

Point Loma High School

**Western Association of Schools and Colleges and
The California Department of Education**

Focus on Learning

**Self-Study Report
2014-15**

San Diego Unified School District



POINT LOMA HIGH SCHOOL SELF-STUDY REPORT

2335 Chatsworth Blvd.

San Diego, CA 92106

San Diego Unified School District

Sunday March 21, 2015 – Wednesday March 25, 2015

WASC/CDE Focus on Learning Accreditation Manual, 2014 Edition

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Visiting Committee

Chair

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Member

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Teacher

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Member

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Assistant Principal

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San Diego Unified School District

Board of Education

Kevin Beiser	President
John Lee Evans	Member
Michael McQuary	Member
Ricahrd Barrera	Member
Marne Foster	Member

District Administrative Staff

Cindy Marten	Superintendent of Schools
Kimie Lochtefeld	Area 3 Superintendent
Staci Monreal	Chief of Staff
Tim Asfazadour	Chief Human Resources Officer
Dr. Joe Fulcher.....	Chief Student Services Officer

Point Loma High School

2335 Chatsworth Blvd.

San Diego, CA 92106

PLHS Administrative Staff

Hans Becker Principal
Kevin Gormly Vice Principal
Hortencia Garcia Rubio Vice Principal

Department Chairs/Home Groups

Advancement Via Individual Determination (AVID)..... Kellie Larsen
Counseling Sarah Brandl
English Jennifer Roberts
Mathematics Brian Macky
Nary Junior Recruit Officers Training Corps (NJROTC)..... Christina Pickett
Physical Education Crystal Frasca
College, Career, and Technical Education (CCTE) Gina Crudo
Science Jim Ballantine
Social Studies Mariana Hedges
Special Education Laura Foster
Visual and Performing Arts (VAPA) Sean Wells
World Languages Donna Rubio

Counseling Staff

Sarah Brandl, Head Counselor
Brooke Burton
Cally Fallenstein
Holly Cook
Jody Kissin

Support Staff

De Hunold, Administrative Assistant
Alex Cardenas, Plant Operations Supervisor
Alex Van Heuven, Athletic Director
Heidi Watson, School Nurse
Brad Sato, School Police Officer

Focus Group Leaders and Focus on Learning Groups

(* = student member, # = parent member)

Group A. Organization: Vision, and Purpose, Governance, Leadership and Staff, Resources

Sean Wells, Group Leader

Paul Blazi	Cassandra Labra*
Sarah Brandl	Ian Law
Mark Carey	John Murphy
Keith Delong	Gabe Rodriguez
Marvin Estrin#	Maria Sanchez
Sarah Fogel*	Paige Sanchez*
Jennifer Gardham	Kathy Schulze
Cindy Hedges	Noel Sill
Neeta Kantak	Sonya Williams

Group B. Standards-Based Student Learning: Curriculum

Meghan Main, Group Leader

Dave Aros	Julie Lundy
Jim Ballantine	Jaime Medina
Barbara Buchanan	Andra Morrow
Brooke Burton	Ron Moss
Karen Cervantes	Jen Murphy
Karine Chakarian	Arais Nieto*
Maria Gomez*	Anthony Palmiotto
Steve Guthrie	Belen Ramirez
Tchaiko Kwayana	Jen Roberts
Karen Lamont	Donna Rubio
Kellie Larsen	Jennifer Trempe-Thomas
Debra Lee	Jocelyn Ulloa*

Group C: Standards-Based Student Learning: Instruction

Becky Gonzalez, Group Leader

Bertha Almeida	Mike Hastings
Laura Baker	Ed Hedges
Cirita Beltran	Sylvia Maas
Robin Bergen	Kayla Orange
Gina Crudo	Jon Posternack
Dylene Devoe-Brown	Susie Reynolds
Mike Estanol	Analy Rojas*
Jaclyn Estrin*	Darren Samakosky
Cally Fallentstein	Elliot Savitz
Laura Foster	Maria Sillas*
Lisa Graham	

Group D: Standards-Based Student Learning: Assessment and Accountability

Lisa Gavender, Group Leader

Sabina Adjibolosoo	Leyla Jordan
Leroy Alicea	Danielle Kirkendall
Heidi Angelow	Brian Macky
Ann Baltrushes	Patrick McElhaney
Grace Baugh	Christina Pickett
Tina Blake	Jasmin Sanchez*
Doug Booth	Laurie Shusterman
Holly Cook	Sally Sondreal
Lisa Cooper	Mitra Soufivand
Yamillete Flores*	Chris Sparta
Christina Fulcher	Thuy Uong
Josephine Hart*	

Group E: School Culture and Support for Student Personal and Academic Growth

Yolanda Beltran, Group Leader

Leah Allen
Brian Benz
Angel Camacho*
Patricia Clark
Crystal Frasca
Andy Hall
Patti Hanan
Dulce Hernandez*
De Hunold
Heather Janiak
Russell Johnson

Jody Kissin
Sandy Lao
Vivian Love
Maria Gibson#
Jeannine Milan
Vicki Moats#
Wendy Ponder
Glenn Richard
Rudy Rodeheaver
Alex Van Heuven
Naya Vitale*

WASC Leadership Team

Hans Becker Principal
Amy Denney WASC Coordinator
Hortencia Garcia Rubio Vice Principal
Kevin Gormly Vice Principal
Mariana Hedges WASC Coordinator

PLHS Staff by Department

AVID

Leah Allen
Kellie Larsen

English

Laura Baker
Ann Baltrushes
Yolanda Beltran
Mark Carey
Jennifer Gardham
Cindy Hedges
Tchaiko Kwayana
Jeannine Milan
Jennifer Murphy
Jon Posternack
Jennifer Roberts
Darren Samakosky
Chris Sparta

ELST

Patty Clark

Graduation Coach

Leah Allen

Mathematics

Leroy Alicea
Paul Blazi
Becky Gonzalez
Ian Law
Brian Macky
Wendy Ponder
Susan Reynolds
Kathleen Schulze
Mitra Soufivand
Jennifer Trempe-Thomas
Thuy Uong

Nurse

Heidi Watson

Physical Education

Dave Aros
Crystal Frasca
Mike Hastings
John Murphy
Kayla Orange
Christina Pickett
Noel Sill
Alex Van Heuven

Science

Leroy Alicea
Jim Ballantine
Grace Baugh
Brian Benz
Keith DeLong
Lisa Graham
Steve Guthrie
Ed Hedges
Neeta Kantak
Sylvia Maas
Sally Sondreal

Social Studies

Mike Estanol
Lisa Gavender
Mariana Hedges
Heather Janiak
Vivian Love
Patrick McElhaney
Ron Moss
Glenn Richard
Elliot Savitz

Counseling

Sarah Brandl
Brooke Burton
Holly Cook
Cally Fallentstein
Jody Kissin

Special Education

Heidi Angelow
Robin Bergen
Laura Foster
Andy Hall
Patti Hanan
Karen Lamont
Meghan Main
David McNutt
Andra Morrow
Gabe Rodriguez
Laurie Shusterman

World Languages

Sabina Adjibolosoo
Cirita Beltran
Weixia He
Russell Johnson
Leyla Jordan
Debra Lee
Belen Ramirez
Donna Rubio
Dario Sanchez

Electives

Amy Denney (ASB)
Doug Booth
Gina Crudo
Christina Fulcher
Sandy Lao
Anthony Palmiotto
Rudy Rodeheaver
James Sepulvado
Sean Wells

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Pathologist
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Karine Chakarian

Psychologist

Joe Dyson
Diana Peterson

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Jim Crakes
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Anthony Deluca
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Kim Hutchison
Jamie Jeffredo
Tracy Lilly
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Justine Lynch
Ashley Majoros
Katie McLaughlin
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Lamont Parks
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Nandi Pope
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Nancy Shea
Sabrina Sabatella
Megan Skelton
Mallory Singer
Tiffany Stumpf
Marcus Thompson
Jim Zoll
Stephanie Zuzack

Visiting Teachers

Brad Bolton
Carl Luna
Barry Lederman
Tran Trinh

Classified Staff

Classified Staff

Bertha Almeida
Mike Bates
Christina Betiz
Tina Blake
James Bonds
Barbara Buchanan
Alex Cardenas
Lisa Cooper
Dylene Devoe-Brown
De Hunold
Danielle Kirkendall
David Lopez
Julie Lundy
John Martinez
Jaime Medina
Pedro Moreno
Noemi Quintanilla
Geraldina Rocha
Brian Sam
Mara Santoni-Cruz
Brad Sato
Paul Yeomans

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Laura Allen
Corinne Berdugo
Karen Cervantex
Jackie Fogel
Ruben Gomes
Monica Gossow-Smith
Pam Knudsen
Josephine Leonard
Angie Maldonado
Sam Maran
Cathy Mendez
Catherine Miller
Steven Miller
Sue Reamer
Maria Sanchez
Sonya Williams

Schoolwide Learning Outcomes

“The Pointer Way”

CRITICAL THINKERS

- identify, analyze, integrate, and apply information for complex problem-solving
- develop authentic, exemplary, and meaningful work based on critical thinking and justifiable rationale to real life problems

EFFECTIVE COMMUNICATORS

- read, write, speak, and listen reflectively and critically
- evaluate arguments and claims using relevant evidence
- utilize technology effectively to communicate and solve problems

RESPONSIBLE SELF-DIRECTED LEARNERS AND WORKERS

- develop, monitor, and use effective learning strategies and self-improvement plans by setting priorities and achievable goals
- access, analyze, and utilize information and resources, including technology
- work independently and overcome obstacles by effective application of skills until a task is complete

INVOLVED CITIZENS

- understand and support the democratic process
- work for the benefit and welfare of the community
- demonstrate knowledge of diverse cultures that fosters tolerance for individual differences
- contribute time, energy, and talents to improve the quality of life in their school, community, state, nation, and the world

Preface

The WASC self-study at Point Loma High School is an ongoing process. Although examination of practices, procedures, programs, and performance is intensified in the two years preceding the accreditation team's visit, stakeholders at PLHS consistently reflect upon how student learning and success can be enhanced. Planning for the current self-study began in the 2013-14 school year, with staff and parent volunteers working during early-out staff meeting days to collaborate and form focus groups. During this time, we also revisited and revised the former ESLRs, to create our new SLOs, which we call "The Pointer Way." In the 2014-15 school year, we added students to the self-study process. We are proud of the fact that we have been able to undergo the self-study process this year without any loss of instructional time.

In 2013-14, all staff members were asked to call upon their professional expertise and areas of interest in campus life, and select a self-study group in which to participate. In an effort to keep the focus groups balanced, most staff members were placed in their first or second choice focus groups. Membership of each focus group include instructors from all content areas, para-educators, classified staff, counselors, student volunteers, and adult community members. Groups were updated in the fall of 2015 to include stakeholders new to the PLHS community.

Also in 2013-14, our school began working with the district accountability office to address our Program Improvement status. A team of administrators, students, parents, and staff met periodically to evaluate the reasons behind our failure to have all target groups meet their AYP goals over the last several years. This team created a plan to work toward overall improvement in instruction and student support, and created two focus points: Quality Instruction and Closing the Achievement Gap. This study, process, and goals were instrumental in spearheading our WASC self-study in 2014-15.

Over the last six years, we have utilized data analysis to determine areas of strength and need to guide instruction, and to work to ensure student success in high stakes testing. We have realized the importance of providing uninterrupted time for staff collaboration in Professional Learning Communities (PLCs) in order to support student achievement, and we have established intervention programs for students at risk of failure. Teachers have participated in professional development activities to enhance their skills and knowledge base, and many staff (certificated and classified) members have fully implemented the use of our website to improve all levels of communication with the community.

We have relied heavily on data available from various sources, such as the California Department of Education, the College Board, the San Diego Unified School District for our self-study and our examination of student performance. Additionally, we have examined student work; surveyed students, staff, and parents; and followed an action plan based upon our prior WASC accreditation study.

We realize that there is always room for growth and improvement in teaching and learning. In step with Richard Dufour's model, our staff is committed to doing "Whatever it Takes" to help all students be successful. We will continue our professional development via PLC growth and a focus on implementing systems of intervention as soon as a student is identified in need of

support. Critical improvement of our daily interactions with students will result in a rich and rigorous instructional program for all.

We have addressed many of our identified areas of need with improved or newly developed programs, but we recognize that there is still much work to be done. Increasing achievement levels for all students is our ultimate goal, and with increased efforts of our dedicated staff, strong community support, and focused leadership there will be no stopping us. We are confident we can make this happen.

Chapter I: Student and Community Profile

The San Diego Unified School District (SDUSD) is a K-12 district comprised of a total of 226 schools. Being the eighth largest urban district in the nation, it serves approximately 132,000 students. Approximately 27 percent of SDUSD's students are identified as English Learners (EL), and 60% of students are eligible for free and reduced lunch. The geography of the district covers most of the greater San Diego metro area. Specifically, SDUSD stretches from the beach communities of La Jolla on the north to Bonita on the south and from Point Loma on the west to Scripps Ranch and Allied Gardens on the east.

Point Loma High School (PLHS) is a four-year comprehensive school that offers a rigorous academic program for all students and has served the Point Loma community, located on a peninsula enclosing San Diego harbor, since its dedication in 1925. The school is close to the ocean and bay in an area noted for its beautiful beaches, a sport fishing industry, yacht clubs, and several military installations. Our relatively small campus (13 acres) is situated amidst historic homes and neighborhood businesses. The community also includes the classic California beach area known as Ocean Beach, with a mix of affordable apartments and single-family homes, the Midway business district which is developing a number of residential options, and Old Town, home to historic San Diego. Point Loma is also home to several military installations, and as a result many members of the military reside within our boundaries. Generally, the adult residents of the Point Loma area are college educated professionals with a strong sense of community. Many alumni continue to live in the area and enthusiastically support the school, and several of our staff members are PLHS graduates.

Facilities

Point Loma High School is situated on 13.5 acres (one of the state's smallest, in proportion to its student population), nestled in the Loma Portal section of Point Loma. The campus consists of a dozen buildings, none of which are original. There are sufficient classrooms that teachers do not have to share classrooms or have their room used by another teacher during their prep periods.

Campus buildings range in age from those built in the 1940s to the 900 building, completed in 2012. The school is directly under the flight path of Lindbergh Field, the city's international airport, and the noise from the airplanes caused routine disruptions in instruction until 1997. At that time, a federally funded noise-abatement program added new windows, doors, air conditioning, and insulation to the majority of classrooms.

Point Loma's newly renovated 900 building houses a new music center as well as a Motion Pictures Industry program, which includes a video-editing classroom, a sound recording studio, and a movie screening room.

Point Loma's athletic facilities have lately benefited from the support of our outstanding community and alumni associations, with a number of significant improvements to a variety of areas of the campus, as well as from Propositions S and Z. As a result, our students now play softball and football on safer synthetic turf fields and run on a rubberized track. In the fall of 2013, a new concession area and restroom facility opened as part of the stadium renovation.

As of January 2011, athletes now enjoy the use of a state-of-the-art athletic training facility, as well as a sports medicine classroom. A new weight training and fitness facility, funded by a grant, was completed in spring of 2011.

The size of our campus, however, still requires our baseball team and field hockey teams, as well as tennis and aquatics programs, to practice and play their games off campus. Due to the lack of parking on site, we are not able to host major band or NJROTC competitions, directly affecting our music and NJROTC programs financially.

Our Mission and Core Beliefs

The mission of Point Loma High School is to create a safe, dynamic, intellectual culture that prepares all students for the 21st century by providing:

- challenging academic courses which create excitement about learning and instill a desire for the pursuit of learning;
- personal connections to school for every student by providing extensive athletic programs, visual and performing arts programs, student-driven clubs, and supportive learning communities; and
- parent and community involvement that supports students and enlarges their view of the world.

We believe that all students can learn and meet high expectations in a rigorous and supportive learning environment.

We believe in honoring the diversity and unique gifts of each student.

We believe it is important for all students to feel connected to high school in the classroom and in extracurricular activities.

We believe parent and community involvement is critical to student success.

We believe that learning as professionals in a collaborative culture is vital to student success.

Schoolwide Learning Outcomes:

During the 2008 cycle of the Focus on Learning Process, the existing ESLRs (now called SLOs) were reviewed and evaluated with regard to our critical academic needs and the content standards. The focus group members, parents, students, classified staff, and all other stakeholders were sent copies of the SLOs for review and used e-mail, interviews, and a special blog set up with a survey feature added for this purpose. Stakeholders viewing the blog were invited to comment on the SLOs and also vote on their suitability. As a result of this process, the Point Loma High community decided that the existing SLOs continued to support the mission of our school. In 2014, the staff again reviewed the SLOs and after much discussion and voting, decided to eliminate one SLO and made slight changes to the wording of the remaining four. We also decided to start referring to the SLOs as “The Pointer Way.”

