The school monitors the action plan throughout the year using the SPSA stakeholder model. PHS has made strides in the areas of growth that the last VC left and shared with the VC; although not all areas could be marked as completed, they will continue to refine those areas on an ongoing basis in order for continuous improvement. The VC was ensured by the administration that the action plan will take priority so that all students will have academic and personal success.

PHS had very limited coordination and collaboration between faculty, staff, students, and parents in order to ensure that the WASC self-study process was met with fidelity, with the voices of all stakeholders being heard. New challenges ushered in by the global pandemic and having been shut down during the ending of the 2019-2021 school year, caused challenges for PHS administrators to involve all stakeholders in the self-study process. While meeting all of the requirements of distance learning, the PHS WASC Leadership team began the process of updating the self-study report. The first step taken was to educate all stakeholders about the WASC and Self-study process. Limited staff was provided with presentations and stakeholder feedback opportunities. Staff was informed at

staff meetings, and PD meetings and focus and home groups were established.

Limited forums were made available for stakeholders to express their opinions, such as the School Site Council, PTSA, and professional development and department meetings. PHS surveys were sent out to parents, students, and faculty to determine who was interested in participating in the focus groups.

The five focus groups were created by stakeholders completing a survey selecting the group they would like to be a member of. Based on their feedback, evenly represented groups were created to collect and analyze evidence. Only a few focus group members were provided with the opportunity to provide feedback on the development of the self-study.

The WASC Leadership Team used local data and data collected from the California School Dashboard, SPSA, LCAP, Student work, Focus Group self-study findings, and stakeholder surveys were used to complete the Action Plan, which will continue to be monitored and updated.

The involvement and collaboration of stakeholders in the self-study does not fully reflect a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth. The VC recommends that PHS administration in collaboration with the district office develop strategies that will increase the level of involvement and collaboration of all stakeholders in the self-study process.

The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

Visiting Committee Rating (select one): Ineffective

Narrative Rationale:

The PHS self-study process was not fully collaborative and did not include all stakeholder groups. Data was analyzed, the mission, vision, and SLOs were reviewed as part of the self-study process only by selected faculty and staff members of PHS. The VC noted in focus and home group meetings that not all stakeholders were involved in the self-study process.

Chapter III: Quality of the School's Program

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

Visiting Committee Comments

PHS has a clear, coherent vision and mission statements for what students should know and demonstrate. The vision and mission statements align with the district's vision and mission, based on high-level standards, believing that all students can learn and be college and career-ready.

As reported in the WASC Self-Study, the stakeholders, including students, staff, ELAC, SSC, and PTSA, provide input annually and receive regular updates on progress towards critical components of the vision, mission, and SLOs. As an outgrowth of these discussions, the school site revised

SLOs, which the stakeholders feel were more effective as the ultimate goals of a PHS graduate profile. These revised SLOs are a cornerstone of their culminating senior portfolio defense.

However, PHS continues to seek additional ways for stakeholder involvement and input into this process. To that end, PHS students participated in a districtwide Student Think Tank in 2020-21. Stakeholder feedback and inclusion in the process appear to be limited through discussions with site administration and certificated and classified staff. The parent group notes that they would like to have more consistent communication about events and ideas coming from PHS. As an example, only parents on SSC were included in the conversations for WASC and revision of vision, mission, and SLOs. The PTSA group wants to have better representation in these conversations.

PHS uses several outlets for disseminating important school information. When presenting the new Mission and Vision Statements and the SLO's, they accomplished this through the SSC meetings, ELAC meetings, Department/Staff Meetings, and PTSA meetings. These various groups, especially SSC, discuss goals and ensure alignment to the vision, mission, schoolwide learner outcomes/graduate profile, and our District LCAP during ILT meetings. Grade-level meetings are conducted at the beginning of each school year. PHS also incorporates these concepts in the Student Handbook and Graduate Profile Posters, as seen in the visiting committee's classroom observations.

Vision and Purpose that supports high achievement for all students. Defining the school's vision and purpose through schoolwide learner outcomes/graduate profile and academic standards.

Visiting Committee Rating (select one): Effective

Narrative Rationale:

PHS's school community reviews and determines revisions of their school mission, vision, and SLOs, if needed. The process involves selected stakeholders annually. Once revised, a campaign is mounted to ensure that students, family members, and other stakeholders know the new statements and impact instruction. Stakeholder review of these documents and their effects should include more of the learning community. PHS should be commended in their efforts to align the school's SLO's, mission, and vision in conjunction with their graduate profile. This alignment allows the school's learning community to have a common purpose and goals -- to maintain high expectations for all learners.

A2. Governance Criterion

Visiting Committee Comments

The school community is encouraged to be involved via email blasts weekly. Both the Governing Board and the District Administration's roles and responsibilities are easily retrievable and accessible online. The self-study notes some parent group engagement has improved, while some have regressed. One such group is ELAC; despite meeting times changes, attendance has not significantly improved. Virtual meetings during the pandemic have improved participation and involvement and will be integrated to increase participation. From meetings with staff and parents, Board meetings are recorded and available online. Community members may attend Board meetings; however, these meetings are not actively advertised to solicit community input.

California Standards for the Teaching Profession (CSTP) are contractually outlined regarding the rights and responsibilities of professional staff. The Governing Board has the authority to hold staff accountable to maintain these standards through the evaluation system. UTP may communicate to

the staff through newsletters and meetings, and the School Board communicates through school visits, school board meetings, and district communications.

PHS staff have a general distrust of the Board and Central District Office. Several staff members note a disparity between the expectations of the site and the support to meet those expectations. There are strained communications between staff and district leadership/Board which contributes to this distrust.

Another issue staff feel is challenging is the lack of direct funding for supplies, salaries, and facilities. Staff feels new projects are funded, sometimes via implementation grants. After a project has been running for a year or two, funding is no longer available. Another example is damage in the Science building by a person experiencing homelessness; science supplies have still not been replaced. Another example is when layoffs occur; decisions are partially based on teaching in an academy. Teachers then feel they must teach in an academy even though it has an increased workload. This affects staff negatively and accounts for the poor morale, which directly affects students in the classroom and high turnover rates. However, equally important is that teachers value the work they do in academies since students have better outcomes in these programs, e.g., better graduation rates and higher GPAs. Teachers also enjoy maintaining teacher-student relationships while students are in the academies from year to year.