The Point Loma educational community sets high expectations for scholarship and citizenship for all students, and we hold our students accountable for demonstrating achievement of the Point Loma High School SLOs, as well as meeting state and district content and performance standards. As students complete their education at Point Loma High, they will develop the skills to be:

CRITICAL THINKERS

- identify, analyze, integrate, and apply information for complex problem-solving
- develop authentic, exemplary, and meaningful work based on critical thinking and justifiable rationale to real life problems

EFFECTIVE COMMUNICATORS

- read, write, speak, and listen reflectively and critically
- evaluate arguments and claims using relevant evidence
- utilize technology effectively to communicate and solve problems

RESPONSIBLE SELF-DIRECTED LEARNERS AND WORKERS

- develop, monitor, and use effective learning strategies and self-improvement plans by setting priorities and achievable goals
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- work independently and overcome obstacles by effective application of skills until a task is complete

INVOLVED CITIZENS

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- work for the benefit and welfare of the community
- demonstrate knowledge of diverse cultures that fosters tolerance for individual differences
- contribute time, energy, and talents to improve the quality of life in their school, community, state, nation, and the world

The school serves as a leader in the Point Loma cluster, which includes a 7th and 8th grade upper middle school, a 5th and 6th grade lower middle school, and six kindergarten - 4th grade elementary as well as non-public K-8 schools. Many families whose children attend any of the three local private elementary and K-8 schools choose to send their students to Point Loma High.

We are fortunate to benefit from the support of parent, alumni, and community groups, including the Pointer Association (PA), and a variety of Booster Clubs. Parent and community involvement is evident in their participation on the Instructional Governance Council (IGC), the School Site Council (SSC), Gifted and Talented Education (GATE) Advisory Committee, English Learners Advisory Committee (ELAC), and business support of our Regional Occupation Programs (ROP). Various additional academic and extracurricular events are supported by parents and the business community via field trips, as well as both monetary and in-kind donations.

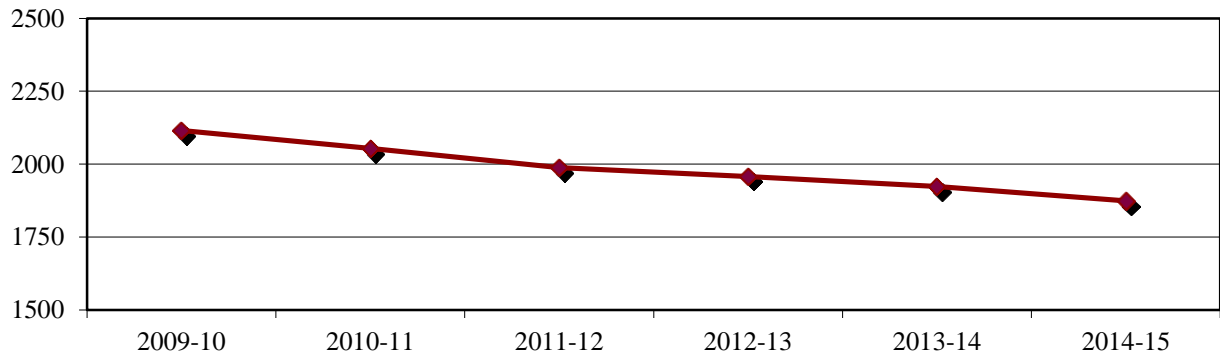
WASC History

The last full accreditation visit was in 2009 when we were granted a six year term with a midterm review. This has been the typical result of our self-studies for at least the last twenty-four years.

Point Loma High School WASC/CDE Self-Study Report
Enrollment

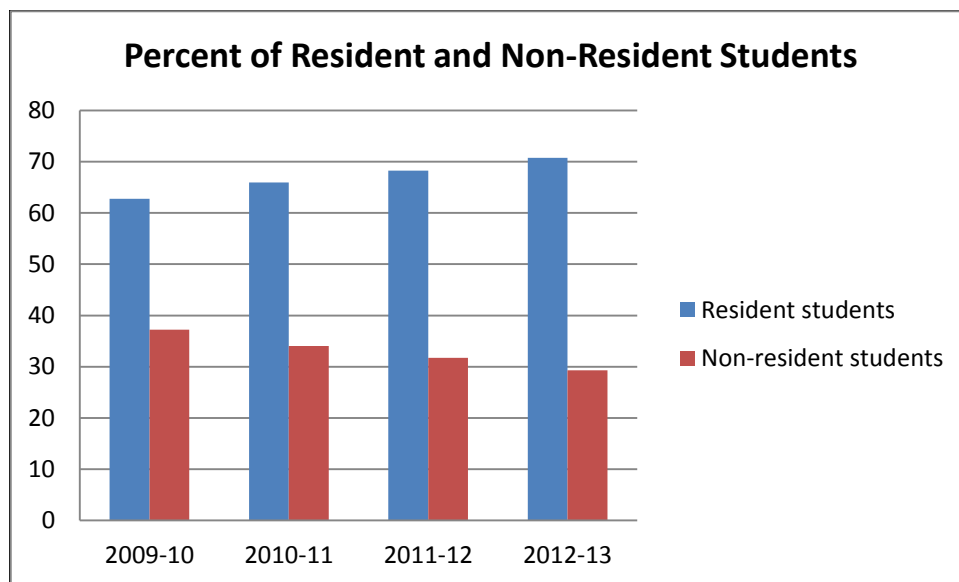
Point Loma High now serves 1874 economically and ethnically diverse students. This number has declined by about 11% since 2009-10. In 2014-15 the student population is 50.6% percent male and 49.4% percent female.

Total Enrollment



	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Total Enrolled	2115	2054	1988	1958	1923	1874

The number of resident students attending Point Loma High School has decreased by 11.4% since the 2009-10 school year, and in 2013-14, 73.2% of students were neighborhood residents. The balance of the student population, approximately 27 percent, attends Point Loma High via the Choice program or is transported to the site through the Voluntary Ethnic Enrollment Program (VEEP).

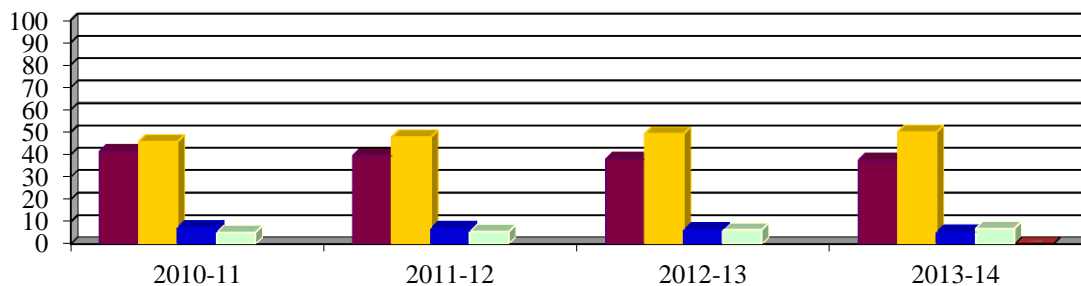


Point Loma High School WASC/CDE Self-Study Report

	Resident students	Non-resident students
2009-10	62.76	37.24
2010-11	65.94	34.06
2011-12	68.25	31.75
2012-13	70.73	29.27
2013-14	73.20	26.8

The ethnic make-up of the student body in 2013-14 (both resident and nonresident) included Caucasian (50.1 percent), Hispanic (37.5 percent), and African-American (5.4 percent) as the three largest ethnic groups. Since 2009 the enrollment of Hispanic students has steadily decreased. This has subtly shifted the student body from majority Hispanic to majority Caucasian.

Racial Ethnic Distribution (Percent)

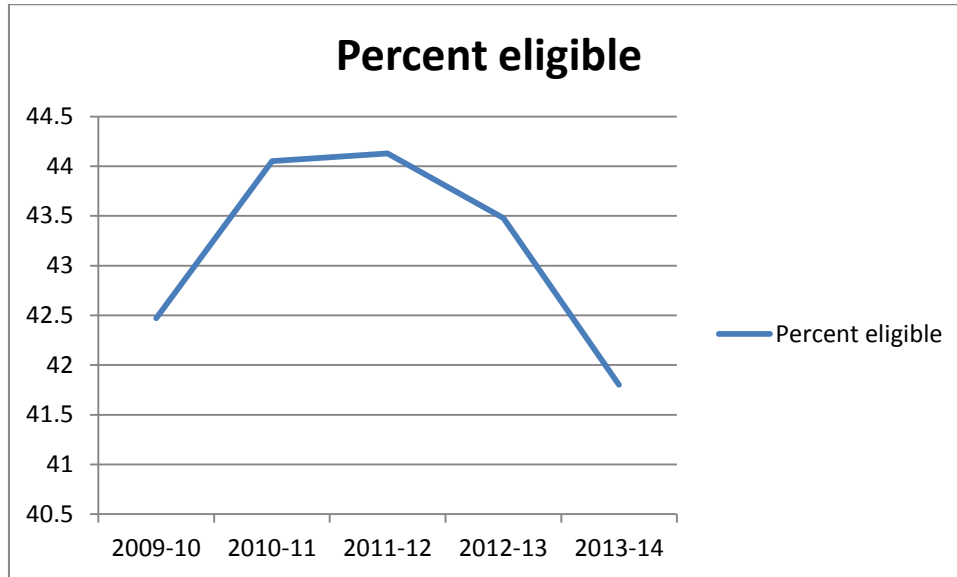


	2010-11	2011-12	2012-13	2013-14
Hispanic	41.5	39.5	38.0	37.5
Caucasian	45.8	47.8	49.3	50.1
African American	7.5	7.1	6.4	5.4
Other	5.2	5.6	6.3	7.0

Socioeconomic Status:

Since the 2009-2010 school year, the demographics at PLHS have not changed considerably, with students qualifying for free and reduced lunch decreasing from 42.5% in 2009-10 to 41.8% in 2013-14, qualifying Point Loma High as a Title I school beginning in the 2006-07 school year, and continuing to the present.

Free and Reduced Lunch Student Population



	2009-10	2010-11	2011-12	2012-13	2013-14
Percent eligible	42.5	44.1	44.1	43.5	41.8

Language Proficiency

There has been a steady decline in the percentage of students whose primary language is not English. As of September 2009, there were 199 students classified as English Learners (ELs). In 2013-14, there were 103 students classified as ELs. A number of students who were at one time ELs are now designated as Reclassified Fluent English Proficient (RFEP). In 2013-14, our RFEP students numbered 17. In 2013-14, there were 607 students at Point Loma whose primary language was something other than English.

Attendance

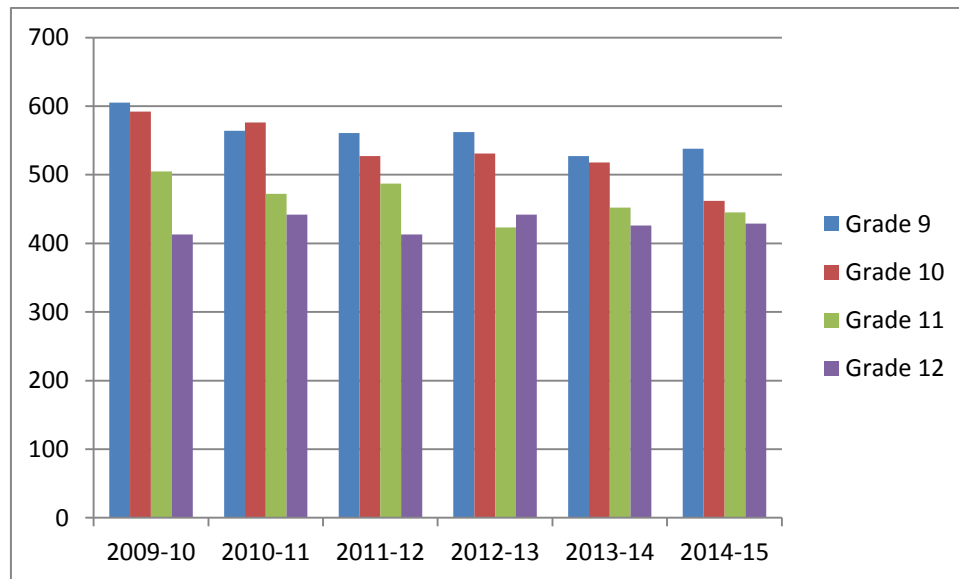
Point Loma High School's attendance rate exceeds the district average among high schools. It has remained consistently high over the last four years, thanks to the cooperation of all stakeholders. The parents and students of Point Loma High value the educational process. The office staff and teachers make regular parent contacts to students who are missing school and the administration follows through on consequences for trancies and other unexcused absences. During the fall of 2008, Point Loma High also benefited from a district-wide program called "Project Recovery" which aimed to locate students who did not come to school and get them back into classrooms. Although that program only lasted for a few years, the staff at PLHS still makes it a priority to locate missing students at the beginning of every school year to ensure that they are attending school.

Point Loma High School WASC/CDE Self-Study Report

Percentage Actual Attendance					
	2009-10	2010-11	2011-12	2012-13	2013-14
Attendance	95.2	94.92	95.73	TBD	TBD

Enrollment by grade level shows grade-level group sizes are consistently larger for 9th grade and then decrease each year. The 2014-15 senior class is approximately 429 students. When that class entered as freshmen there were 561 students, which is a decline of 24%. The PLHS staff is particularly concerned with this decline in enrollment and is making every effort to connect all students to school. It is encouraging to see that 79.2 percent of the 15-16 class is still with us and 90 percent of the 16-17 class is still enrolled.

The overall decline in enrollment at Point Loma High reflects the similar trend seen within all of the San Diego Unified School District. Point Loma continues to be in high demand among community members, and we consistently have a waiting list of families and students hoping to enroll.



	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Grade 9	605	564	561	562	512	538
Grade 10	592	576	527	531	525	462
Grade 11	505	472	487	423	449	445
Grade 12	413	442	413	442	437	429
Total Enrolled	2115	2054	1988	1958	1923	1874

Special Programs

Point Loma High School offers a wide variety of special programs to its students. These courses and programs are outlined in the Point Loma High School Course Catalog, which is available to students and their families via the Point Loma High School web site. During orientation, students and their parents are encouraged to take advantage of the many opportunities available at Point Loma High School. A few examples of special program offerings are: the Advanced Placement (AP) Program, Advancement Via Individual Determination (AVID) Program, cluster classes, community college courses, English Learners Program, Naval Junior Reserve Officer Training Corps (NJROTC) Program, Seminar Program, the Special Education Program and Surf Physical Education.

Many students at Point Loma High are involved in one or more special programs. There are 701 students taking at least one AP class. The AVID program includes 116 students. NJROTC includes 74 students. There are 207 special education students at Point Loma High, and the Gifted and Talented Education (GATE) program serves 509 students.

Advanced Placement Program: Point Loma High has a broad selection of College Board AP courses. An AP course is a first-year college level course taught on a high school campus by a high school teacher. Students may enroll in AP courses if prerequisites are met. The curriculum in each class is designed to prepare students for an AP exam.

Advancement Via Individual Determination Program: This is a program designed for college-bound, motivated, under-represented students who are willing to maintain high academic standards within a college preparatory course of study. This course is designed to prepare under-represented students for acceptance to and success at colleges and universities.

Advisory: This program started at Point Loma High in the 2009-10 school year. The Point Loma High School Advisory and Support Policy is based on our school mission to connect all students to school and to support all students in their most challenging academic classes. Advisory classes meet most Tuesdays and Wednesdays, and include study halls, tutorials, and freshman guided studies classes. Link leaders are junior and senior students who tutor and mentor freshmen in guided study classes during this time. Students who meet specific criteria are entitled to an extended lunch during this class period. The current criteria for extended lunch are: a 3.0 gpa or higher no F, D, N, or U. The PLHS staff must vote on advisory annually, with at least 2/3 of the staff in favor of the program, in order to continue implementing it. In addition, the staff meets each spring to review and revise the program as needed.

Clubs and Extracurricular Activities

The Associated Student Body (ASB) at our school is a busy one. Student clubs are many and diverse, reflecting student interest in extracurricular activities centered on academics, health, physical activity, science, creativity, and community service. Students are encouraged to establish new clubs should they have an interest other than what is already available. As a result, our students have many opportunities to connect to their educational community in a positive way. They include: Academic League, Art Club, Asian Club, Cesar Chavez Club,

Chess Club, Christian Club, Clean Wave Co-Op, Cool Cats, CSF, Culture Club, Dance Club, Drama Club, Film Club, Future Doctors of America, Harry Potter Club, Invisible Children Club, Jersey Club, Junior Model United Nations, Key Club, Link Crew, MeCha, Model United Nations, Naval Junior ROTC, Oh Snap! Photography, PL Aerospace Club, Pointer Planters, Poll Workers Club, SWORD, Screen printing Club, Shopping Club, Speech and Debate Club, Student to Students, Ultimate Frisbee Club, UMOJA, Up to Date Debate, Water Uganda Do?, and We Stop Hate.

Through ASB efforts, we also connect with the San Diego community at large through holiday food drives, adopt-a-family programs, and multiple blood drives each year.

Additionally, we have a broad array of athletic teams for both boys and girls to join, typical of what you would find on any public high school campus. In addition to the standard sports offerings, Point Loma also has surfing, sailing, and men's and women's lacrosse. Additionally, we offer non-funded sports, such as junior varsity men's and women's tennis, field hockey, and men's volleyball, and men's and women's varsity and junior varsity golf. Schoolwide pep rallies are lively, and spirit is high because of our teams' success and our ASB leadership.

Community College Courses: Students entering their senior year who demonstrate high ability and achievement in social studies may apply for the community college course of Political Science 1,2, instead of Government and Economics. (Parent and Counselor approval is required) Students who successfully complete Pre Calculus 1, 2 or Honors Pre calculus 1, 2 and pass the qualifying examination may take Math 150-151 (calculus). Community college instructors teach these courses on the Point Loma High campus. They require special application for admittance. Students completing these courses earn college credit. These credits do not count toward the overall 44 credits required for graduation from high school, but do fulfill specific graduation course requirements.

English Learners: Students with a primary language other than English and who have not yet developed proficiency in their English language skills are assigned to core classes with extra support provided by the English Learner Support Teacher. The core content instructors are informed of the language needs of these students through special designation on their rosters and detailed assessment reports of the students' language proficiency level so that they can provide additional support. Students in the earliest stages of English language acquisition take English as a Second Language for their core English class. Point Loma offers levels 1-2, 3-4 and 5-6 for ESL. In addition, students who are designated as Long Term English Learners because they have been in the San Diego Unified School District for more than five years and are stalled at the Intermediate or Early Advanced levels qualify for an Academic Language Development elective. This course has two levels and students may take both for credit. The course is designed to build academic language, critical thinking and critical writing skills.

English Learner Support Teacher (ELST): The English Learner Support Teacher (ELST) position was added in the school year 2009-2010. This teacher supports second language students, as well as teachers and parents of English learners. She runs the English Learner Advisory Committee on campus, which meets monthly. There are five

elected members to this committee and parent participation in the informational meetings ranges from 10-30 parents depending on the topic. The voting members have had an influential role in how discretionary EL money has been spent over the last two years.

The ELST works with teachers in all subject areas to improve instruction for English Learners and struggling students in general. She has attended the Quality Teaching for English Learner (QTEL) institute with English, math and science teachers. She co-teaches some classes as well as provides pull-out and push-in support. She also oversees the English as a Second Language and Academic Language Development classes. In addition to instructional support, she monitors all of the English Learner students on her caseload for graduation requirements, attendance, and academic progress in their classes.

IHigh and Credit Recovery

Point Loma High offers two types of online, Internet-based classes for our students – credit recovery and IHigh. Both types utilize the APEX platform, and in both classes, students work on an individual basis, with teachers in their classes as mentors and coaches.

Credit Recovery

The primary focus of Point Loma High School's credit recovery program is to help students stay in school and graduate on time. Credit Recovery offers options for students who have failed classes or received a D. Credit recovery also offers elective classes for students who are credit deficient. The program allows students to work independently and at their own pace. Credit Recovery is designed for mastery-based learning. Students are able to move through the course once they master the skill or concept taught for each lesson. The teacher supports students with one on one tutoring. Students are typically able to make up 2-3 classes during a one-semester period.

This year, Point Loma High School is implementing a new program for algebra students. Juniors who have failed algebra for two years have been identified and placed in the Credit Recovery algebra online course. A general education teacher and special education support teacher co-teach the course offering individualized instruction to each student.

IHigh

IHigh is a district high school, and students who attend IHigh take all of their classes online. PLHS has partnered with IHigh to offer a dual enrollment program, which means that our students have the option to take IHigh classes during their regular school day at Point Loma High. Those students have their IHigh class as an actual class period, in a computer lab, and work individually on their IHigh content each day. The mentor teacher supports students as needed, maintains contact with IHigh instructors and parents, and helps to troubleshoot technology issues as they arise. The mentor also has to proctor unit tests, midterms and finals when students need to take them, and utilizes technology to ensure that students are on-task and adhering to the academic honesty and Internet use policies.

Partnering with IHigh offers more options for PLHS students – IHigh has more flexible enrollment periods and offers classes at different times than on the traditional semester system.

Therefore, students can take classes that are not offered at PLHS, or in a different sequence than they're offered, or during a different semester. IHigh is also a great option for students who are 4-year university-bound and need to re-take a class in which they earned a D or an F.

This is the fifth year PLHS has offered IHigh classes as part of a dual enrollment program, and each year, we've had one of the highest enrollments in the district. Two of our campus teachers serve as IHigh mentors, and the same two teachers have been mentors since the program began. They have learned a lot about the best ways to help their students be successful in this program, and collaborate as needed to discuss best practices and how to overcome the challenges present in the online learning environment.

Media Tech: Students from incoming 9th graders to seniors participate in a summer computer repair workshop which introduces them to the MediaTech program. There they learn to build a PC from parts and install multiple operating systems including Windows, Mac OS and Linux. Upon completion, they are recommended to continue their technology learning by enrolling in the MediaTech program which starts with shadowing the instructor and progresses with students learning to trouble shoot and resolve the everyday problems that pop up such as issues with printers, promethean boards, sound and wireless. They also assist with before school and after school setups for different activities like pep rallies and homecoming. We have an "OSOM TECH" scholarship fund setup for outgoing seniors who have been in the program two years or more, named after the first recipient who comes back yearly to present the award. Staff members bring in their personal computers for assistance and the Media Techs use them for learning. Staff will then donate any amount they desire to the scholarship. In brief, students learn valuable skills in areas that interest them while keeping them involved in school functions and building a bond full of trust and respect from every staff member or student they assist.

Multimedia Courses:

CCTE COMPUTERIZED GRAPHIC DESIGN: Students learn how to create graphics for everything from mobile phones to postage stamps. They learn how to use professional graphic design software including, but not limited to Adobe Illustrator, Photoshop, InDesign and Flash and have the opportunity to pursue an internship in the field of graphic design.

CCTE PRINCIPLES OF MUSIC PRODUCTION: Students to learn the essentials of music production and create a product. Students complete the process of designing, creating, producing, promoting and distributing a musical recording. Instruction covers fundamentals of music, composition, history of recording, an introduction to marketing and business management, use of the recording studio, operation of recording equipment, including software applications (Garage Band) and outboard gear.

OASIS: This course is designed to instill in students the skills necessary to be successful throughout high school. The students in the OASIS Program are those most “at risk” for not graduating with their class due to low credits earned, and are those who have not responded to previous intervention programs. Support is provided in all core academic courses in which the students are enrolled. This is achieved through strong communication between students, parents, teachers and mentors. Juniors and seniors who have been successful in school mentor a 9th, 10th, or 11th grade student who is struggling. Students in this class focus on organization and using a planner, and spend time creating projects and being tutored in their core content courses. The mentor and mentee have grading-period conferences with the instructor and set goals for progress, based on the individual needs of the mentee.

Opportunity Success: Opportunity Success is a program designed for diploma-bound students 16 years and older, with an IEP, and in 11th and 12th grades. The main focus is to provide support to students who need to recover credits in order to graduate from high school. Students use a standards-based digital curriculum for courses that they received non-passing grades in. Students are enrolled in one or two courses at a time, for one or two periods a day, until all course credits have been recovered. In the event that a student is too credit deficient for a diploma, Opportunity Success will work with the student to meet the Option 2 requirements for a smooth transition into TRACE when the student turns 18.

Reality Changers: Reality Changers is a program that provides disadvantaged youth with the academic support, financial assistance, and leadership training to become first generation college students. Reality Changers first started working with Point Loma High School students in 2011 and since that time has changed the lives of 60 students, who have all gone on to 4-year universities.

Seminar Program: The PLHS Seminar Program, grades 9 and 10, provides an alternative learning environment for highly gifted students identified by the school district for Seminar Program participation. Seminar Program classes include Advanced English 1-2 Seminar (9th) and Advanced English 3-4 Seminar (10th). Seminar class curriculum is advanced, accelerated, and in-depth, and includes regular opportunities for creative expression. Seminar students are encouraged to take AP Human Geography (9th) and AP World History or AP European History (10th). Budget cuts over the past several years have resulted in a decrease in Seminar course offerings.

Special Education Program: A full continuum of services is provided to our students with special needs. Most students are fully mainstreamed into general education classes, and others spend parts of the day in one or more specialized settings.

Students with IEP's also have access to a variety of other supports throughout their day to meet their individualized needs, such as support/parallel classes for Math and English that provide more specialized support and curriculum modification for students who are also enrolled in a General Ed Math and English classes; Applied Math classes which offer intensive basic math skills instruction; Transition Skills classes which focus on developing independent living and career skills; and Functional classes which emphasize skills that are being used in daily activities within the domestic, community, recreational, vocational, and core focus areas. We also offer a Work Incentive course that allows students to be placed in a paid or unpaid on-campus work experience positions within the school day, or obtain Workability credit for 1-2 hours where students are placed in off campus community-based paid or unpaid work experience positions.

Students who are unable to meet A-G Diploma requirements have the opportunity to work towards earning a Letter of Recognition, Certificate of Completion, or Option 2 Diploma. These students receive support from special education staff, can have an individualized class schedule, and can take a variety of classes that target their academic and transitional needs specified in their IEPs. For students who want to participate in general education classes who cannot meet grade level standards, students can receive a Special Education elective credit grade for class participation.

Twelve students at PLHS have moderate to severe disabilities and are supported by a team of Special Education Teachers and Para Educators in a separate environment and/or within the general education environment in accordance with their IEPs.

Speech and Language and Educational Psychologist services are available on site. Audiology, Occupational Therapy, Physical Therapy, Deaf and Hard of Hearing, Visual Impairment, Adaptive Physical Education, Orientation and Mobility, Mental Health, Behavior, and Transition services, supports, and resources are also provided on an as needed basis according to the needs of each student specified in their IEPs.

PLHS has 10 Case Managers who support students with IEPs. Case managers are responsible for establishing and maintaining supports for students in collaboration with IEP teams, ensuring communication amongst all team members, providing IEPs to all who need them, monitoring student progress, and ensuring compliance regarding state and district mandates. Counselors manage the 504 caseload.

Surf Physical Education:

The standards-based program is designed to develop student's surfing knowledge, understanding and thinking, while also helping to prepare students for high levels of achievement in Surfing competitions. The emphasis of the class will be on surfing, fitness, and developing a lifestyle plan that enhances personal health and performance in future leisure and competitive activities.

Tutoring

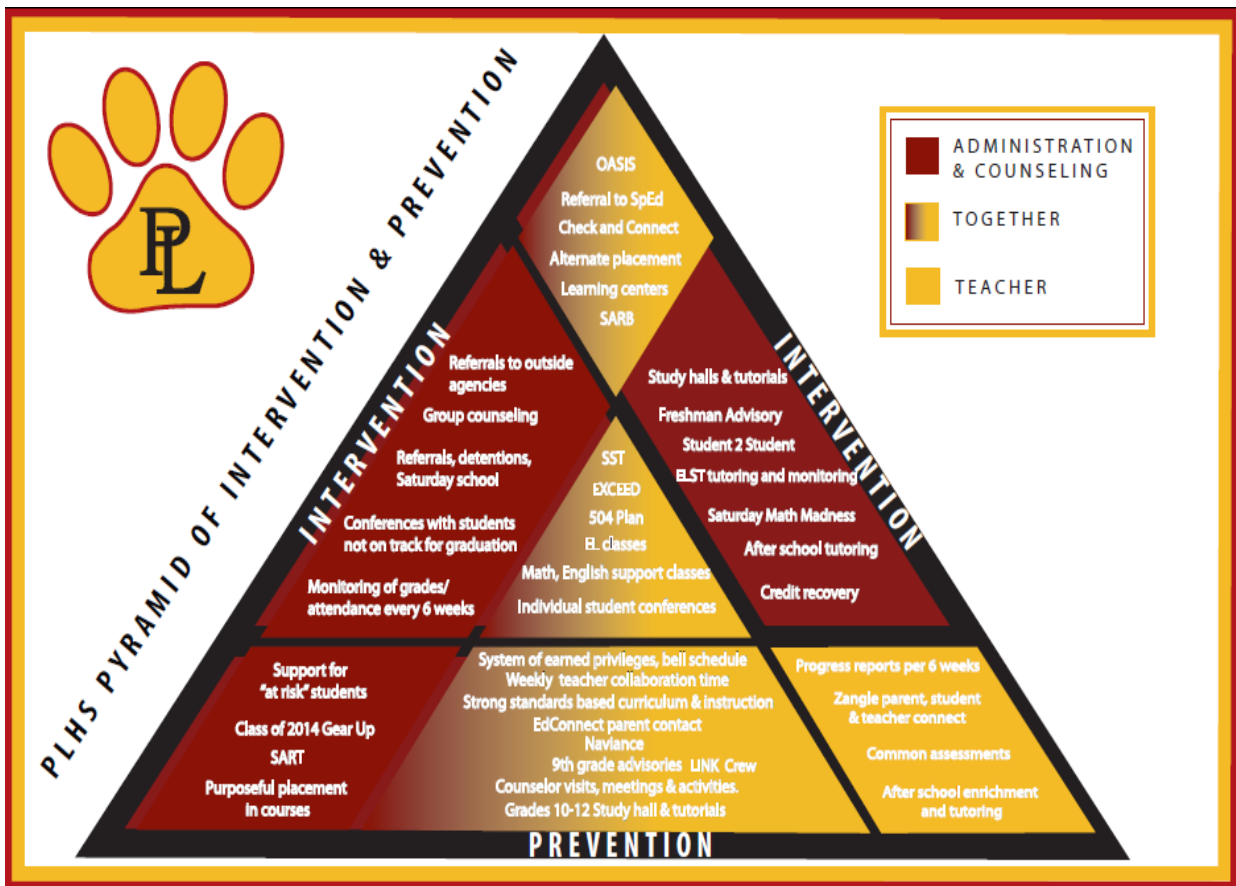
In order to address the declining enrollment by grade level, several tutoring programs have been put into place. Until recently, PLHS offered the Extended Day Program and the Homework Club, but those programs were funded by the 21st Century Grant, which ended after the 2012-13 school year. However, in 2013-14, students in CSF continued to volunteer as tutors after school several days each week in the library. In 2014-15, Point Loma was awarded the Assets Grant, and so after-school tutoring is again offered daily in the library.

Tutoring for EL students is also offered Monday-Thursday after school with our ELST. AVID tutors work with students after school as well, and each of them specializes in different content areas. In the fall of 2009, the Link Crew Program was launched to provide freshmen with upper class mentors for social and academic support during their 5th period advisory classes.

Point Loma High School WASC/CDE Self-Study Report Behavior Interventions

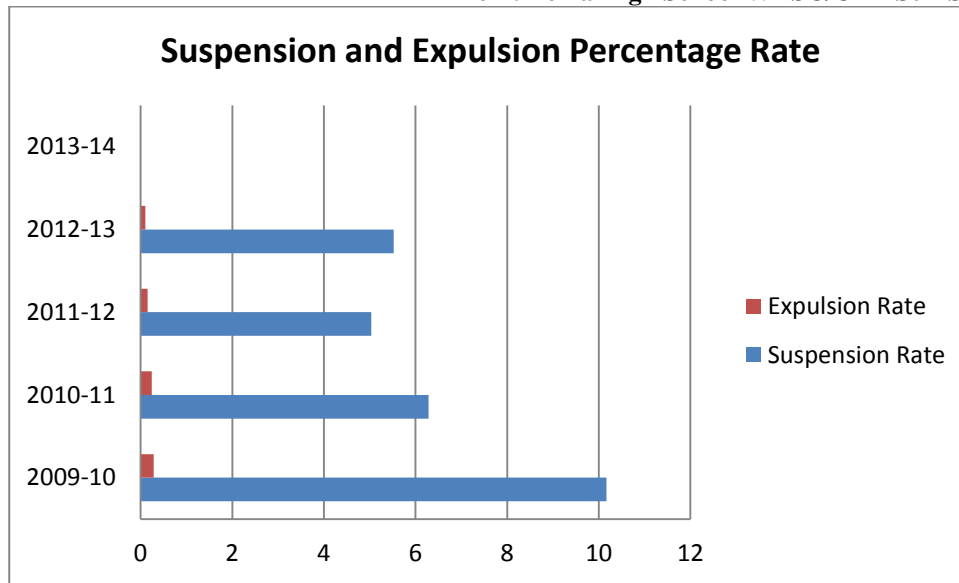
We continue to emphasize the importance of regular school attendance as being a critical link to student achievement. A strict attendance policy (see Citizenship Rubric in the Appendix) ensures a consistent message regarding expectations of students and parents. Tardy detentions occur twice each week, and Saturday school is held at least once each month.

We have developed a three-tiered Pyramid of Intervention to address attendance issues as follows:



Suspensions

The number of students who were suspended from Point Loma High School has declined since the 2009-10 school year, dropping from over 10% to 5.52% in 2012-13. Systems of intervention include counselor weekly attendance checks, the Connect Ed automated dialer calling home every night to notify parents of student absences, teacher contact with parents and parent access to Power School, and the Link Crew program. The vice principals' offices also implemented an In School Suspension (ISS) class that is held as needed, providing the vice principals with one more option before suspending a student.



Suspension and Expulsion Percentage Rate				
	2009-10	2010-11	2011-12	2012-13
Suspension Rate	10.17	6.28	5.03	5.52
Expulsion Rate	0.28	0.24	0.15	0.1

Staff

The dedicated staff of Point Loma High School goes above and beyond to support the achievement of their students. Many staff members have close ties to the community. Several live in or near the Point Loma community. Several are alumni, and many are the parents of alumni or current students. Because PLHS enjoys an excellent reputation within the district, it attracts experienced, highly qualified staff members.

Our staff is committed to do “whatever it takes” to help students to be successful at our high school. At the end of the 2008 school year, a group of our staff members visited Whittier Union High School District near Los Angeles to observe and learn from their successes in implementing a number of Richard Dufour’s best practices that have helped their students achieve. As a result of this visit, for the past 5 years, the Point Loma staff has voted to implement an “Advisory” class, which includes a 25-minute tutorial three times weekly, with time set aside for staff to work in Professional Learning Communities (PLC), and an hour-long lunch that serves as an incentive to underachieving students.