Administration turnover is also high at PHS. For instance, four new assistant principals have overseen the Special Education department in the past five years. With assistant principals moving in and out in just over a year, building effective relationships with staff and families is difficult.

The Uniform Complaint procedure is given to staff yearly. Parents/Guardians can access the process and instructions online in multiple languages (English, Spanish, and Armenian.) Staff is available to parents and students through in-person, e-mail, and telephonic communication.

Governance that supports high achievement for all students.

Visiting Committee Rating (select one): Somewhat Effective

Narrative Rationale:

While the Governing Board's roles and responsibilities are accessible online, the narrative and evidence provided do not appear community stakeholders are encouraged to engage with the Board. The lack of direct engagement with the community regarding the uniform complaint procedures is equally concerning, except on the district website. There appears to be an over-reliance on electronic information disbursement and a general lack of the Board's invitation of direct community inclusion in discussion and decision-making. The Board's lack of community involvement and responsiveness directly and negatively affects the students' engagement. With low staff morale, staff turnover is unusually high.

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Visiting Committee Comments

PHS has worked toward developing and notes the need for refining a continuous improvement cycle focused on identifying student needs, developing action plans, and monitoring students' success. English and Math departments have analyzed student data through summative assessments. This data also includes national, state, and standardized district assessments. This analysis of student

progress and needs helps to identify effective classroom strategies and curricular choices. The SSC regularly reviews data and applies them to the adoption of the SPSA annually and ongoing adjustments over the year, including professional development. Other departments have not included documentation in the self-study.

PHS 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 through performance data. Teachers provide input toward the SPSA, and departments develop a rationale for any new action or strategy, noting which student groups the strategy will impact. ELAC and SSC ratify these items to support student success and enhance classroom instruction. PHS staff indicate they are comfortable going to site administration to resolve challenges. They express there is more trust between this administration over the last administrative team. The staff also feel when Mr. Hernandez says something, he will deliver. Working together improves the relationship between staff and administration as there is mutual respect and understanding. This positive relationship has a positive impact on student learning.

PHS has existing structures for internal communication, planning, and resolving differences. Meetings are used effectively and efficiently to discuss policies and procedures and individual and team responsibilities and disseminate information. There are standard methods of communication for students, staff, and parents, including print and electronic forms. Some CTE teachers feel outside of the communication pathways and operate as “an island” within the school. Staff utilizes AERIES, social media, pre-recorded videos, Canvas pages, and Google Classroom to disseminate information to students and families.

Leadership: *Data-Informed Decision-Making and Continuous School Improvement* that supports high achievement for all students.

Visiting Committee Rating (select one): Somewhat Effective

Narrative Rationale:

PHS uses a variety of performance data to inform decision-making for students' success. These decisions are incorporated in the SPSA. PHS strives to have its stakeholders as active members of the decision-making process. The data is also shared with the SSC and other school governing groups. Regular communication and effective meeting structures ensure some stakeholders are included and updated on student engagement and success.

A4. Staff: Qualified and Professional Development Criterion

Visiting Committee Comments

Employment policies and practices are apparent regarding qualification, statutory requirements of current and potential staff for all programs to ensure that highly qualified staff is appropriately hired. New teachers are enrolled in a rigorous induction program with mentor support that helps them assess student learning, gather data, reflect on their teaching, gather evidence, and form conclusions.

PHS 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 SLOs. PHS utilizes Monday staff meetings to provide professional learning on district and campus initiatives, including cross-curricular and departmental meetings. Site administration

meets with the instructional coach, department chairs, and counselors to determine district-supported professional development topics and goals. Funding has been allocated in providing teachers with additional professional development through non-PUSD organizations. The effectiveness of professional development is measured by meeting pre-established benchmarks. The self-study notes the need for strengthening the benchmark and review process.

PHS implements evaluation guidelines as approved by the union and board. Additionally, the PHS administration uses walkthroughs to gauge the effectiveness of strategies and professional development.

Policies and procedures define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff through the PHS faculty and staff handbook. PHS remarks on the need for additional support in this area for new teachers. This need is critical because over half of the staff have been at the school for less than five years due to retirements and staff leaving PUSD for other opportunities.

Staff: *Qualified and Professional Development* that supports high achievement for all students.

Visiting Committee Rating (select one): Somewhat Effective

Narrative Rationale:

PHS and PUSD offer ongoing professional development to assist each teacher in developing their skills. Staff development is based on the curriculum and staff needs annually. The effectiveness of these teacher learning opportunities is reviewed through the success of their students on curricular and standardized testing scores. There is an evaluation process that uses the CSTP as a basis for the evaluation. This process is collaborative between the teacher and the supervising administrator.

A5. Resources Criterion

Visiting Committee Comments

PHS school leadership and staff are involved in some resource allocation decisions. The SSC oversees the development of the SPSA annually and adjusts as needed. This group oversees Title 1 funds and the LCFF funds allocated to the school site. In recent years, department chairs have created an LCAP S&C Fund budget to address resource needs and professional development opportunities aligned with SPSA and LCAP goals presented to SCC for approval.

PUSD business office ensures that the business and accounting practices are in line with district policies and legal requirements, including developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices. The school's resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, and graduate profile, the critical learner needs, the student needs in the district LCAP and SPSA, the academic standards, and the college-and career-readiness standards.

The school's facilities are safe and adequate to meet the students' learning needs and support the educational program, including a renovation of the physical education facilities and an update to the central HVAC system during the last three years. Although those repair requests do not always happen, there is a system in place for repairing or replacing any maintenance items. Certificated staff notes that this is not an issue with the site facilities team, which is understaffed, but more of a resource allocation issue from the central district office. Students report nearly half of the restrooms

are not functional nor well-maintained. A few years ago, irrigation systems broke; as a result, many trees have died. This means students do not have shady places during nutrition and lunchtimes.