Since the WASC visit in spring 2009, PLHS has seen significant changes in its staffing due to budget constraints and retirement. The vice principal positions were reduced by two, going from four to two vice principals. The office clerical staff has also seen significant turnover since the last WASC visit in 2009.

During the 2011-2012 school year, the counseling team went through a tremendous transition as three of the five full time counselors were new to the school site, including the head counselor position. This transition took some time for students, parents and staff to adjust to but the team is collaborating well and has a renewed vision for the department.

In 2014-15, there are 84 certificated staff teaching and supporting students. Three are teaching outside his or her subject area, and three teachers are working without full credentials. Teachers working without full credentials included those in the district's intern program, and those with emergency credentials.

Of the total number of teaching staff, 62% are female, 38% male. 77% are Caucasian, 3% are African American, 12% are Hispanic, 4% are Asian, and 3% declare other. 95% of our certificated staff are fully credentialed teachers, of which 9% are National Board Certified, and 76% have advanced degrees. The staff at PLHS offers the Point Loma Community 1,143 years of experience in education in the SDUSD and 294 years of experience outside of the San Diego district.

Professional Development

Professional development is an integral and ongoing part of teaching at Point Loma High School. All teachers are part of a Professional Learning Community (PLC) connected to their subject area. PLCs meet several times per month and set goals related to student achievement. Through their PLCs, teachers may choose to collaborate on common assessments, lesson or unit plans, create rubrics, and evaluate student work. PLCs also work together to ensure adherence to the Common Core Curriculum. PLC chairs report progress regularly to their department chair. Department chairs participate in monthly Instructional Leadership Team meetings, where they determine areas of focus and monitor PLC progress. The SDUSD is paying for 10 release days in 2014-15.

Professional development is based on student data, and the DataDirector and Illuminate programs allow staff to more closely monitor and evaluate student achievement on an individual basis. DataDirector and Illuminate provide teachers with performance data for all of their students over a number of years. Additionally, we have two scanners and two workstations which compile the results of common assessments in a format that increases the effectiveness of our PLC work. The scanners provide each PLC the ability to compare student performance on common assessments.

In addition to on-campus, teacher-driven professional development through PLC's, Point Loma High staff members also regularly participate in district-sponsored trainings when there are adoptions of new texts, technology trainings to keep skills up to date, and outside conferences and workshops offered through various professional organizations and universities. AVID teachers attend the AVID Institute each summer, and all AP teachers are encouraged to attend the summer AP By the Sea conference. Most English teachers and many history teachers have attended QTEL (Quality Teaching for English Learners) conference. With the adoption of the Common Core State Standards in California, there has been an increase in standards-based professional development opportunities starting in the 2013-14 school year. The i21 training is also an integral part of our professional development plan.

Student Performance Data

Status of School Performance

In 2009-10, PLHS met 18 of 22 of the Adequate Yearly Progress (AYP) criteria. In 2010-11, PLHS met all 22 AYP criteria. Since that time, Point Loma met 15 of 22 criteria in 2012, 16 of 22 criteria in 2013, and 12 of 21 criteria in 2014. While the achievement gap has narrowed, as is illustrated by an API increase of 65 points in 4 years, we recognize that there is still work to do to support all students in terms of meeting the required proficiency standards.

Despite a long history of high achievement, Point Loma High School is nevertheless identified as a Program Improvement school.

Academic Performance Index (API)

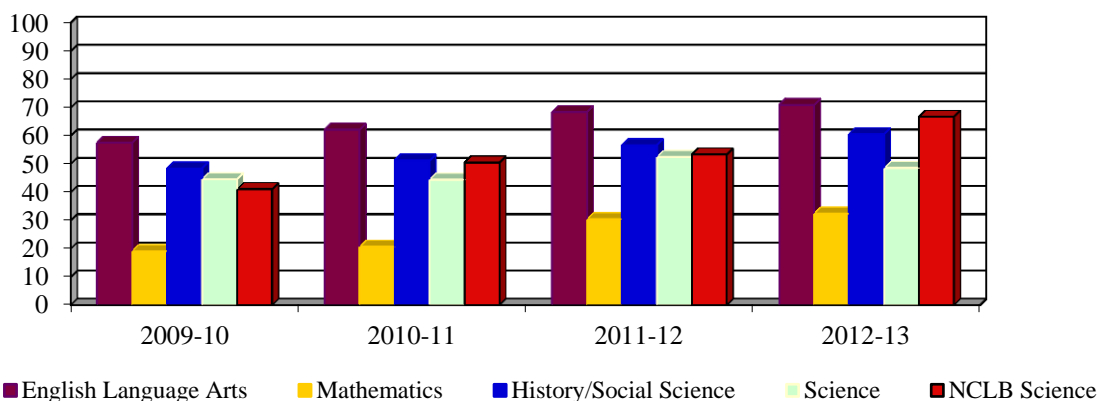
A score of 822 for 2012-13 represents an increase of 65 points in the past four years. Along with huge gains school-wide, nearly all significant subgroups have also seen dramatic improvements in their API scores in the past four years.

API Scores				
	2009-10	2010-11	2011-12	2012-13
All	757	778	812	822
Hispanic or Latino	699	714	746	759
Caucasian	827	844	869	874
English Learners	624	620	661	661
Students with Disabilities	598	564	609	600

California Standards Test (CST)

Between 2009 and 2013, CST scores in almost all disciplines increased. As a whole, the school population is shifting from far below basic to advanced. Over the last four years, the number of lower-scoring students has decreased, while the number of higher-scoring students has increased. Although we are concerned about the achievement levels of the sub-groups, the fact that they have all shown gains in the past 4 years could suggest that the achievement gap is closing.

CST: Students Scoring at Proficient or Advanced Levels



CST: Students Scoring at Proficient or Advanced Levels				
	2009-10	2010-11	2011-12	2012-13
English Language Arts	57.5	62.1	68.3	70.9
Math	19.1	20.6	30.4	32.4
History/Social Science	48.8	51.2	56.6	60.5
Science	44.6	44.4	52.5	48.5
NCLB Science	41	50.5	53.3	66.7

English Language Arts CST Data

English Language Arts (All Grades)					
	% Far Below Basic	% Below Basic	% Basic	% Proficient	% Advanced
2009-10	6	11	25	28	29
2010-11	4	9	25	29	33
2011-12	3	8	20	31	37
2012-13	2	6	22	31	39

Over the years, the numbers of students achieving at the far below basic level has declined, while the number of students scoring at the advanced level has increased--a positive, however modestly demonstrated trend in the area of English Language Arts.

English Language Arts (By Grade)						
Year	Grade	% Far Below Basic	% Below Basic	% Basic	% Proficient	% Advanced
2009-10	9	4	8	23	33	33
	10	8	13	27	25	27
	11	7	13	26	27	28
2010-11	9	2	6	21	27	43
	10	4	8	25	33	30
	11	6	11	30	25	27
2011-12	9	2	6	17	32	44
	10	3	10	22	33	32
	11	4	10	23	28	35
2012-13	9	2	5	17	31	45
	10	2	4	23	33	38
	11	3	10	25	29	33

Mathematics CST Data

In Mathematics, overall numbers of far below and below basic scores have decreased, while numbers of proficient and advanced scores have increased.

Mathematics (All Grades)					
	% Far Below Basic	% Below Basic	% Basic	% Proficient	% Advanced
2009-10	18.1	37.3	25.5	14.1	4.9
2010-11	15.2	36.4	27.8	15.9	4.7
2011-12	8.6	29.3	31.7	23.7	6.8
2012-13	7.6	29.4	30.5	24.7	7.7

The percentage of all students scoring below basic in mathematics is much higher than we consider acceptable; however, these numbers have decreased slowly over the past few years.

Mathematics (By Grade)						
Year	Grade	% Far Below Basic	% Below Basic	% Basic	% Proficient	% Advanced
2009-10	9	9	32	31	20	8
	10	20	42	25	10	2
	11	26	38	19	12	5
2010-11	9	9	32	32	20	8
	10	15	39	29	15	3
	11	23	39	22	14	3
2011-12	9	5	27	31	28	10
	10	9	30	32	24	5
	11	12	32	32	19	5
2012-13	9	8	27	26	28	12
	10	7	34	31	23	4
	11	8	27	37	22	6

Science CST Data

Schoolwide growth in science has fluctuated over the past four years. The most noticeable change has been in the percentage of students who scored far below basic. All science content areas show a decline in the far below basic numbers, but only modest gains elsewhere.

Earth Science					
	% Far Below Basic	% Below Basic	% Basic	% Proficient	% Advanced
2009-10	15	12	41	25	8
2010-11	11	14	31	29	14
2011-12	10	14	37	29	10
2012-13	11	11	43	27	8

Biology					
	% Far Below Basic	% Below Basic	% Basic	% Proficient	% Advanced
2009-10	7	12	31	26	24
2010-11	6	13	29	26	26
2011-12	2	6	30	26	36
2012-13	2	6	31	33	27

Chemistry					
	% Far Below Basic	% Below Basic	% Basic	% Proficient	% Advanced
2009-10	13	15	33	28	11
2010-11	8	16	42	22	12
2011-12	10	16	29	30	15
2012-13	5	11	45	26	13

Physics					
	% Far Below Basic	% Below Basic	% Basic	% Proficient	% Advanced
2009-10	5	8	37	28	23
2010-11	2	9	38	29	23
2011-12	3	6	36	31	24
2012-13	1	8	39	29	24

Additionally, similar growth in NCLB 10th grade science achievement is significant. 13% more 10th graders scored advanced in 2013 than in 2010. And, there was a reduction of 5% in 10th graders who scored far below basic in that same time.

NCLB Science – 10th grade						
Year	Grade	% Far Below Basic	% Below Basic	% Basic	% Proficient	% Advanced
2009-10	10	7.9	13.3	37.8	29.3	11.7
2010-11	10	7.1	9.6	32.8	34.1	16.4
2011-12	10	7.1	8.2	31.4	34.9	18.5
2012-13	10	2.5	5.7	25	41.7	25

History/Social Science CST Data

In history/social science, we have seen a decrease in the percentage of students scoring in the far below basic range – with a drop of well over 10% in 4 years. In addition, we have seen an increase in the percentage of student scoring advanced, rising from 21% in 2010, to 30% in 2013.

History/Social Science (all grades combined)					
	% Far Below Basic	% Below Basic	% Basic	% Proficient	% Advanced
2009-10	12.4	11.6	27.3	27.7	21.1
2010-11	10.3	11.3	27.3	25.4	25.8
2011-12	9.3	7.0	27.0	29.1	27.5
2012-13	4.7	6.7	28.0	29.9	30.6

CST Subgroup Data

As indicated on the California Standards Test chart, it is apparent that our greatest need falls with our English Learner student population. While proficiency is increasing in nearly all areas of study for nearly all sub-groups, EL scores have declined in three out of four subject areas. The staff is concerned with the academic performance of EL students and is making their achievement a priority. It should be noted that this decline in performance, however, coincides with a sharp decline in EL designated students. Many students who might have earned high scores as English Learners have since been reclassified as Fluent English Proficient, due to the efforts of the Point Loma High School English Learner Support Teacher.

Additionally, subgroup student performance on the mathematics portion of the CST continues to be of concern to the PLHS staff, and we are committed to improving student achievement in this area.

Hispanic students have shown the highest advanced and proficient increases of any subgroup in the last four years. Coinciding with that is a sharp decline in the number of Hispanic students who scored far below basic and below basic. This is a positive trend for this subgroup.

California Standards Test, All Grades (Percent scoring at the Proficient or Advanced level)

	Year	ELA	Math	History	Science
English Learners	2009-10		3.6		4.6
	2010-11	7.7	4.8	6.1	8.4
	2011-12	5.7	2.4	3.2	
	2012-13	4.1	4.4	2.1	6.2
Economically Disadvantaged	2009-10	41.5	11	31.6	28.8
	2010-11	46.5	13.9	36.2	31.3
	2011-12	54.2	18.9	41.4	38.2
	2012-13	54.3	19.3	46.6	31.8
African American	2009-10	48	8	33.8	32.7
	2010-11	50.5	10.8	38	25.2
	2011-12	59.3	19	45.2	39.8
	2012-13	48.1	12.5	38.5	27.5

Point Loma High School WASC/CDE Self-Study Report

	Year	ELA	Math	History	Science
Hispanic	2009-10	41.6	10	35.3	28.3
	2010-11	45.4	12.4	33.9	28.9
	2011-12	52.8	16.8	41.2	34
	2012-13	53.8	18.4	44.7	31.8
Special Ed.	2009-10	18.5	5	24.7	22.3
	2010-11	25.2	11.8	27.3	23.7
	2011-12	16.7	5.4	27.3	15
	2012-13	25	8.2	24.1	18.1

California High School Exit Exam (CAHSEE)

The percentage of sophomores passing CAHSEE has increased since the 2009-10 school year. In English, 10th grade scores have increased from 80 percent passing in 2010 to 92 percent in 2013. In mathematics, 10th grade students went from 74 percent passing to 88 percent in 2013.

All subgroups also showed an increase from 2010-2013. Our EL population shows the most dramatic increase in both English and mathematics, and we are encouraged by the growth of all populations.

Point Loma High School WASC/CDE Self-Study Report
CAHSEE--10th Grade Census Scores
Results of students testing for the first time, in their 10th grade year
 (Percent passed)

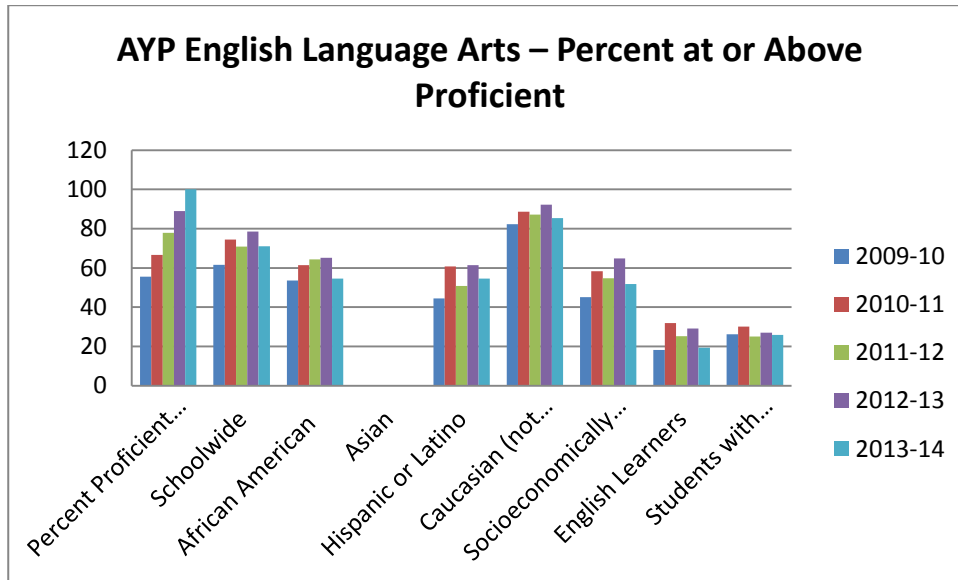
	Year	English	Mathematics
All 10 th Grade	2010	79.7	74.5
	2011	87.8	87.6
	2012	84.3	83.8
	2013	92.2	88.3
	2014	91.2	91.2
English Learners	2010	18.8	23.2
	2011	29.2	60.4
	2012	37.5	50.0
	2013	76.4	67.4
	2014	44.4	58.3
Econ. Disadvantaged	2010	69.6	63.6
	2011	77.9	77.0
	2012	78.4	78.0
	2013	88.2	82.8
	2014	85.9	88
African American	2010	69.1	66.7
	2011	77.8	55.6
	2012	80.7	79.0
	2013	81	78.6
	2014	81.5	81.5
Hispanic	2010	67.3	60.9
	2011	81.1	82.4
	2012	78.1	77.3
	2013	98.2	97.1
	2014	84.7	85.8
Special Ed.	2010	46.3	44.4
	2011	65.7	62.9
	2012	46.1	47.7
	2013	87.5	79.2
	2014	60.1	63.04

In the 2009-10 school year, almost all students at Point Loma High School had passed both sections of the CAHSEE in time for graduation. Since that time, the numbers have fluctuated somewhat, but not enough to make significant claims about most of the subgroups. The only noticeable difference is the fluctuation in the last four years in the percentage of Special Education students who failed to pass either section of the CAHSEE. However, that directly correlates to the fact that the State of California has a CAHSEE waiver in place for all Special Education and 504 students. Therefore, many Special Education students were able to graduate without a passing CAHSEE score, and did not take the test, and therefore are reflected in the data as not having passed the test.