The adoption and distribution of materials are done at the district level. Except for Mathematics which recently moved to an integrated math model, the other core subject areas have not had a formal textbook adoption aligned with the CCSS and the NGSS. As Advanced Placement classes have been redesigned, teachers and students have received textbooks and instructional support materials to support those changes. The English department was using EngageNY materials; however, the English department was told days before school started this year that they should not continue. No new materials were provided as a replacement. World Languages were considering new texts just before the pandemic; conversations have not as of yet resumed. PHS is currently a 1:1 program, with each student receiving a Chromebook. Internet hotspots are also available to students, which proved invaluable during distance learning.

Resources are available and used to enable the hiring and ongoing professional development of personnel for programs. Mondays in PUSD are allocated to provide professional development for all faculty and staff.

Resources that supports high achievement for all students.

Visiting Committee Rating (select one): Somewhat Effective

Narrative Rationale:

The school site's allocation processes and evaluation are effective. Along with their SSC, PHS leadership ensures that funds are allocated to the areas that will impact its mission, vision, and SLO's the most. One of these expenditures is a 1:1 device initiative for all students to have a Chromebook and provide hotspots based on student need to access educational materials. A checks and balance system needs to be implemented to ensure that funding is being spent to aid the school site in achieving its and district goals. Self-identified areas of concern for PHS are ensuring current instructional materials as most departments have not had a new textbook adoption in the last decade. Additional materials such as equipment and consumables are not easily acquired. The site and District offer a professional development program for its staff members.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

1. There is a strong sense of community outreach at PHS. Stakeholders (students, teachers, parents, and the community) are welcome to be a part of the school's decision-making processes.
2. PHS re-evaluates their school vision, mission, and SLOs annually and have revised them to set the tone for their current and future school community.
3. PHS, with the support of PUSD, has established hiring processes and staff development opportunities for its employees. New teacher induction is rigorous and self-reflective.
4. PHS and PUSD have incorporated technology as an integral part of the curriculum by implementing 1:1 device dissemination.

Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

1. A more effective new teacher orientation, including a monthly checklist for department chairs or mentor teachers to ensure new teachers are kept abreast of events and expectations that

- have become routine for tenured teachers.
2. Updated curriculum for all departments, except math and science, whose materials were recently updated.
 3. The school board should encourage participation in the discussion for decision-making at that level to foster community involvement, especially for under-represented groups,
 4. PUSD and the Governing Board need to repair their relationship with site staff to improve morale and retention.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Meetings with site leadership, District Office personnel and focus groups, Classroom Visits (virtual), Self-Study, California School Dashboard, and School website.

CATEGORY B. CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

Visiting Committee Comments

Most courses have a textbook(physical or virtual) that align with Standards. There are district level curriculum maps connected with current standards for core subjects. Work has begun at the site level to develop these into Units. History courses have integrated research writing to increase literacy and prepare students for college, promote inquiry, and give evidence from primary sources documents. English and Spanish teachers assess student lexile levels and provide resources and articles to students at their appropriate level. There is a need for a CCSS aligned textbook for English. Students in Academies participate in cross curricular projects related to their academy focus. Courses adhere to many of the CSTA standards. Fine Art courses adhere to state or national standards. Students have a variety of courses to meet A-G requirements. Math has worked with a district liaison to establish Key standards for Math 1, 2, and 3. English has planned out 4 essays to target within each level of English. Courses incorporate elements of the PUSD graduate profile leading up to their Senior Profile Defense so that students are prepared for college and careers. AP classes are available to all students. Academies use of CTE AME standards ensures that the outcomes are aligned with career readiness proficiency. AP Computer Science Principles concepts align with computer science concepts used in real life. Students are provided opportunities to work collaboratively, justify thinking, and analyze the response of others. Math 1 and Physics teachers collaborate to align courses. Close partnerships have been built with a variety of organizations to provide students with internships, allow them to perform regularly at civic events within the greater Pasadena community, and provide frequent visits from local community colleges, trade schools, and universities. Parents and students would like to receive more information/outreach on a regular basis about these opportunities. A senior survey gives post-high school contact information. There is no formal follow up program for graduates yet. Communication with the feeder campus allows for informational nights and campus experience before attendance. Partnerships with Pasadena City College allow for current seniors to register and seek guidance for classes on the PHS campus and provide dual enrollment courses.

Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.

Visiting Committee Rating (select one): Somewhat Effective

Narrative Rationale:

There is a need to develop a plan to regularly update curriculum materials including textbooks to align with

standards. All seniors participate in a Senior defense and reflection project that requires them to reflect on their learning and where it will take them in the future. Academies have excellent cross curricular activities that connect to career readiness. There is a need for all students to have equal access/awareness of internships, career, and college presentations/visits.

B2. Equity and Access to Curriculum Criterion

Visiting Committee Comments

Course options are made available to all students that are A-G approved. Students have an opportunity each year to meet with counselors to ensure they are on track to graduate and meet the A-G requirements aligned with post secondary goals and have been trained to assess their own progress in A-G completion and input course requests through Aeries. During new student orientation, families hear from counselors about how to access and monitor student's progress. Students have access to the college and career center, a district college and career technical, and support through a partnership with College Access Plan(CAP). Four different CTE paths are offered. Three choices of foreign language are offered through AP level. SSTs, 504, and IEPs integrate future goals to ensure that support provided aligns with student learning needs and aspirations. New Implementation of BARR program cohorts to support at risk 9th graders to access and be successful in rigorous curriculum. Workshops are conducted to help students with applications for 4-year colleges and financial aid. Counselors advise students through the process of completing the application for PCC.

Equity and Access to Curriculum that supports high achievement for all students.

Visiting Committee Rating (select one): Somewhat Effective

Narrative Rationale:

Students have an increasing variety of A-G, AP, DE, and CTE courses to select from to prepare for college and career options. Students within Academies have Linked learning projects that connect all curriculum to real world career experiences. They regularly go on field trips and have access to college and career representatives made available to them. Outside of Academies, these experiences are not as readily available to all students and those that do require more student initiative to seek them out and focus more heavily on college opportunities. Career exploration options for all students is a need. All stakeholders have access to Aeries to monitor students progress of passing courses and A-G completion. They have many programs to aid in the transition to post secondary options, but need to evaluate them for effectiveness to meet the needs of all students.