Adequate Yearly Progress (AYP)

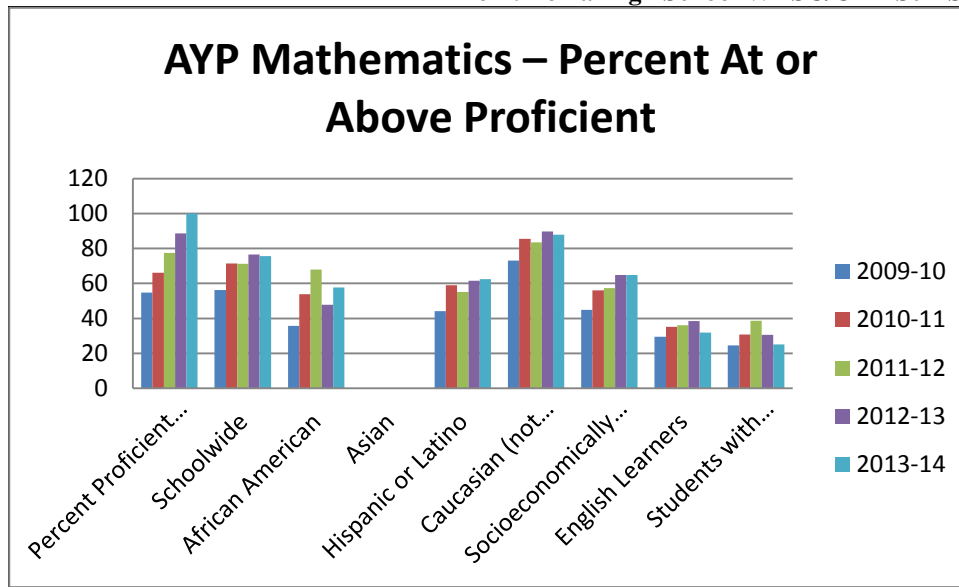
In 2010 and 2011, Point Loma High School met our AYP growth targets in both English language arts and in mathematics. However, in 2012-2014, we failed to meet the targets in both areas.

Although not all subgroups have met their ELA growth targets in the past five years, most have nevertheless shown growth, in some cases, significant growth. This growth trend is reflected in the school-wide increase over the past four years from 61.6% in 2010 to 71.1 in 2014.



AYP English Language Arts – Percent at or Above Proficient					
	2009-10	2010-11	2011-12	2012-13	2013-14
Percent Proficient Target	55.6	66.7	77.8	88.9	100
Schoolwide	61.6	74.5	70.8	78.6	71.1
African American	53.6	61.5	64.3	65.2	54.5
Asian					
Hispanic or Latino	44.5	60.7	50.8	61.4	54.6
Caucasian (not Hispanic)	82.3	88.6	87.2	92.2	85.3
Socioeconomically Disadvantaged	45.1	58.4	54.8	64.8	51.8
English Learners	18.3	32.0	25.3	29.1	19.4
Students with Disabilities	26.3	30.2	25.0	27	25.9

Similarly, in mathematics, all subgroups showed increases of at least 10% over the past four years, with the exception of English learners and students with disabilities, whose gains were smaller. Schoolwide, we experienced an encouraging increase of almost 20% in this time, but still did not manage to meet our target.



AYP Mathematics – Percent At or Above Proficient					
	2009-10	2010-11	2011-12	2012-13	2013-14
Percent Proficient Target	54.8	66.1	77.4	88.7	100
Schoolwide	56.3	71.5	71.2	76.5	75.6
African American	35.7	53.8	67.9	47.8	57.6
Asian					
Hispanic or Latino	44.1	58.9	55.1	61.6	62.4
Caucasian (not Hispanic)	73.1	85.6	83.5	89.8	87.9
Socioeconomically Disadvantaged	44.9	56.1	57.3	64.9	64.9
English Learners	29.4	35.1	36.0	38.5	31.9
Students with Disabilities	24.6	30.8	38.6	30.6	25.0

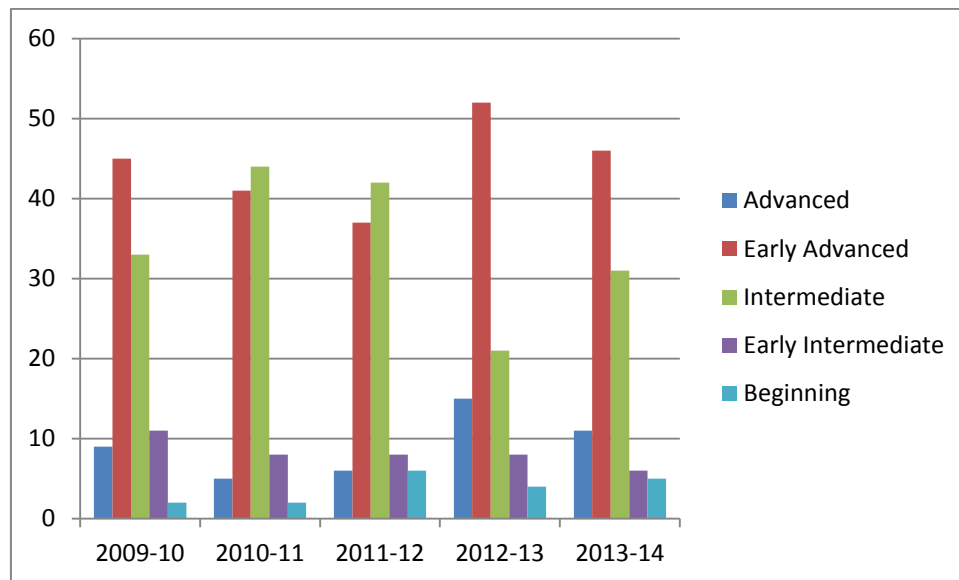
California English Language Development Test (CELDT)

The California English Language Development Test is a test given to all English Learners currently enrolled at Point Loma High School as well as all students new to the District who speak a language other than English. The percentage of students who are designated as English Learners at Point Loma has declined significantly over the past four years. This recent decline can be attributed to a dramatic increase in the number of students qualifying for and attaining the status of re-designation to Fluent English Proficient (RFEP).

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Data related to the CELDT is helpful for understanding the needs and achievement levels for the English learners at Point Loma High. Those students at the beginning and early intermediate levels are being served in our ESL and ESL support classes. These students receive special attention with class scheduling and with primary language support when possible. The students at the Intermediate and Early Advanced levels are strategically placed with teachers in all core content areas who have training in working with English Learners. These teachers incorporate English Language Development into their content lessons. Additionally, those students who have remained at the Intermediate or Early Advanced level and have been in our district for longer than five years are eligible for a support class tilted, Academic Language Development. These Long Term English Learners learn targeted vocabulary and academic language that supports them in all of their content classes as well as strategies for becoming greater self-advocates and participants in their education.

With these targeted supports at all levels, our population of English Learners should continue to improve in their test scores on not only the CELDT, but on the Common Core assessments and CAHSEE as well.



CELDT: Percentage of EL Students at Each Performance Level					
	2009-10	2010-11	2011-12	2012-13	2013-14
Advanced	9	5	6	15	11
Early Advanced	45	41	37	52	46
Intermediate	33	44	42	21	31
Early Intermediate	11	8	8	8	6
Beginning	2	2	6	4	5

SAT

All students at Point Loma High School are encouraged to take the SAT if that matches their college plans. Approximately half of the senior class chooses to do so. Point Loma High students consistently score near or above district, county, and statewide averages. Encouraging more students to take the SAT could mean that students who consider themselves less prepared for the test are now taking the SAT. While this may temporarily result in lower overall test averages, the staff of Point Loma High school prefers to encourage the ambitions of all students.

A large majority of our students take both the SAT and American College Test (ACT). In order to properly prepare for these tests, Point Loma High school offers a Princeton Review Preparation Class after school and on Saturdays and the SDUSD offered the Preliminary Scholastic Assessment Test (PSAT) test to be taken by all students in grade 10 in 2013-14.

SAT scores

Subject	2010	2011	2012	2013
Gr. 12 Enrollment	413	442	412	442
Number tested	204	293	250	285
% tested	49.36	66.29	60.68	64.48
% of test takers scoring 1500 or above	52.5	53.6	48.8	55.4
Critical Reading Average	512	517	495	514
Math Average	522	518	500	519
Writing Average	501	502	491	500

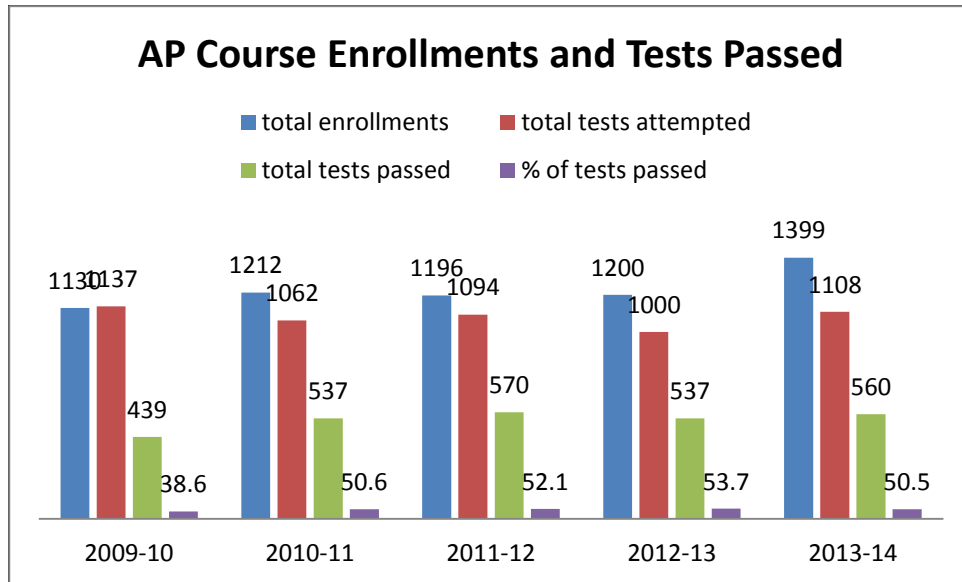
Note: This table displays the percentage of the school's grade 12 students who voluntarily take the SAT Reasoning Test for college entrance and the average verbal, math, and writing scores of those students. Students may take the test more than once, but only the highest score is reported at the time of graduation. Detailed information regarding SAT results and comparisons of these average scores to the district and state levels can be found at the CDE Web site at www.cde.ca.gov/ds/sp/ai/

Advanced Placement Courses

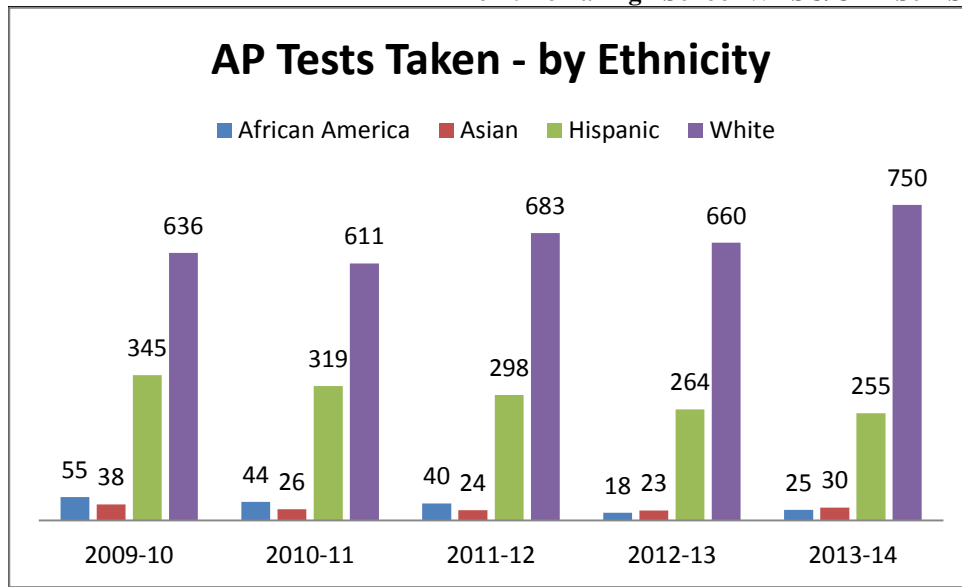
Point Loma High School has an "open door" policy, in keeping with the practices of the College Board, which encourages any student who is willing to accept the challenges of this most rigorous course of study to enroll in AP classes.

Point Loma High School WASC/CDE Self-Study Report

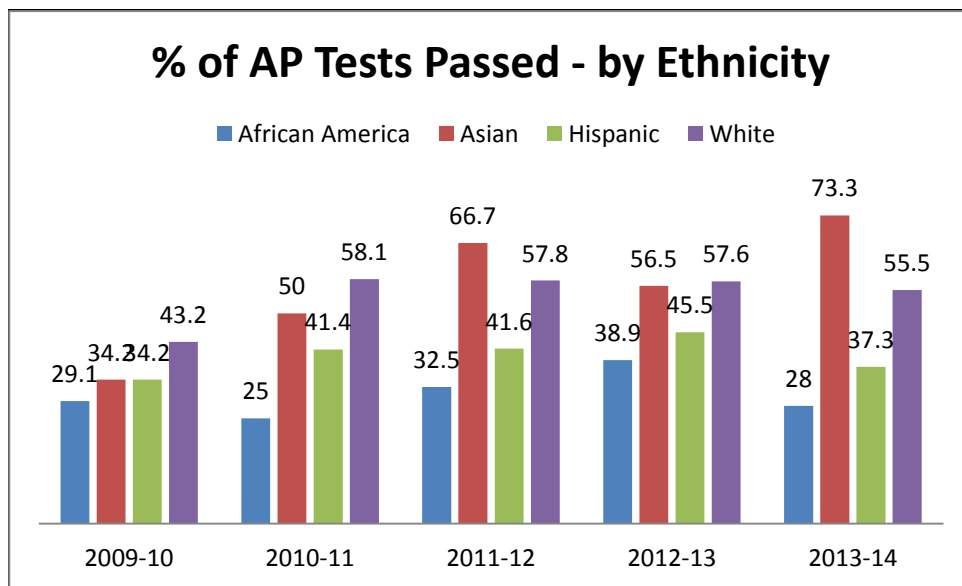
Over the past four years, the number of students enrolled in AP classes has stayed fairly constant. However, the total number of tests attempted by Point Loma students has decreased in this time. This may correlate to the fact that the school district previously covered the cost of the AP test for all students, but in the 2010-11 school year, students started having to pay for tests themselves. This may result in fewer students choosing to take the test since the tests are \$89 each. This may also be reflected in the higher overall passing rate, as students who are not confident in their ability to earn a passing score might opt to not take the test.



	2009-10	2010-11	2011-12	2012-13	2013-14
total enrollments	1130	1212	1196	1200	1399
total tests attempted	1137	1062	1094	1000	1108
total tests passed	439	537	570	537	560
% of tests passed	38.6	50.6	52.1	53.7	50.5



AP Tests Taken – By Ethnicity	2009-10	2010-11	2011-12	2012-13	2013-14
African America	55	44	40	18	25
Asian	38	26	24	23	30
Hispanic	345	319	298	264	255
White	636	611	683	660	750



% of AP Tests Passed – By Ethnicity	2009-10	2010-11	2011-12	2012-13	2013-14
African America	29.1	25.0	32.5	38.9	28
Asian	34.2	50.0	66.7	56.5	73.3
Hispanic	34.2	41.4	41.6	45.5	37.3
White	43.2	58.1	57.8	57.6	55.5

The schoolwide AP pass rate has increased significantly over the past 4 years, going from 37% in 2010 to 59% in 2013. This trend is reflected in all major ethnic subgroups. However, this may be due in part to the fact that the entire school population has declined, which means fewer students are testing.

University of California a-g Requirements

Over the last three years (2010-2013), the number of students completing the a-g course requirements for UC admission increased from 172 in the graduating class of 2010 to 221 in the graduating class of 2013. The percentages reflected in those numbers are:

- 2010 – 42.7 percent of graduates were UC completers
- 2011 – 44.8 percent of graduates were UC completers
- 2012 – 51.3 percent of graduates were UC completers
- 2013 – 51.5 percent of graduates were UC completers
- 2014 – 58.4 percent of graduates were UC completers

The number of students graduating from Point Loma High School who are qualified to enter a UC campus is increasing steadily and significantly over time. This reflects Point Loma's mission to offer support and intervention to students failing to earn an A, B, or C in their a-g classes.

Report Card Grades

The percentage of Fs and Ds earned has declined from 48.5% in 2010 to 40.8% in 2014. This may be attributed to tutoring programs put in place, counseling, teacher efforts and interactions. Increased teacher/parent communications such as website accessible Parent and Student Connect may have contributed to this decline.

Percent of Students with D and F Grades					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-14
D and F	48.5	48.3	40.0	40.9	40.8
F	29.5	29.6	22.0	22.8	23.7

Graduation Rates

We are encouraged by the fact that graduation rates have increased by 3.2% since 2010. Data for 2013-14 is not yet available.

	Graduation Rates by Percentage			
	2009-10	2010-11	2011-12	2012-13
Percentage	92.8	94	92.5	95

WASC Survey Results

During the fall semester of 2014 students, parents and teachers were asked to complete an on-line survey about Point Loma High School. The results are summarized in the Appendix. It should be noted that in January, we decided to try to reach a greater number of students in our survey, as only about half had responded. Updated survey data will be available during the March visit.

Point Loma High School WASC/CDE Self-Study Report
Chapter II: Progress Report

Ongoing Schoolwide Improvement

The Point Loma High School WASC Action Plan/Single Plan for Student Achievement (SPSA) is developed with input from all stakeholders in order to drive our school improvement efforts. Based on perceived areas of need identified through the careful analysis of data, this plan was created and approved by the School Site Council (SSC) and the Point Loma High School Leadership Team. Modifications are made to the plan annually by all stakeholders and are approved by the SSC. Our plan is reviewed and approved by the San Diego Unified School District board of education on an annual basis.