CATEGORY B: CURRICULUM

Areas of Strength for Curriculum (if any):

1. PHS graduates enroll in post secondary institutions at a high rate.
2. Linked Learning Activities that use cross curricular collaboration within CTE projects and collaboration taking place with Physics and Math 1.
3. PHS has increased and provided diverse AP and DE course offerings for students.
4. Addition of CSU/UC eligibility section in Aeries available to parents and students.
5. Strong relationships with community organizations, feeder school, and local community college.

Growth Areas for Continuous Improvement for Curriculum (if any):

1. There is a need to develop a system to analyze data related to equity and access to rigorous A-G courses especially in math and science including AP and DE for all students including African American, Hispanic and Socio-economically disadvantaged students. From this data, work to identify barriers, raise awareness/interest, and provide support that allow all students to take and be successful in these courses to meet A-G and meet CCI requirements.
2. Have collaboration time within the school day to evaluate common data, to develop and refine curriculum aligned with standards, and develop/increase equitable grading practices across all courses/departments.
3. Standards based textbook adoptions and materials for all subject areas including a plan to regularly update textbooks to be in line with standards and relevant topics.
4. Develop a system to make sure all stakeholders are aware of opportunities to connect with transition resources and opportunities for colleges and careers.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

District and Site Curriculum Maps, Carnegie Textbooks and online MATHia program, STEMscopes online curriculum. Master Schedule, Linked Learning Projects, Pacing of Math 1 and Physics classes, Documentation of Student/Counselor meetings, BARR coordinator and cohorts, Puente cohorts, Shadow Days, AP/DE Enrollment data, UCOP doorways class listing, Academy Pathways courses, Graduate Profile, Senior Profile Defense and Reflection Project, History Units, High School 101 Nights, CAP presentations, College Application Workshops, Club Agendas, Trio, Upward Bound, Internship agreements, Career Center, Senior, Survey, FAFSA Sit and Do Nights

CATEGORY C. LEARNING AND TEACHING**C1. Student Engagement in Challenging and Relevant Learning Experiences Criterion****Visiting Committee Comments**

PHS teachers strive to involve all students in challenging and relevant learning experiences. As reported in the self-study, core curricula and pacing guides are available online on a shared Google Drive to which all PUSD teachers have access. Despite this, the self-study reports that PHS teachers still need CCSS- and NGSS-aligned curricula for science, history and English. During interviews, teachers expressed dissatisfaction with the current PD plan, as they have not had time to meet in departments this school year. This level of curricular uncertainty indicates a strong need for more collaboration opportunities so PHS can solidify its instructional program.

All PHS students' reading levels are assessed three times per year using HMRI. This allows teachers to monitor reading growth over time. The English department is currently struggling with not having clarity on the adopted textbook and curriculum. Teachers attempt to follow the PUSD pacing guide using digital novels and a variety of online tools, but there is little evidence of cohesion in the department, as teachers reported they work independently to plan instruction. Many English teachers do report the common use of ReadTheory and NewsELA, tools that provide students with nonfiction reading at their individual Lexile levels.

Observation opportunities in the science department were limited. Four of the nine teachers in the science department and three SDC science teachers did not open their classrooms to the VC.

Classes that were available to observe showed students engaged in challenging, grade level work. Chemistry and physics students were seen collaborating to solve problems and analyze lab results.

The MDTP math assessment is given to all ninth graders to place them in proper math pathways. Since the Carnegie Learning curriculum is challenging for most students, especially after a year of distance learning, teachers supplement textbook work with MATHia, a digital math coach, for 30 minutes each week. Teachers reported that students enjoy hands-on learning, such as cutting, pasting, and using compasses. The math department works with the instructional coach to administer Edulastic pre-and post-tests for each unit. The VC requested access to these common assessments, but digital access could not be gained.

World Languages teachers use baseline assessments at the beginning of the year to gauge students' language levels and incorporate low-stakes assessments throughout the year to encourage continued practice and growth. English Learners in the Academic Language Development class were seen listening, reading, and writing on culturally relevant topics.

77% of students reported that teachers had high expectations of them in the most recent School Climate Survey, a statistic that seems corroborated by student interviews. Students gave Canvas high praise as a means for communicating course expectations. Many teachers are available after school, either in person or online, to offer support. In addition, students have 24-hour access to online tutoring via Paper, although they prefer the personalization their teachers offer.

Many students in our focus group were enrolled in multiple AP or PCC courses while also participating in various school activities, which requires them to manage their time carefully. Ninth graders maintain a math binder with their notes, quizzes, and relevant textbook pages as a way of monitoring their own learning in the subject.

All students must complete a Senior Portfolio and Defense as a condition of graduation. Students begin preparing for the Portfolio and Defense as ninth graders, collecting artifacts of their best work over time. In the 2020-21 year, while working remotely, 100% of 12th graders met this requirement, indicating that the class of 2021 received tremendous support from their teachers. The Portfolio and Defense specifically call for students to demonstrate their research and creativity skills, as outlined in the rubrics.

Students in the Academies said they have high awareness of college and career preparation offered to them. However, students not enrolled in an Academy are reported to be "on their own" to seek out college and career information. The Puente program supports first generation college-bound students with family workshops and culturally relevant instruction, but the VC was not able to interview a student in the program. The remote visit made it difficult for the VC to speak with a more diverse student group, so not all student voices are represented in this report.

Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement for all students.

Visiting Committee Rating (select one): Somewhat Effective

Narrative Rationale:

The VC encountered significant challenges when attempting to collect evidence for this criterion. Twenty-five of the eighty teachers on the matrix did not have working WebEx links to allow the VC to observe remotely. PE classes were also not available. Importantly, teachers' frustration over lack of common planning time and uncertainty in the English department about their curriculum are indicators that the overall instructional program at PHS needs alignment. Their own self-study states a cohesive curriculum is missing in several

subjects, and improvement was made when the science department adopted Stemsscopes. That still leaves history and English as departments needing current, standards-aligned curricula. The VC agrees with the self-study that developing standards-aligned curriculum and common instructional practices would be a worthwhile use of teachers' planning time.

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

Visiting Committee Comments

Teachers at PHS utilize a variety of strategies and technology resources to facilitate learning in their classrooms. Canvas is used school-wide as a platform to provide instructional materials and to communicate with students and parents. During interviews, teachers reported that the past year has been one of exceptional growth for them, as they had to master Canvas and many other remote learning tools. In science and ELD classrooms, teachers were observed using online quizzes and NewsELA. English Learner students in the Academic Language Development class engaged in listening, reading, and writing activities using the Canvas platform. Despite the high hurdles PHS teachers overcame during a pandemic year, deep issues in the instructional program prevent the school from excelling in this criterion.

PHS students are able to demonstrate creative and critical thinking in some settings, but the VC was unable to observe a wide enough variety of classroom settings or examine enough student work to make a generalized statement. Science students were observed working with partners to analyze lab data using their Chromebooks in one class, but in another class students had to pair up in order to read paper handouts that the teacher had not made enough copies of. This variability in instructional approaches may indicate that not all teachers are utilizing education technology effectively.

Academy students reported high satisfaction with their instructional programs, citing access to field trips and real-world career learning as the main reasons.

The Senior Portfolio and Defense is the culminating project meant to exhibit a student's learning over four years at PHS. Students begin preparing for the Portfolio and Defense as ninth graders, collecting artifacts of their best work over time. The Portfolio and Defense require students to research, write, and present effectively. In the 2020-21 year, while working remotely, 100% of 12th graders met this requirement. Past work samples were not available, but the rubrics indicate students must meet high levels of proficiency to meet this graduation requirement.

Due to the pandemic, the most recent CAASPP scores are from 2019. English Learners and students with disabilities performed significantly lower than other groups in both math and ELA. Additionally, African American and Filipino students were two ethnic groups that noticeably underperformed on the CAASPP, indicating a need for improved educational outcome equity.

It was clear from student interviews and an observation of the printmaking classroom that the Academies offer engaging career preparation activities for their students. CAMAD seniors have access to a working print shop in their capstone class, gaining real work skills while still in school. Academy students were effusive in their praise for the opportunities offered to them, specifically college and career preparation. However, students not enrolled in an Academy were reported to be "on their own" when seeking college or career information. This issue was recognized in the self-study report and remains an area for growth. PHS needs to offer the breadth of services Academy students enjoy to the large percentage of students who are not involved in the pathways.

Student-Centered Instruction through a Variety of Strategies and Resources that supports high achievement for all students.

Visiting Committee Rating (select one): Somewhat Effective

Narrative Rationale:

Access to college and career preparation is concentrated in the Academies, leaving students not enrolled in Academies to seek out information on their own due to the heavy workload of the counselors. Most recent state testing data reveal significant achievement gaps for specific student subgroups: English Learners, students with disabilities, and African Americans. Finally, the remote nature of the WASC visit presented challenges when the VC attempted to examine student work and observe a wide variety of classroom settings. When the VC was able to observe classrooms, sound and video on WebEx were sometimes of insufficient quality for the VC to observe that all students are learning and thinking at high levels in their classes.

CATEGORY C: LEARNING AND TEACHING

Areas of Strength for Learning and Teaching (if any):

1. Students are enthusiastic and engaged in their studies, reflecting the hard work of the staff to provide a safe and welcoming learning environment.
2. The math and science departments have rigorous, technology-based curricula aligned to current learning standards.
3. Teachers experienced tremendous pedagogical growth during remote learning, becoming experts on multiple digital learning tools.
4. Students in Academies express high satisfaction and agency in their learning.

Growth Areas for Continuous Improvement for Learning and Teaching (if any):

1. Teachers need common time for developing standards-aligned curricula relevant to the student population at PHS; planning instruction, including common assessments and practices; and analyzing student work and achievement data.
2. PHS needs to provide equitable educational opportunities by increasing a-g completion and college & career readiness for all subgroups.
3. Teachers need more input in the school's professional development plan so that PD at PHS reflects the instructional and emotional needs of the students and faculty.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

PHS's WASC self-study report, Focus group interviews, Classroom observations via WebEx, Meetings with PHS leadership team, PUSD Curriculum overview (actual maps not available to VC), 2020-2021 PD Agendas

CATEGORY D. ASSESSMENT AND ACCOUNTABILITY

D1. Reporting and Accountability Process Criterion

Visiting Committee Comments

PHS leadership and instructional staff use some effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance. Each department varies on how to assess students and what type of assessment to use. Each academy also has various ways of assessing students throughout the semester. The BARR program will be assessing student needs on

a weekly basis during the Advisory period. In addition, some departments examine student work, compare common and benchmark assessments to gauge student progress periodically. Teachers also utilize Aeries and CANVAS to communicate progress to students and families.

The English department participates in group curriculum development throughout the year; the pacing is monitored through weekly meetings but needs more common core assessments to guide curriculum.

Counselors conduct meetings periodically with students using transcript evaluations to guide the student's progress toward A-G completion and ensure they are working towards college and career readiness. Counselors are grouped by different alpha breakdowns and according to academies with some overlap of students changing from one academy to another.

Some stakeholders were involved in the creation of the PUSD graduate profile and were involved in the development of the Senior Defense and Portfolio graduation requirement and some parent groups were invited to become panelists.

Smaller class size and additional staffing for Math 1 incoming Freshmen were targeted from a results-driven continuous school improvement process. The (Building Assets, Reducing Risks) BARR was also initiated this year to group Freshmen with a teacher's advisory period to help build relationships with staff and a caring adult with the hope that these students will improve in academics as well as build self-esteem.

Professional development was also available, through the district, after the increased concern over students with trauma related behaviors. Strategies were taught to help build resiliency with students. The Physics/Math collaboration began as a one-time meeting with a chance to meet again throughout the year. This collaboration will help to bridge common vocabulary between the two subjects of Math and Physics of the Universe.

Using Assessment to Analyze and Report Student Progress that supports high achievement for all students.

Visiting Committee Rating (select one): Somewhat Effective

Narrative Rationale:

The VC has observed some forms of formative and summative assessments as mentioned in the report; however, though desired, most departments still need department time for more vertical and grade level discussions over common assessments in all areas. With all the new staff and administrative changes, hopefully, performance data will be used effectively to monitor all students' growth, grades, and performance levels to ensure consistency across and within grade and content levels regardless if a student belongs to an academy.