In the spring of 2009, the WASC visiting committee left behind the following Schoolwide Critical Areas for Follow-up at the end of their visit. What follows is a report on the progress that has been made at Point Loma High School on the critical areas for follow-up. We believe that the progress we make in each one of these areas is essential for the effective implementation of our WASC Action Plan/SPSA.

Procedure 1: Significant Developments

Point Loma High School is constantly changing and evolving to meet the needs of its student population. Some of the changes are voluntary and are implemented in an effort to improve instruction and campus culture. Other changes are brought on by outside forces beyond our control, and although they may create challenges for our staff, we work together to do what is needed to ensure student success.

- We began an advisory program in 2009-10, based on our school mission to connect all students to school and to support all students in their most challenging academic classes. Adding the advisory class was part of the action plan in the last full self-study. Advisory classes meet most Tuesdays and Wednesdays, and include study halls, tutorials, and freshman guided studies classes. Students who meet specific criteria are entitled to an extended lunch during this class period. The current criteria for extended lunch are: a 3.0 gpa or higher no F, D, N, or U. The PLHS staff must vote on advisory annually, with at least 2/3 of the staff in favor of the program. The staff has voted in favor of advisory every year, and the percentage of staff in favor has increased each year.
- California's budget crisis in the past several years has caused a lot of disruption in the staff at Point Loma High.
 - Most noteworthy is the effect this has had on our counseling office. In the last 5 years, we have had to reduce the counseling staff by 1, and we have had 4 out of 5 of the remaining counselors replaced at least once.
 - In addition, the support staff in the front office has changed considerably. We have had several administrative assistants, site techs, attendance clerks, counseling secretaries, and vice principal's secretaries. Positions have been eliminated and hours have been reduced.
 - As of the 2013-14 school year, Point Loma no longer has a school librarian.
 - Teaching positions have been reduced.
- The San Diego Unified School District has had several superintendents in recent years, each with his/her own agenda. One result of this leadership change was that Point Loma had to reduce administrative staff from 4 vice principals to 2.
- In 2014, a new principal took over the leadership of Point Loma High. This change was not as disruptive as it could have been, since the new principal had already worked here for four years as a vice principal.
- In 2013-14, California schools began implementing the Common Core State Standards, which involves a change in teaching practices and assessment.
- In 2013-14, San Diego Unified schools replaced Zangle with Power School, resulting in staff district-wide needing to learn a new technology management system for attendance, scheduling, and grades. This made for a challenging start to the school year for students and staff alike.

- Beginning with the class of 2016, all students in San Diego Unified Schools must meet the University of California's A-G requirements in order to graduate from high school.
- New construction in multiple parts of the campus has resulted in increased opportunities for students (video production classes, a new weight room, a new athletic training facility and history classrooms, a new band room, etc.).
- Technology has increased vastly at Point Loma High in the past several years. Most classrooms are equipped with Promethean Boards, and in some cases, netbooks or iPads. In the next few years, this technology roll-out will be completed in the remaining classrooms.
- English classes have de-tracked over the past 3 years. We started with 9th grade English classes, and have added one class each year. Currently, all 9th, 10th, and 11th grade English classes (with the exception of 9th and 10th grade Seminar English) are de-tracked.
- Professional Learning Communities were developed in 2009-10, and meet regularly on early-out days, and sometimes during prep periods. PLC members examine data and student work, plan units, lessons, and common assessments, and share challenges and success with one another in an effort to better serve all students
- The Instructional Leadership Team formed since last full self-study. The ILT focuses on improving instruction for all students, and helps to plan staff meetings and professional developments.

Procedure 2: Schoolwide Critical Areas for Follow-up

From 2009, the last full study:

- Provide ongoing professional development and leadership guidance to facilitate PLCs in creating common, standards driven units of study and assessments for all content areas.
- Provide ongoing professional development and leadership guidance for PLCs to effectively use data to adjust curriculum and instruction for all content areas.
- Increase knowledge, alignment and attainment of academic standards in all content areas.
- Coordinate separate intervention programs into a comprehensive, systematic approach to supporting all students.
- Continue to develop ways to support at risk and EL students inside and outside of the classroom.
- Improve attendance, timely arrival to class, and graduation rates.
- Further develop the current work in writing processes and common rubrics both within the English Department and school-wide

From the 2012 mid-term report:

- Continue to refine support systems for lower achieving students
- Continue to support the school's PLC process
- Continue to provide staff development in standards-based instruction and learning

Procedure 3: Ongoing Follow-Up Process

As part of the ongoing school improvement process to focus on student learning, Point Loma High School staff works annually to meet the goals of our 2009-10 Action Plan. The following goals were outlined as major focus points at that time:

1. Improve student achievement in English Language Arts in all grades
2. Improve student achievement in Mathematics in all grades
3. Increase graduation rates and standardized test scores for all students through expansion of Professional Learning Communities.

The action plan was embedded into the Point Loma High School Single Plan for Student Achievement. The process for achieving these goals as a part of that plan has included the following:

- Regular yearly reports to the SSC and the IGC by administration
- Monthly reports to and from all departments through the Instructional Leadership Team
- Principal's Work Plan (district mandated yearly report by principals)
- Regular discussions at counseling, administrative, and department meetings
- District-mandated yearly site counseling plan
- Regular PLC meetings and collaboration time
- WASC coordinator will continue in role to coordinate Action Plan

Procedure 4: Progress, Evidence, Impact on Student Learning for Action Plan Sections or Goals

The 2009-10 Action Plan goals tie-in directly to the identified Critical Areas for Follow-Up. The three goals mentioned above have all been achieved, as evidenced by data presented in Chapter 1.

Critical Area for Follow-Up #1: Provide ongoing professional development and leadership guidance to facilitate PLCs in creating common, standards driven units of study and assessments for all content areas.

Teachers and administration have attended Rick DuFour's Professional Training and there has also been follow-up training for key leadership on professional learning community (PLC) work. Teachers from all departments attended *DataDirector* training starting in 2010, and in 2013, some teachers received training in the district's new data program, Illuminate, in order to analyze common assessment data for benchmark standards assessments. Throughout the year, administrators have attended and provided input at PLC meetings in all departments. Teachers in all departments use *DataDirector* to guide standards-based instruction. PLCs frequently review the common assessments to find successes and areas of improvement for student learning.

ELA

Since 2009 the English department has embraced the PLC model with a focus on 9th and 10th grade teams. In 2011 we were able to reorganize our master schedule so that no English teacher teaches both 9th and 10th grade classes. This means both teams can meet simultaneously on our early-out days and no one ever has to decide which meeting is more critical. In addition, we have arranged the master schedule so that the 9th, 10th, and 11th grade teams each have common prep periods.

Following the lead of our feeder school, Correia Middle School, we de-tracked our 9th grade English classes in 2011-12 and in the 2012-2013 year de-tracking continued into our 10th grade classes, followed by the 11th grade classes in 2013-14. During the summer of 2011 the five teachers of the 9th grade team spent eight days together collaboratively creating the curriculum for the newly de-tracked 9th grade English classes. As de-tracking rolled out into successive grade levels each year, the corresponding grade-level teams met to follow in the footsteps of the 9th grade team.

The current revolution in the English department is the introduction of the i21 equipment that was added to most of our English classrooms beginning in 2010 with Promethean boards and 1:1 netbooks. With these resources teachers are now able to facilitate increased use of Internet research, digital collaboration, word processing, and the ongoing integration of digital literacy skills.

Since 2009, all 10th grade English teachers have collaborated to align their curriculum with CAHSEE prep in order to support our students. During the 2009-2010 school year, English teachers participated in the San Diego Area Writing Project (SDAWP) to ensure academic writing in all of our standards-driven units.

Our school site fully supports the AVID program and professional development is an integral part of our success. Eight teachers and one administrator attended the AVID 2011 Summer Institute. Since then, a team of teachers and an administrator have attended this institute each summer. In 2011, six teachers attended “Critical Reading” workshops and “Writing” workshops. We also provided an AVID staff development to the entire PLHS teaching staff before school started in September 2011. The entire staff was introduced to AVID strategies. Follow-up training continued all year as part of the PLHS professional development plan.

History

The Point Loma History Department has seen gains in California State Testing scores in both World and U.S. History since 2009 and increasing numbers of students continue to pass AP exams in the AP social studies courses. All history teachers have been trained in and use Promethean Boards in their classrooms. The history teachers are adapting the technology into their lessons and activities for the students to enter a higher level of engagement in historical research, critical thinking, and analysis of primary and secondary sources. In world history, teachers use district-provided units of study along with a district provided pacing guide in order to align curriculum to state standards. World history teachers are working together in their PLC to develop units and assessments that align to the Common Core State Standards. In the U.S. history PLC in 2011 and 2012 teachers developed a common assessment to gauge student knowledge before the CSTs, then using the data the teachers determined which standards needed more review than others. US History teachers are working in their PLC in 2013-14 to include more of a focus on the Common Core literacy standards.

Mathematics

The mathematics department develops specific common assessments and reconvenes in PLCs to review data of such assessments. With the data, staff members discuss teaching strategies for specific topics covered on the assessments and compare best practices. Within PLCs, groups decide on common curriculum according to state standards. Geometry and CAHSEE prep classes work on common teaching strategies, to prepare all students for the CAHSEE.

Science

The earth science PLC uses data director when they meet regularly to review data on common standards based assessments. The biology department is working hard at incorporating the process of inquiry into lab activities. During PLC time they share ideas and work on creating labs and activities that will address the Common Core Standards. They are working to transitioning the curriculum to align with the Smarter Balanced Assessments. They are creating a Smarter Balanced common assessment for each school quarter. During PLC time the biology team discusses the progress of the students, reviews the implementation of new activities, and redesigns curriculum as needed.

Point Loma High School WASC/CDE Self-Study Report Special Education

Special Education department staff members have attached themselves to a particular department in developing common assessments. Special educators attend PLC meetings throughout the month within their specific areas of study. Support classes for students needing additional re-teaching and review for academic general education classes, via small group instruction, outside of the general education environment are also taught by special education staff.

Art

The art department meets continually to discuss main elements of art and design as aligned with content standards. Members discuss the integration of art history and technology into their classrooms to support their common goals to meet state standards.

CCTE

The College, Career and Technical Education (CCTE aka ROP) teachers participate in professional development, pull-out days for projects and have infused their training into the curriculum. College, Career and Technical Education meetings purposefully connect with the district standards and guidelines. There are also meetings with other CCTE teachers from other school sites to create common goals following state standards.

Critical Area for Follow-Up #2: Provide ongoing professional development and leadership guidance for PLCs to effectively use data to adjust curriculum and instruction for all content areas.

PLHS is providing PLCs with professional development and guidance in several ways. First and foremost, every department has received *DataDirector* training. The *DataDirector* software provides longitudinal tracking and reporting of student assessment data, student demographic data, and program/event attendance, as well as professional development activities, paraprofessional activities, student grades and teacher data. This training gives teachers and PLCs the tools to analyze student performance at the individual, class, and school levels. The district is rolling out a new data review program called Illuminate – limited training has taken place in 2013 and will increase in the coming years.

Administrators also provide ongoing leadership guidance by regularly distributing Pre-CAHSEE, CELDT, CST and benchmark results from *DataDirector* during PLC meetings. This in turn informs PLCs of growth and gaps in learning, both for individual students and the classroom as a whole. For example, the geometry PLC worked closely with a vice principal to analyze Pre-CAHSEE results using *DataDirector*. The teachers were able to spiral those standards into the curriculum in the two months leading up to the actual CAHSEE test. Examining the data also led to additional support classes in English and math. Similarly, the science department uses common assessments and *DataDirector* to analyze student performance in order to prepare students for CST testing.

The Instructional Leadership team was created in 2012 to facilitate PLC work. It is comprised of teacher leaders from every department, as well as all administrators. The ILT meets every month to report on PLC progress and report on goals and expectations. In addition, the ILT meets prior to the start of every school year. The purpose of these meetings is to gauge the efficacy of the past year's PLC work and ILT efforts, and to determine a focus for the coming year. The ILT's focus for the 2013-14 school year is schoolwide alignment of curriculum to the California Common Core Standards.

Critical Area for Follow-Up #3: Increase knowledge, alignment and attainment of academic standards in all content areas.

Since the 2009 WASC visit, Point Loma High teachers and administrators made a concerted effort to align all curricular areas to the California State Standards, and relied heavily upon PLCs and CST data to focus that work. In 2010, California adopted the Common Core Standards, to be effective in 2013. Therefore, the newly de-tracked 9th grade English team in 2011 began to create a common curriculum, aligned to the common Core standards. Throughout 2012, the math department attended professional development to familiarize math teachers with the new standards, before they would be required to use them in 2013. In 2013-14, the entire school is working toward alignment with the Common Core Standards, in every content area, as determined by the ILT.

The core curricula departments (English, math, science, and history) have used PLCs, summer workshops, and/or other teacher work times to align curricula with the common core standards and the UC A-G requirements. The English department used professional development time to write benchmarks and common assessments and become more knowledgeable about how their standards are assessed. All core departments have used PLC time to continue to develop quizzes, tests, or other assessments based on course standards.

From fall 2009 to spring 2013, the PLHS counselors implemented the *Upper Level Club* (ULC). ULC offered two additional hours of tutoring in the core curricula for all students. Teachers and counselors were paid to work with students Monday through Thursday. Snacks were also provided to students during this time, as well as bus passes so that students could stay longer. The grant that funded this program was not renewed for the 2013-14 school year, and so the Upper Level Club no longer functions at PLHS. However, CSF students and some teachers have attempted to fill that void by volunteering tutoring time in the library after several days each week.

Tutoring is also offered to students during the school day. As part of the Advisory Program, students who earn below a 3.0 GPA, or have a D, F, U, or N are placed into an advisory/study hall class in which they can seek additional support. The class lasts for 25 minutes prior to lunch. Students who are not assigned to an advisory class are offered an extended lunch period; however, many of those students use their extended time to study for classes, meet with teachers, and prepare for AP exams and SATs. In addition, many teachers continue to offer tutoring and one-on-one time to students before school, during lunch, and after school.

Teach Like a Champion by Doug Lemov was introduced to the staff at the beginning of the 2010-2011 school year. The techniques presented in the text were demonstrated during staff meetings by teachers. Such strategies as No Opt Out, Right is Right, and Do It Again are strategies which hold students accountable to knowing the content and increasing the learning and attention in the classroom. At the same time, the strategies used and practiced hold teachers accountable for checking for understanding among all students.

The staff has also participated in professional development around how to write daily objectives that are standards-based, measureable and achievable within the class period. The staff also developed an observation form that is by administrators used to monitor progress in the classroom.

Critical Area for Follow-Up #4: Coordinate separate intervention programs into a comprehensive, systematic approach to supporting all students.

The current system of intervention was created during the 2008-2009 school year, with the design of the PLHS *Pyramid of Intervention*. The Pyramid of Intervention helped to coordinate and organize all the support programs in place here at PLHS.

Over the past 6 years, resources include tutoring support provided by individual teachers, Upper Level Club, SAS tutoring, Saturday Math Madness, Advisory period, AP Boot Camps, the *Gear Up* program, the ELST, CAHSEE support classes, and ROTC and Athletic tutoring. Academic progress can be monitored by both students and parents using on-line access to current classwork and attendance.

The Positive School Culture Committee (PSC) worked on creating a *Respectful, Responsible and Safe* campus and community. The committee included students, staff and parents and addressed attendance, tardiness, bullying, cyber-bullying and dress code violations. This committee included efforts to align initiatives with our feeder schools and staff. School policy, discipline and incentives were designed to create awareness, teach positive behavior and create a vibrant learning community.

Other supports and interventions have included:

- Oasis classes
- Gear Up, which follows students in the 2014 graduating class
- The Wheel elective, which in 2013-14 is no longer an offered elective
- AVID
- Credit Recovery and iHigh, which are both on-line classes
- SIP's (School Initiated Placements) to alternative educational programs and schools
- Student 2 Student, which supports students new to PLHS
- SAY (Student Advocacy for Youth) San Diego support groups.
- LINK Crew, which supports freshmen during advisory period
- Advisory, a 5th period class that provides small-group instruction and homework time.

Critical Area for Follow-Up #5: Continue to develop ways to support at risk and EL students inside and outside of the classroom.

In 2009, Point Loma hired an English Learner Support Teacher (ELST) to address the needs of the English Learners and students who were recently re-designated to Fluent English Proficient status (RFEP). The ELST tests all ELs in the fall with the CELDT (California English Language Development Test) and hand-scores the tests in order to provide teachers with timely information about the language proficiency of their students. The ELST communicates these results with all content area teachers as well as providing strategies to meet diverse EL needs according to their language proficiencies.

English learners are purposefully placed in classes as cohorts of eight to ten students in order to concentrate support by the ELST. In addition, all teachers of English learners are trained in SDAIE strategies and focus on language standards in addition to content standards. These teachers have also been attending QTEL (Quality Teaching for English Learners) trainings as they are being offered by the district. During the school year 2010-2011, two cohorts of English teachers and science teachers each attended QTEL and implemented the strategies in their classrooms following the training.

Our students who newly arrive to the United States have access to an English as a Second Language (ESL) class to give them a jump start on their language acquisition. Freshmen, who are beyond ESL, but need more support with language, take an English Language Development class as a support class in addition to their freshman English class.