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

Visiting Committee Comments

PHS teachers, depending on their departments or academies, use the analysis of formative assessments to guide, modify, and adjust curricular and instructional approaches which helps students recognize their strengths and weaknesses. Summative Assessments are used to evaluate

student learning by analyzing reports from previous grades, quizzes, exit tickets, as well as Google forms.

PHS 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 as well as Think, Pair, Share and other types of partner share.

English teachers utilize Skills rubric for timely feedback. Math department uses MATHia to individualize instruction for students to identify which concepts a student can improve upon. Pasadena Math teachers also use Canvas SpeedGrader to record responses and provide feedback to students as a quick easy way to identify errors.

Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom that supports high achievement for all students.

Visiting Committee Rating (select one): Somewhat Effective

Narrative Rationale:

The VC, through its visitation, classroom observations, and focus group meetings identified teachers' use of formative and summative assessments to guide, modify and adjust curricular and instructional approaches. Several formative assessments were observed as well as modifications in the teacher's instruction. Teachers made necessary modifications in lessons from the results of these formal and informal assessments.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

Areas of Strength for Assessment and Accountability (if any):

1. PHS has integrated instructional technology to provide timely feedback and communicate student progress through: Aeries, CANVAS, and Webex.
2. There is increased participation in developing, administering and analyzing student assessment data in some departments.
3. SPED department consistently utilizes a variety of assessment tools (formal and informal) for IEP writing, lesson planning and instruction.

Growth Areas for Continuous Improvement for Assessment and Accountability (if any):

1. It is recommended that PHS continue to develop and implement coherent systems of common formative assessments across all content areas that provide effective, useful achievement data.
2. It is recommended that PHS have all teachers use this achievement data to drive instruction, develop common grading rubrics, and provide high expectations for students to matriculate to the next level of Math and English.
3. It is recommended that PHS needs more scheduled time for teachers to analyze student work, develop action steps and evaluate impact of instruction and professional development.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Evidence provided through classroom visitations (Virtual), Focus group meetings, student groups, parent groups and counseling staff meetings.

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion**Visiting Committee Comments**

PHS uses different methods to maintain its parent population informed and involved in the learning and teaching processes for all of its students. ELAC meetings keep parents informed on the progress of students towards reclassification and funding allocations. Before the COVID pandemic, there had been a decline in parent participation in these meetings. Since then, PHS has made changes to meeting times, and with the shift to online meetings, the number of parent participation has increased.

School Site Council helps parents stay up to date on funding and choices available for academic programs the school offers. The school uses PTSA meetings as opportunities for parents to become involved through fundraising, morale building, and funding of teacher projects. Evening events like AP Night, Back to School Night, Open House, and Puente Family Workshops, allow PHS to present to parents information about A-G requirements, FAFSA, and college applications. PHS's counseling department holds FAFSA Nights to help parents in completing FAFSA documentation.

To celebrate student achievements, PHS has Academic Family Nights, and Honor Roll assemblies. Campus tours are offered to allow parents to get to know the school's culture and academic opportunities. Parents are kept informed of school events, extracurricular activities, and community support available to them through PHS E-Blast and S'mores. PHS principal communicates with parents by making weekly phone calls and holding monthly "Coffee with the Principal" to allow parents to ask questions and receive school-related information. School clubs are used to reach out to different groups in the community and have them connect to PHS's culture.

PHS School Attendance Review Team provides an opportunity for parents of students with attendance issues to receive support services focused on improving student attendance. PHS parents can use the district's open-door policy to visit classes with notice. Progress reports provide parents a means to communicate with their child's teacher if they are having academic issues. The Senior Defense Portfolio allows community stakeholders to be involved in the viewing and grading of students' final presentations and reflections. The PHS support staff are often the first point of contact for the parents and the community.

Parent and Community Engagement that supports high achievement for all students.

Visiting Committee Rating (select one): Effective

Narrative Rationale:

The VC witnessed through its visit that PHS makes efforts to keep students and parents updated on events that occur on campus. Events like AP Night, Back to School Night, and FAFSA Night help connect parents to services the school offers. The principal holds monthly Coffee with the Principal events to keep parents on events that are upcoming on campus. The Senior Defense Portfolio allows community stakeholders the opportunity to view and grade seniors' final project presentations.

E2. School Culture and Environment Criterion**Visiting Committee Comments**

PHS has existing policies and regulations in place to ensure a safe, clean, and orderly climate that promotes student learning. These policies include internet safety and Uniform Complaint Procedures. Since the last visit, there have been significant improvements made to PHS. These include renovated bathrooms, a new HVAC system, modernized gymnasiums, and athletic facilities. Water fill stations are available for students to use and maintain a sense of safety. The custodial staff have assigned stations and conduct daily checks for all classrooms, bathrooms, and common areas. After meeting with students, a concern was brought up that the campus does not have enough open bathrooms for student usage. Students claim the distance of the bathroom is too great, and due to the 10 minutes before and after period starts and end school policy, they sometimes have to decide whether to use the bathroom or not.

The PHS administration team has developed a school-wide safety plan which includes monthly drills for all staff and students. There is a great emphasis on the Great California Shake-Out by the Safety Committee to improve and practice safety skills. Security personnel are assigned areas of supervision and frequently monitor the use of restrooms and stairwells. The teaching staff speaks highly of the connection the security personnel is creating with the student population to minimize potential issues around campus. Teachers are provided with a behavior and discipline flowchart outlining procedures on how to deal with classroom and school discipline issues. Teachers also have in place classroom expectations for students to follow.

In the 2019-2020 school year, PHS created a Student Wellbeing Center that is accessible to all students. This started as an in-person setting at the school that would provide students the space they need to meet with health professionals in a confidential setting. Unfortunately due to the COVID-19 pandemic, the county agency staff has been reassigned to other duties within the county, and this has now become a virtual resource students can use by clicking on the website link. Internet usage guidelines for students are listed in the PHS student handbook. Teachers have resources such as Hapara, Gaggle, and tools within Webex to monitor student internet usage. This helps in security classes to prevent nonstudents from attending virtual classes.