In 2010, Point Loma formed an official English Learner Advisory Committee (ELAC) for the parents of English learners. Through this committee which meets monthly, parents are informed about attendance, graduation requirements, proper placement in courses, supports for their students, the pathway to reclassification, and any other issues relevant to them and their students. In addition, ELAC serves an advisory role to the SSC and the principal regarding any issue relating to English learners especially concerning budget.

There continues to be an increase in access to tutoring by Point Loma staff and volunteers. Currently CSF students and some teachers volunteer their time in the Library Media Center several days each week. Previously, an after-school tutoring program called The Upper Level Club took place in the LMC each day after school from 2:30 pm until 4:00 pm. The LMC was staffed with several teachers, counselors, paid tutors, and volunteers during this time. SAS was a simultaneous tutoring program for special education students that takes place in a smaller, less distracting environment and staffed by special education staff. Extra math tutoring has been offered on some Math Saturdays. The advisory schedule, which includes many small-group tutorials for specific subject areas, continues to help student receive help in subjects of need. The Advisory class occurs 3 times per week for 25 minutes.

The Special Education Department has continued to restructure programming to more efficiently meet the needs of students with Individual Education Plans. In the 2010-2011 school year several support classes were added to help at-risk students have a greater chance of success in academic classes within the general education environment. To increase the rate of student success in algebra I, five small-group special education support classes were created for students to take concurrently with their general education algebra course. In the 2009-2010 school year only, 5 of 39 students taking algebra I passed the first semester. In 2010-2011, after implementing the algebra support classes 19 out of 34 students with IEPs passed the first semester of algebra I. English 9 and English 10 support classes have also been added to help support at-risk students with (IEPs). Support classes for geometry and Unifying Math have continued since being implemented in the 2008-2009 school year. We continue to have general education and special education staff co-teaching core courses with higher concentrations of special education students, to continue to help support at-risk students.

Several new programs have been added recently in order to reach more students and provide additional ways for students to get connected to Point Loma High School. The Point Program was supported by the 21st Century Grant, which ended in the spring of 2013, and included after school clubs and athletic programs to help connect students to school. Other special programs created to connect students to school include the Student 2 Student program where current PLHS students are matched with students new to the school to help in their transition to a new environment. The Link Program supports incoming 9th grade students by providing upper classmen mentors to help freshmen learn the skills needed to become successful students.

Critical Area for Follow-Up #6: Improve attendance, timely arrival to class, and graduation rates

Since the last WASC visit, Point Loma has worked diligently to improve attendance, timely arrival to class, and graduation rates. The following programs and interventions have been implemented at our school site and we have seen overall improvements in all three areas mentioned above.

To help with student tardiness and unexcused absences, we have implemented a school-wide tardy policy. All students receive an after school detention for tardies or unexcused absences. After the initiation of this policy, we saw an 80% reduction in the tardiness rate. To incentivize students we hold an awards ceremony for students with perfect attendance.

Our Positive School Culture Committee (PSC) is a committee that meets regularly to brainstorm/implement interventions to help eliminate bullying and attendance issues. The committee has created a school-wide bullying policy that is included in the student planner that each student receives for free at the beginning of the year. Included in this committee is SART, the Student Attendance Review Team. Attendance lists are generated on a bi-weekly basis and all counselors monitor students with attendance issues. Interventions may include student conferences, phone calls home, parent conferences, home visits and the SARB process if needed.

For students who are credit-deficient we offer APEX, a credit recovery program. This program is designed to help all students get on track for graduation. Any student who receives a D or F in a class can make it up through APEX. Offering APEX on our school's campus allows for students to make-up classes online at an accelerated pace.

In 2010-2011, we also implemented "Oasis", which is a program for 9th, 10th, and 11th grade students who are at risk. Initially, 15 students were selected for the program, based on having a GPA below a 2.0. The students attend an "Oasis" class twice a day with a strong teacher/mentor on campus. Students are also paired with responsible student mentors who work individually with them one period a day. During this period they work on homework, organizational skills, social skills and building confidence. Over 80% of these at risk students have raised their GPA's to over a 2.0, many over a 3.0.

A grant has allowed for Point Loma to acquire GEAR-UP - Gaining Early Awareness and Readiness for Undergraduate Programs. GEAR UP is a support for all students in the graduating class of 2014. This program works with the entire class of 2014 to help them become college and career ready. Over the course of this year and the past 3 years, GEAR UP has run groups for at-risk students, taken students on field trips to explore different colleges, and provided lunchtime tutoring and UCSD tutors in classrooms.

PLHS has continued to provide excellent tutoring opportunities including Saturday Math Madness, Upper Level Club, Advisory, GEAR UP and individual tutoring offered by all teachers. In addition, the counseling department provides students and parents with a list of reliable tutors within the community.

The Counseling Department at Point Loma High School is a team of five counselors who provide students with guidance in all the domains of the National Counseling Standards – personal and social, career, and academic.

The counseling department prides itself on delivering personal service to students and their families, whether it is by facilitating conferences with faculty, connecting students with scholarships and financial aid, or helping students apply to an array of colleges. Our mission is “to create a safe, dynamic, intellectual culture that prepares all students for a four year university and the 21st century world of work.”

The counseling department holds *Naviance* workshops for each grade level beginning with the senior class in the fall, followed by the other grade levels in the winter and spring. The counselors also organize financial aid workshops to help seniors complete the FAFSA in a timely manner so that they may meet all institutions financial aid requirements.

We are pleased that the graduation rate for PLHS students has met and exceeded the California state goal of 90% for all of the last four years. We feel we can do even better and we will continue work to that end.

In 2011 approximately 73% of PLHS graduates attended two and four year colleges directly after graduating from Point Loma High School. The counselors are working hard to increase these numbers and ensure that every graduate of PLHS is able to succeed in post-secondary education and the workplace in this changing global economy.

Critical Area for Follow-Up #7: Further develop the current work in writing processes and common rubrics both within the English Department and school-wide

Writing has been an area of emphasis at PLHS for the past several years. All departments are actively working to incorporate more writing into their instructional practices. A significant portion of professional development has been writing focused. In the 2009-2010 school year the San Diego Area Writing Project led four sessions during the year for English, science and history teachers. In the summer of 2010 the AVID department hosted professional development for teachers from several departments with a goal of developing a common school-wide writing rubric.

The English department uses several common rubrics. The ninth grade team has collaboratively created rubrics for each writing genre. The tenth grade team creates rubrics for the common assessments in their rubrics. The eleventh grade team assesses common assessments using the Early Assessment Program (EAP) rubric and the Advanced Placement (AP) rubric.

The social studies department developed a unit to teach writing in all history classes. The unit concentrates on the persuasive essay as the basis for all social studies essays required by AP courses. It follows the writing process and puts heavy emphasis on thesis development and the use of accurate historical evidence to support this thesis.

We will continue to monitor our WASC Action Plan/SPSA to ensure that we are offering our students the most rigorous and supportive curriculum so that we may create a safe, dynamic, intellectual culture that prepares all students for success the 21st century.

Procedure 5: Critical Areas for Follow-Up not currently in the Action Plan

All areas for follow-up are included in the action plan.

Chapter III – Student/Community Profile

Since the 2009-10 school year, the total student population at Point Loma High School has declined slightly. Point Loma's primary ethnic groups consist of Caucasian and Hispanic students, along with much smaller groups of African American and Asian American students. The primary trend over the past four years is that of increasing neighborhood enrollment, at the same time that overall enrollment has decreased. English is the dominant language, with Spanish as a close second. The number of identified English Learners at Point Loma declined in the past few years due to a concerted effort to re-designate them as Fluent English Proficient.

Trends in student performance from 2009-10 to 2014-15:

- Increased graduation and attendance rates
- Fewer suspensions and expulsions
- Increased API and AYP scores in all major subgroups
- Increased CST scores
 - English Learner and Students with Disabilities advanced and proficient CST scores have not shown significant increase
 - Math scores school-wide have not shown significant improvement
- Increased CAHSEE Census pass rate
 - EL students showed especially high increases in pass rate
- Increase in AP pass rate reflected in major ethnic subgroups and school-wide
 - AP enrollment by minority subgroup does not reflect the ethnic make-up of the school

While we clearly continue to have some areas of need, students are improving overall at Point Loma High School in almost every area. Regardless, we still have some work to do with certain subgroups and in closing the achievement gap. This is reflected in the fact that Point Loma High School is in its fourth year of Program Improvement, as not all sub-groups have reached the designated AYP targets. In order to address those needs, Point Loma is currently participating in the "Program Improvement School Restructuring Plan for 2014-15."

Identified Critical Academic Needs

- Point Loma High school needs to work to close the achievement gap by increasing academic growth of students with disabilities, English Learners, and Hispanic and African American students.
 - This correlates to Schoolwide Learning Outcomes 1-4 (see Ch. 1)
- Based on California's adoption of the Common Core State Standards, Point Loma High School students need to increase their capacity for communication, critical literacy, analysis, synthesis, and problem-solving.
 - This correlates to Schoolwide Learning Outcomes 1-3 (see Ch. 1)
- Ensure that Point Loma students in the class of 2016 and beyond are prepared to graduate on time with their cohort.
 - This correlates to Schoolwide Learning Outcomes 1-3 (see Ch. 1)

Questions raised by the analysis of student performance and demographic data:

1. How does the school support the needs of EL and SPED students?
2. How are teachers consistently developing and implementing learning experiences that address the Common Core Standards?

Chapter IV: Self-Study Findings

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

A1. Organization Criterion

Vision – Mission – Schoolwide Learner Outcomes – Profile

Findings	Supporting Evidence
<p>Point Loma High School</p> <p><i>Vision:</i> Engaging, Educating, and Empowering All Students for the 21st Century</p> <p><i>Mission:</i> Create a safe, dynamic, intellectual culture that prepares all students for a four year university and the 21st century world of work; Providing challenging academic courses which create excitement about learning and instill a desire for the pursuit of learning; Making personal connections to school for every student by providing extensive athletic programs, visual and performing arts programs and supportive learning communities; and Fostering parent and community involvement that supports and enlarges the students' view of the world.</p> <p><i>Core Beliefs:</i></p> <ul style="list-style-type: none"> • We believe that all students can learn and meet high expectations in a rigorous and supportive learning environment. • We believe in honoring the diversity and unique gifts of each student. • We believe it is important for all students to feel connected to high school in the classroom and in extracurricular activities. • We believe parent and community involvement is critical to student success. • We believe that learning as professionals in a collaborative culture is vital to student success. <p>Point Loma Cluster Schools Foundation: Collaborative effort of parents, principals, teachers, and district administrators for the 9 public schools in the Point Loma High School Cluster.</p> <p><i>Core Values:</i></p> <ul style="list-style-type: none"> • <u>Excellence</u>: Educational superiority attained through perseverance, hard work and dedication to learning • <u>Integrity</u>: Education with a foundation of honesty, courage and respect 	<ul style="list-style-type: none"> • PLHS Website • San Diego Unified School District website • SSC minutes • Point Loma Cluster Schools Foundation website (PLCSF) • Master Schedule • Course Catalog • School Calendar

- ***Innovation:*** An educational program which uses creative problem solving, global thinking and exploration and “risk” taking to determine and implement change so that our students can be well prepared to actively participate and be contributing members of society
- ***Collaboration:*** Respecting and valuing input from all community members (students, parents and staff) and working together to create a superior educational program
- ***Balance:*** Encouraging students to discover and then maintain a balance which includes physical, emotional and mental fitness

Vision: The Point Loma cluster schools, through innovative practices and collaborative efforts, will be the model of educational excellence; inspiring passionate life-long learners, critical thinkers, unbounded achievers, and responsible global citizens.

Identified Future Global Competencies: Engaging, Educating, and Empowering All Students for the 21st Century

We believe it is vital to foster creativity, talent development, and problem-solving abilities to expand each student's awareness of choices for satisfying contributions to society. Much of the technology we use today did not exist 10 years ago. Much of the technology we will be using in 10 years does not exist today. This is an area of growth that must remain the focus of our attention as we continue to evaluate the effectiveness of our course offerings as well as our entire school program.

Current Educational Research

Common Core: SDUSD has hired Common Core Support Teachers to provide professional development on English Language Arts and Mathematics. PLHS teachers use “Essential Questions” and assessments to ensure students understand the concepts. PLC collaboration time is set aside at least twice a month on “early out” Thursdays. Common Core standards are the focus, especially within English and math PLCs.

Response to Intervention: PLHS is utilizing strategies from Richard Dufour’s book “*Whatever It Takes: How PLCs Respond When Kids Don’t Learn*”, which focuses on providing time, support, and strategies to assist students. PLHS has created a school-wide system of interventions that provides students with additional time and support when they experience difficulty in their learning. Counselors, teachers, nurses, school police officers

and a school attendance review team may be brought in to help students. PLHS administration reviews grades for every class section by teacher and for every student who receives a D or F. Academic supports include Individual Education plans (IEP), Student Study Teams (SST), School Attendance Review Teams (SART), ELST, AVID, Advisory, OASIS, Link Crew, after-school tutoring onsite and at the Point Loma public library, and free tutoring for low-income students offered by state-approved providers.	
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Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

Findings	Supporting Evidence
<p><i>Point Loma High Mission Statement Development Process:</i> The PLHS mission was revised in June 2009 with input from stakeholders serving on the Instructional Governance Council (IGC), with contributions from the School Site Council (SSC). Student needs, current educational research, and our belief that all students can achieve at high levels form the foundation of our mission and core beliefs.</p> <p><i>Point Loma Cluster Schools Foundation Vision and Mission Statement Development Process:</i> A 501(c) (3) public benefit nonprofit organization, PLCSF grew out of a grass roots effort to work together in an effort to improve the K - 12 experiences for every student in the cluster. In 2007, a strategic plan was developed to enable the PLCSF to effectively support programs that enhance the learning and education of our children and help make them better citizens. This effort received widespread support and participation from key stakeholders.</p> <p>The foundation of the strategic planning process was the identification of the shared core values of stakeholders in the cluster. At a 5-hour session, the group worked on developing a preliminary consensus around core values, a vision statement, a mission statement, and key strategic areas of emphasis. Over the following 30 days, small group committees worked on refinements to each of these areas. Results were presented at another large group session for approval. From these statements specific performance goals were agreed upon and measurable tasks were identified.</p> <p><i>Point Loma High School – Home/School Compact Development Process:</i> PLHS and parents / guardians of the students participating in activities, services, and programs funded by Title I, agree that this compact outlines how parents / guardians, entire</p>	<ul style="list-style-type: none"> • IGC Minutes • SSC minutes • Pointer Association Minutes • ASB minutes • PLCSF minutes • SSC Minutes • Home/School Compact

<p>school staff, and students will share responsibility for improved student academic achievement; and the means by which the school and parents will build and develop a partnership that will help children achieve California’s high standards. This compact incorporates the respective visions, and behavioral and academic expectations of Point Loma High, Point Loma Cluster Schools Foundation, and San Diego Unified School District. The compact was updated in 2012; and approved by the teachers, parents (via the Pointer Association), students (via ASB), and school site council. The compact was also shared with the Point Loma Cluster Schools Foundation for implementation at the respective cluster schools sites as applicable.</p>	
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Understanding of Vision, Mission, and Schoolwide Learner Outcomes

Findings	Supporting Evidence
<p>Schoolwide Learner Outcomes (SLOs) “The Pointer Way” The PLHS staff and community set high expectations for scholarship and citizenship for all students, and hold our students accountable for demonstrating achievement of the PLHS Schoolwide Learner Outcomes or <i>Pointer Way</i> (previously known as Expected Schoolwide Learning Results or ESLRs), as well as meeting State and district content and performance standards. SLOs are posted on the school website and in every classroom; and incorporated into every class syllabus. As students complete their education at PLHS, they will develop the skills to be:</p> <ul style="list-style-type: none"> o <i>Complex Thinkers</i>, who identify, analyze, integrate and apply information to develop solutions to problems. o <i>Effective Communicators</i>, who read, write, speak, and listen reflectively and critically as well as receive and interpret the messages of others in an effective manner. o <i>Involved Citizens</i> who contribute time, energy, and talents to improve the quality of life in their school, community, state, nation, and the world. o <i>Responsible Self Directed Learners</i> and Workers who work independently and overcome obstacles by effective application of skills until a task is complete. <p>Communication of Point Loma High’s Vision, Mission, and Core Beliefs PLHS’s vision, mission, core beliefs, and SLOs are included in the student planners, home/school compact, and registration packet, posted on the school website, and displayed in the administration office. The SSC reviews these items, along with the vision and mission statements of the Point Loma Cluster Schools Foundation</p>	<ul style="list-style-type: none"> • Point Loma High School website • Course syllabi • Point Loma High Home/School Compact • SSC minutes • Student handbook

<p>and San Diego Unified School District at the start of each school year and during budget discussions. PLHS Instructional Guidance Council, Pointer Association, Associated Student Body (ASB), and ELAC will also be asked to review these statements on a regular basis, and communicate these to stakeholders on a regular basis.</p> <p>Review and Communication of the Point Loma High School – Home Compact</p> <p>The compact outlines how parents / guardians, school staff, and students share responsibility for improved student academic achievement. The compact is included in the student handbook given to all students at the beginning of the school year, and posted on the school website. Parents and students are regularly encouraged to read and understand the responsibilities. SSC and ASB review the compact annually.</p>	
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Regular Review and Revision