The school culture at PHS is caring and focused on the social and emotional needs of their students. The school takes measures to ensure that its student population feels welcomed and valued. This is reflected by the comments the student population made in interviews regarding how they feel accepted and safe on campus. Students are aware of resources available to them like the Wellbeing Center which offers assistance to students who are experiencing personal issues. Students have stated they are able to reach out to their teachers for help and feel those teachers would be able to help them with their problems. Internal referrals have been in place since March 2020 to identify and support students and families in need. Community Schools staff and School Community assistants follow up on these referrals to ensure students and families receive the support they need.

There is a sense though that the administration needs to be more open and accepting of the transgender and non-binary student population on campus. Part of the student population would like to see opportunities for traditional gender roles in school activities to be open to both sexes to allow participation for all students regardless of gender.

School and classroom rules and expectations are reinforced by teachers in their classrooms. Students seem to understand and follow classroom rules and procedures. Even though there is a district-created discipline matrix, teachers have stated they do not use the matrix to deal with discipline issues in the classroom. Teachers prefer to deal with students on a case-by-case basis and establish meaningful connections with students to help modify behavior.

Students at PHS have open access to a selection of classes that students consider rigorous and

challenging. AP and honor courses, along with culturally relevant courses like Ethnic Studies, are available for students to take. This school year, PHS has implemented BARR to help identify supports for all 9th-grade students.

PHS has made efforts to build a community of trust, respect, and professionalism. The administration team has been working in creating positive relationships with the staff and students. Teachers have stated they have seen the efforts from the administration team and the relationship between the administration and staff has vastly improved compared to previous years. The administration team has held events like providing breakfasts and lunches to bring the staff together.

School Culture and Environment that supports high achievement for all students.

Visiting Committee Rating (select one): Effective

Narrative Rationale:

The VC witnessed through its visit that Pasadena High School has worked on improving relationships between all stakeholders. There is a sense from students that PHS is a safe place where they feel welcomed and challenged by their teachers. Students have open access to classes they want to take to pursue their academic goals. There is a segment of the student population that would like for the school administration to consider opening traditional gender roles in school activities to all students regardless of gender.

E3. Personal, Social-Emotional, and Academic Student Support Criterion

Visiting Committee Comments

PHS leadership works to ensure support systems are in place to help meet academic student needs. Teachers are available to help students before and after school, and during lunch, if they need any type of academic support. The addition of Canvas for classroom support has helped students and parents connect with their teachers. This has improved communication between all parties and has served as a way to keep parents informed of assignments that students are currently working on in their classes. The teachers' use of AERIES helps grades to be maintained in a timely manner and parents are able to use AERIES Parent Portal to know their student's current grades and of any missing assignments. The school uses Acellus as a means to help students recover missing credits and stay A-G eligible. Paper Tutorial Service is an outside agency used by the school that offers additional tutoring support outside school hours. The school also offers dual enrollment opportunities through the local community college for students who would like to earn college credits or makeup missing credits. The school's counseling department is available to help students who are struggling emotionally or academically. However, students state they are aware that counselors have large student caseloads which prevent the counselors from calling in students and checking up on them if they are struggling. Students typically need to reach out to the counselor and set up appointments to meet with them if they need any assistance from them.

PHS has worked on providing multi-tiered approaches to help with support focused on the learning and social-emotional needs of the student population. Mr. Lynch is seen on campus as a staff member that is ensuring the services for the students are in place on campus. Mr. Lynch is in a position to help identify students who are considered "at-risk" and helps with providing interventions at different levels based on the student's needs. Supports like Wellbeing Center, staff referrals, and BARR Block are set up on campus to help provide services for students as well. The PUSD is also looking at providing support through the PBIS program by giving the school's personnel the

opportunity to be trained in its strategies. The district believes this will provide PHS another tool to help with the multi-tiered level of support.

PHS conducted surveys for students in March of 2020 which led to the creation of the Wellbeing Center. The data collected from the student surveys allowed the school to provide services to meet student needs. The PUSD is implementing the usage of Panorama this school year to help gather student data through surveys. This will allow teachers to have a better understanding of what their class state of mind is on any particular day.

PHS has a wide range of activities, clubs, and sports that students can participate in. This allows students to be part of the school community and make connections with different stakeholders. Club Rush was recently held on campus and allowed students to join clubs that are of interest to them. PHS also offers a full complement of CIF sanctioned sports for students to try out for. Clubs like Puente, National Honor Society, and National Hispanic Honor Society support the school's vision for preparing students for college and career opportunities.

Personal, Social-Emotional, and Academic Student Support that supports high achievement for all students.

Visiting Committee Rating (select one): Somewhat Effective

Narrative Rationale:

The VC witnessed through its visit a caring and thoughtful campus that focuses on the student's well-being as a whole. There are supports in place that allow for students to receive mental health services virtually. The VC would like the counseling department to be more proactive in identifying and supporting "at-risk" students, especially those who are not in an academy. The school needs to provide more opportunities for students to share what type of services they may need from the school.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (if any):

1. PHS has a school culture that allows for students to feel safe and supported. Students and staff speak highly of the efforts made by the school to ensure that people feel welcome and included when they set foot on the campus.
2. PHS has an open access policy that allows for students to take classes they feel will enhance their educational experience. Students are able to take AP, Honor, and Dual Enrollment classes to further their educational experience or gain additional credits.
3. The BARR Block creates a great opportunity for 9th grade students to be identified and receive additional support in academic areas or when dealing with emotional/social issues.

Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (if any):

1. It is recommended that PHS works with its counseling department in creating an effective system to identify and provide assistance to "at-risk" students, especially those students who are not in an academy and belong to the school's sub-groups.
2. It is recommended that PHS looks into additional methods to gather student information to provide additional resources for mental health services for students in need.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Teacher and student interviews, Wellbeing Center, Referrals for Mental Health, School Clubs, Parent Nights, AP Night, FAFSA Nights, Electronic communication sent to parents, AERIES Parent Portal, Report Cards

Chapter IV: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

1. There is a strong sense of community outreach at PHS. Stakeholders (students, teachers, parents, and the community) are welcome to be a part of the school's decision-making processes.
2. PHS re-evaluates their school vision, mission, and SLOs annually and have revised them to set the tone for their current and future school community.
3. PHS, with the support of PUSD, has established hiring processes and staff development opportunities for its employees. New teacher induction is rigorous and self-reflective.
4. PHS and PUSD have incorporated technology as an integral part of the curriculum by implementing 1:1 device dissemination.
5. PHS graduates enroll in post secondary institutions at a high rate.
6. Linked Learning Activities that use cross curricular collaboration within CTE projects and collaboration taking place with Physics and Math 1.
7. PHS has increased and provided diverse AP and DE course offerings for students.
8. Addition of CSU/UC eligibility section in Aeries available to parents and students.
9. Strong relationships with community organizations, feeder school, and local community college.
10. Students are enthusiastic and engaged in their studies, reflecting the hard work of the staff to provide a safe and welcoming learning environment.
11. The math and science departments have rigorous, technology-based curricula aligned to current learning standards.
12. Teachers experienced tremendous pedagogical growth during remote learning, becoming experts on multiple digital learning tools.
13. Students in Academies express high satisfaction and agency in their learning.
14. PHS has integrated instructional technology to provide timely feedback and communicate student progress through: Aeries, CANVAS, and Webex.
15. There is increased participation in developing, administering and analyzing student assessment data in some departments.
16. SPED department consistently utilizes a variety of assessment tools (formal and informal) for IEP writing, lesson planning and instruction.
17. PHS has a school culture that allows for students to feel safe and supported. Students and staff speak highly of the efforts made by the school to ensure that people feel welcome and included when they set foot on the campus.
18. PHS has an open access policy that allows for students to take classes they feel will enhance their educational experience. Students are able to take AP, Honor, and Dual Enrollment classes to further their educational experience or gain additional credits.
19. The BARR Block creates a great opportunity for 9th grade students to be identified and receive additional support in academic areas or when dealing with emotional/social issues

Schoolwide Growth Areas for Continuous Improvement

The visiting committee concurs with the school's identified growth areas for continuous improvement

that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below:

1. All students will improve grade level knowledge and proficiency as demonstrated on CAASPP English and Math assessments with a focus on improving student achievement, especially for English Learners, Latinx and African American students, Special Education and low socioeconomic students.
2. All students will thrive in a safe, supportive environment that fosters community, respect for cultural and individual diversity, and promotes mental health and wellbeing.
3. PHS will strengthen college and career readiness for all students by increasing the number of students meeting the College and Career Indicators (CCI) benchmarks and meeting a-g eligibility.
4. All parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with knowledge and skills to successfully support and advocate for their child.

In addition, the VC has identified additional concrete, specific growth areas that need to be addressed:

1. It is recommended that PHS develop and implement effective strategies to address the involvement and collaboration of all stakeholders in the WASC self-study in which needs to reflect a thorough, accurate description and analysis of what currently exists at the school, as well as align schoolwide prioritized areas of strength and growth identified by all stakeholders.
2. It is recommended that PHS continue to develop and implement a targeted school-wide professional development plan based on student academic achievement and students' social and emotional needs. The plan should include a measurement tool on how effective the training was as related to the targeted area (academics and/or social/emotional needs). This plan should include requiring scheduled meetings throughout the year.
3. It is recommended that PHS continue to maximize the collective efficacy of PLC time to align curriculum, cross-curricular collaboration, and increase the frequency at which common assessments are administered and analyzed to improve all students' grade-level knowledge and proficiency as demonstrated on CAASPP English and Math assessments and A-G completion with a focus on improving student achievement and college and career readiness. Data should be analyzed with a special focus on making sure all subgroups, especially English Learners, Latinx and African American students, students who receive Special Education services, and low socioeconomic students' needs are being addressed to ensure equitable access to all curriculum at PHS.

Chapter V: Ongoing School Improvement

PHS schoolwide action plan will be updated according to the discussions the VC had with the Administration, District, and various other stakeholder groups. The action plan is to be aligned to the LCAP goals and delineates specific areas that are in need of specific tasks. All of the goals, tasks, and timelines are to be tangible, and all relate to student success in all curricular areas.

PHS staff is committed to achieving the goals and tasks within the action plan. The VC suggested to the school that it give action plan updates to the District to ensure that all stakeholders are aware of what has been accomplished and areas that are progressing. The VC commends the school administration, PUSD, and all stakeholders for making efforts to complete the WASC process and supporting the school's action plan as a means of continuous improvement during these challenging times. The VC also commends the school's support staff as it is an integral part of the school's community as well as being an integral part of each student's academic and personal success.

The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.

Visiting Committee Rating (select one): Effective

Narrative Rationale:

The PHS action plan clearly addresses the areas of growth in order to support success for all students. Each action plan goal has targeted sub-goals in order to meet specific and broader needs.

The capacity to implement and monitor the schoolwide action plan/SPSA.

Visiting Committee Rating (select one): Effective

Narrative Rationale:

The VC firmly believes that the school has the capacity and willingness to effectively monitor the schoolwide action plan. Systems and procedures need to be developed to assist the staff in ensuring the effectiveness of each goal, which is again aligned to the mission, vision, and SLOs.

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.				X
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.		X		
Vision and Purpose (A1)		X		
Governance (A2)		X		
Leadership: Data-Informed Decision-Making and Continuous School Improvement (A3)			X	
Staff: Qualified and Professional Development (A4)			X	
Resources (A5)			X	
Resources (Charter only) (A6)				
Rigorous and Relevant Standards-Based Curriculum (B1)			X	
Equity and Access to the Curriculum (B2)			X	
Student Engagement in Challenging and Relevant Learning Experiences (C1)			X	
Student-Centered Instruction through a Variety of Strategies and Resources (C2)			X	
Reporting and Accountability Processes (D1)			X	
Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)			X	
Parent and Community Engagement (E1)		X		
School Culture and Environment (E2)		X		
Personal, Social-Emotional, and Academic Student Support (E3)			X	
Acceptable progress by all students		X		
Alignment of a schoolwide action plan/SPSA to the school's areas of greatest need		X		
Capacity to monitor and implement the schoolwide action plan/SPSA		X		