Findings	Supporting Evidence
<p>Point Loma High School Site Council</p> <p>Currently, SSC is the main stakeholder group reviewing the mission, academic achievement, student needs, and SPSA. At the start of each school year, SSC reviews the vision and mission statements for Point Loma High, San Diego Unified School District, and Point Loma Cluster Schools Foundation to ensure consistency in desired outcomes for ALL students. SSC reaches out to other stakeholder groups - ELAC, IGC, ASB, Pointer Association, and PLCs for input and feedback. SSC also interacts with DAC, the district, and Point Loma Cluster Schools Foundation.</p> <p>Engaging, Educating, and Empowering All Students for the 21st Century</p> <p>To ensure that Point Loma High School’s vision and mission remains relevant to emerging local, national, and global needs, information from local, state and national resources should be reviewed by the SSC, IGC, PLCs, ELAC, ASB, and Pointer Association on a three-year cycle; and more frequently if necessary.</p> <p>Survey of Graduates</p> <p>As a tool to help evaluate if PLHS is preparing students for higher level learning, a list of the colleges students have been accepted should be compiled by the PLHS counseling department, with the</p>	<ul style="list-style-type: none"> SSC minutes

assistance of the Pointer Association (who maintains alumni addresses) as needed.	
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Conclusions

Findings	Supporting Evidence						
<p>Point Loma High School Site Council</p> <p>The SSC provides oversight on matters dealing with federally- and state-funded compensatory education programs, including Title I, Title I Parent Involvement, and the new Local Control Funding Formula (LCFF). SSC is composed of 12 members; and constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) equal numbers of parents or community members, and pupils.</p> <p>At the start of each school year, SSC reviews the vision and mission statements for Point Loma High, San Diego Unified School District, and Point Loma Cluster Schools Foundation to ensure consistency in desired outcomes for ALL students.</p> <p>Using the PLHS vision and mission as a guide, SSC reviews academic achievement (CST scores, CAHSEE % proficient; EL), school safety (crime, discipline, bullying), facilities, and budget. SSC provides oversight of the academic planning and budgeting process associated with the Single Plan for Student Achievement (SPSA) in order to meet the needs of ALL students. SSC provides meaningful consultation with the principal to oversee the implementation, monitoring, and revision of the SPSA, including reviewing and analyzing data; consulting with advisory groups; evaluating programs and activities; and allocating the expenditure of funds available to the school through categorical programs.</p> <p>While PLHS is doing well under multiple measures, not every student subgroup is making “Adequate Yearly Progress.” The identified learner needs are utilized in developing the SPSA and Program Improvement plan. A quick review:</p> <p>Academic Performance Index (API) API Scores increased to 822 in 2013 from 697 in 2005. In 2012/2013, PLHS met API growth targets for schoolwide, Hispanic, white, and socioeconomically disadvantaged. The growth targets for English learners and students with disabilities subgroups were not met. With the transition to Common Core, statewide and similar schools ranks will no longer be produced as of 2014.</p> <p>AYP Scores:</p> <table><tr><td>822</td><td>(2013)</td><td>758</td><td>(2010)</td><td>672</td><td>(2007)</td></tr></table>	822	(2013)	758	(2010)	672	(2007)	<ul style="list-style-type: none">SSC minutes
822	(2013)	758	(2010)	672	(2007)		

812 (2012)	757 (2009)	656 (2006)	
778 (2011)	709 (2008)	697 (2005)	
<p>Currently, the SSC is the main stakeholder group reviewing the mission, academic achievement, student needs, and SPSA. SSC reaches out to other stakeholder groups - ELAC, IGC, ASB, Pointer Association, and PLCs for input and feedback. SSC also interacts with DAC, the district, and Point Loma Cluster Schools Foundation.</p> <p>Other Stakeholder Groups Ideally, each stakeholder group - ELAC, IGC, ASB, Pointer Association, and PLCs - should review the vision, mission, SLOs, school-home compact, and academic achievement on an annual basis.</p>			

Findings	Supporting Evidence
<p><i>PLHS Program Improvement School Restructuring Plan for 2014-2015:</i> PLHS met 16 of 22 AYP criteria in 2012-2013; up from 15 of 22 AYP criteria in 2011-2012. Under NCLB, if AYP targets for EVERY subgroup are not met for two years in a row, the school is identified as a "school in need of improvement". PLHS established a program improvement leadership team consisting of the PLHS Instructional Leadership Team, with student and parent representatives to work with district staff to prepare a plan for alternative governance of the school. The restructuring process aligned with SDUSD's Vision 2020 and 12 Indicators of a Quality Neighborhood School, and WASC accreditation process. Student performance data was used to identify philosophies and strategies to improve student performance. For each of the 12 indicators, strengths, challenges, and barriers were identified; along with an ideal what it would like after that improvement had been successfully implemented. While each indicator was considered important, focusing on some indicators was more relevant for improving student performance <u>for the targeted subgroups</u> at PLHS (Socioeconomically Disadvantaged Students and English Learner Students). The PI Team and teachers at PLHS came to consensus to focus on:</p> <p>Indicator 5: <u>Quality Teaching</u></p> <p><i>Goal 1:</i> During the 2014-2015 school year, PLHS staff will have increased opportunities to collaborate in their PLC's by participating in lesson study two times per year. This will be</p>	<ul style="list-style-type: none"> Point Loma High Program Improvement Plan <i>U.S. News</i>

<p>monitored by the ILT.</p> <p><i>Goal 2:</i> During the 2014-2015 school year, classroom instruction will reflect a shift from teacher led instruction to an increase in student centered learning, as documented by administrative and teacher walkthroughs, in 75% of observed classrooms utilizing Fisher's walkthrough protocol.</p> <p>Indicator 4: <u>Closing The Achievement Gap With High Expectations For All</u></p> <p><i>Goal 1:</i> During the 2014-2015 school year, PLHS Staff will design common assessments in their respective PLCs to increase high expectations for all students. Progress will be monitored by the ILT on a quarterly basis. PLCs will reevaluate their common assessments and focus on what is working or what needs changing.</p> <p><i>Goal 2:</i> By the end of the 2014-2015 school year, PLHS staff will have created a systematic plan to identify, monitor, and support struggling students using the RTI model. Students will be identified from several PLHS staff members including administration, counseling, teachers, and para-educators.</p> <p><i>College-Ready Student Performance:</i> U.S. News calculated a College Readiness Index based on exam participation rates and percentages of students passing at least one exam. The Index determined which types of medals (gold, silver or bronze) were awarded to top-performing schools. PLHS's College Readiness Index was 48 (exceeding the SDUSD average index of 35.8). In 2013, PLHS's College Readiness Index was 45.2 and 37.7 the year before that.</p> <p><i>U.S. News and World: 2014 List of America's Best High Schools - PLHS ranked in Top 2% Nationally:</i> U.S. News and American Institutes for Research analyzed 31,242 public high schools in 49 states and District of Columbia; including 2,026 high schools in California. <u><i>PLHS received a Gold Medal, ranking # 473 nationally and #101 in California.</i></u> In 2013, PLHS received a Silver Medal, ranking # 513 nationally and # 96 in California. The prior year, PLHS also received a Silver Medal, and was ranked #744 nationally and #137 in California. The rankings methodology is based on the key principles that a great high school must serve all of its students well, not just those who are college-bound, and that it must be able to produce measurable academic outcomes to show the school is successfully educating its student body across a range of performance indicators.</p>	
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A2. Governance Criterion**Governing Board**

Findings	Supporting Evidence
The policies and procedures for selection, composition and specific duties of the SDUSD School Board of Education are clearly written in the Board of Education Bylaws and Board Governance Policies, which are available to the public on the SDUSD website, Board of Education section.	<ul style="list-style-type: none"> • SDUSD Website, Board of Education section

Relationship of Governance to Vision, Mission, and Schoolwide Learner Outcomes

Findings	Supporting Evidence
<p>San Diego Unified School District – School Board</p> <p>The district's <i>Vision 2020</i> and mission statement are aligned with Point Loma High School's vision and mission.</p> <p>The mission statement for the San Diego Unified School District is "<i>All San Diego students will graduate with the skills, motivation, curiosity, and resilience to succeed in their choice of college and career.</i>"</p> <p>Vision 2020</p> <p>The school district has developed a focused long term plan for student achievement which culminates with the graduation class of 2020. Vision 2020 will create a school district that:</p> <ul style="list-style-type: none"> • Creates improved and broader measures of student achievement. • Develops schools as neighborhood learning centers. • Ensures effective teaching in the classroom • Engages parents and community volunteers in the educational process • Facilitates communication and support <p>In addition, the SDUSD has developed a focused, long term plan for student achievement with 12 Indicators of a Quality Neighborhood School:</p> <ol style="list-style-type: none"> 1. Access to a broad and challenging curriculum 2. Professional learning for all staff 3. Parent/community engagement around student achievement 	<ul style="list-style-type: none"> • Board Policy Handbook • District Website • PLCSF Website • Cluster Meeting Agendas • Cluster Meeting Minutes

<p>4. Closing the achievement gap with high expectations for all</p> <p>5. Quality teaching</p> <p>6. Quality leadership</p> <p>7. Quality support staff integrated and focused on student achievement</p> <p>8. Valuing diversity to make equity a reality</p> <p>9. High enrollment of neighborhood students</p> <p>10. Digital literacy</p> <p>11. Neighborhood center with services depending on neighborhood needs</p> <p>12. Supportive environment, safe and well-maintained facilities</p> <p>Vision 2020 states that schools will be organized into clusters for greater community cohesion.</p> <ul style="list-style-type: none"> • Clusters will consist of a high school and the middle and elementary schools that feed into it. • Clusters will ensure that there is a continuity for the neighborhood students in the pre-K to 12 program. • Cluster councils will promote the schools in their communities. • Cluster councils will work with schools, community and district staff to improve the quality of their neighborhood schools. • Cluster councils will be a democratic representation of the school community including teachers, administrators, support staff, students, parents and community members. <p>Point Loma Cluster Council</p> <p>The Point Loma Cluster Council has developed an “Empowerment Framework” that emphasizes budget, curriculum, staffing, scheduling, accountability and leadership.</p> <p>The Vision Statement of the Point Loma Cluster Schools is “the Point Loma Cluster Schools, through innovative practices and collaborative efforts, will be the model of educational excellence; inspiring passionate life-long learners, critical thinkers, unbound achievers, and responsible global citizens. The mission of the Point Loma Cluster is “To inspire in each student a joy of life-long learning and inquiry about one’s individuality, community, and the world. As PLC stakeholders, our commitment is to sustain and support the best practices in education that empower each child with</p>	
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knowledge, skills, and values necessary to become confident self-sufficient adults and global citizens. The result is that the PLC of schools is the highest quality option for all students and stakeholders.	
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Understanding the Role of the Governing Board

Findings	Supporting Evidence
<p>PLHS parents and community members are informed of opportunities to participate on either the IGC or the SSC through eblasts, principal emails to parents/community members, and published minutes of the meetings.</p> <p>The PLHS Instructional Governance Council (IGC) is composed of 35% parent/community members. Parent and community members are elected by their constituents.</p> <p>The PLHS School Site Council is composed of at least 12 members, 3 of whom are parents or community members. Parents and community members are self-nominated. 90% of PLHS parents who responded to our fall, 2014, parent survey indicate that they feel they are informed of opportunities for involvement through the Pointer Association, IGC, SSC, and eblasts.</p>	<ul style="list-style-type: none"> • E-blasts • IGC and SSC Minutes • PLHS IGC Bylaws • PLHS SSC Bylaws • PLHS Website • ELAC Agendas

Governing Board's Involvement in Review and Refinement

Findings	Supporting Evidence
<p>The School Site Council meets on a monthly basis. One of the Roles of the council is to provide ongoing review of the Single Plan for Student Achievement (SPSA) , and submit changes to the plan for district approval. During the September meeting of 2014-2015 the council reviewed the mission statements for the Point Loma High School, San Diego Unified School District, and Point Loma Cluster Schools Foundation and determined that there was consistency in desired outcomes. This enables stakeholders to now explore ways to achieve these goals via the SPSA and cluster-wide collaboration. This year the SSC is focusing on the LCAP Vision 2020 Implementation and the Learning Cycles Year 1. Upon reviewing the minutes of the SSC for the past several years there is much evidence to support that the governing board regularly reviews the vision, mission and SLO's for Point Loma High School and uses the SPSA to establish goals for meeting these expectations.</p> <p>This past year the entire PL staff reviewed the ESLRs and gave recommendations for the revisions that are now the</p>	<ul style="list-style-type: none"> • SSC Meeting Minutes • Staff meeting agendas • District Policy • SPSA • Site budget • SSC Minutes

<p>PLHS SLOs.</p> <p>This year the SSC is focusing on the LCAP Vision 2020 Implementation and the Learning Cycle's Year 1. Upon reviewing the minutes of the SSC for the past several years there is much evidence to support that the governing board regularly reviews the vision, mission and SLO's for Point Loma High School and uses the SPSA to establish goals for meeting these expectations.</p>	
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Professional Staff and Governing Board

Findings	Supporting Evidence
<p>Schools are staffed according to District Policies and Procedures. PLHS funds additional staff according to site needs</p> <p>PLHS funds staff development through PLC's, Cluster activities, and AP staff development.</p>	<ul style="list-style-type: none"> • District Website • Site Budget

Board's Evaluation/Monitoring Procedures

Findings	Supporting Evidence
<p>The SDUSD School Board has developed and implemented Vision 2020, a focused, long term plan for student achievement that culminates with the graduation of the Class of 2020.</p>	<ul style="list-style-type: none"> • SDUSU Website Board of Education section • Vision 2020

Complaint and Conflict Resolution Procedures

Findings	Supporting Evidence
<p>Any employee may initiate a complaint by submitting a written letter of complaint to the Chief of Staff. The Chief of Staff shall acknowledge receipt of the formal complaint, in writing, within five (5) workdays.</p> <p>The Chief of Staff or designee will investigate and provide a written response to the complainant within sixty (60) days of receipt of the complaint.</p>	<ul style="list-style-type: none"> • Board of Education Policies and Procedures • Instructional Governance Council By-Laws • Uniform Complaint Procedure Form

A3. Leadership and Staff Criterion**Broad-Based and Collaborative**

Findings	Supporting Evidence
The Single Plan for Student Achievement (SPSA) is monitored, refined, and updated on an annual basis by the SSC and is then approved by the school board.	<ul style="list-style-type: none"> • Board Meeting Minutes

School Plan Correlated to Student Learning

Findings	Supporting Evidence
The ILT, the SSC and the various PLCs analyze student data to ensure that our SPSA meets the needs of our students. We modify our SPSA and WASC action plan according to the results of our data analysis.	<ul style="list-style-type: none"> • SSC Minutes • ILT Agendas

Correlation between All Resources, Schoolwide Learner Outcomes, and Plan

Findings	Supporting Evidence
All stakeholders at PLHS have the opportunity to provide input during the annual revision of the SPSA and the categorical budgets that support it. The budget committee, which is a sub-committee of the IGC also provides input on the site budget.	<ul style="list-style-type: none"> • SSC Minutes • IGC Minutes

A4. Leadership and Staff Criterion**Employment Policies and Practices**

Findings	Supporting Evidence
SDUSD works closely with our school site to recruit and retain top-notch employees with the determination and drive to create a positive and effective 21st century learning environment for our students. The district and our school goal is to build a foundation of employee excellence through performance standards, staff development and a diverse and dedicated work force which supports the mission and goals of the district	<ul style="list-style-type: none"> • SDUSD Human Resources policies and procedures • BTSA program
The BTSA teacher induction program through human resources department is also very effective.	

Qualifications of Staff

Findings	Supporting Evidence
All classes are taught by highly qualified teachers. In addition, classes such as AVID, AP, Career tech are taught by teachers who have received further training.	<ul style="list-style-type: none"> • Master Schedule • Human Resources

Maximum Use of Staff Expertise

Findings	Supporting Evidence
<p>Teachers new to teaching in the SDUSD district are required to participate in the Beginning Teacher Support and Assessment (BTSA) program. Mentors are provided, and class observation time is utilized to observe teaching practices and facilitate collaboration.</p> <p>Individuals can research and provide for their own orientation with the help of Department chairs, PLCs and <i>Newsline</i>.</p> <p>During master schedule development each year teachers are given a form where they are able communicate their preferences regarding their teaching schedule for the following year. They also include recent professional development. This information is used to design a master schedule that meets the needs of our students.</p>	<ul style="list-style-type: none"> • BTSA log • SDUSD professional development

Defining and Understanding Practices/Relationships

Findings	Supporting Evidence
Administrators' job descriptions and classroom procedures and policies are outlined in course catalog and handouts are given at the beginning of the year to all teachers.	<ul style="list-style-type: none"> • Course catalog online • Teacher Handouts

Internal Communication and Planning

Findings	Supporting Evidence
<p>All staff members have email accounts. The <i>Daily Bulletin</i> is read over the PA system that was installed since the last visit. The ILT (Instructional Leadership Team) meets monthly and information is shared at department meetings by the chairs.</p> <p>Administrators and Counselors meet weekly. We have limited the number of all staff meetings in order to allow more time for our PLCs to meet. Administrators have an open door policy for staff, students and parents.</p>	<ul style="list-style-type: none"> • Email • PLHS e-blast • School website • Handout with flowchart showing administrative responsibilities

Staff Actions/Accountability to Support Learning

Findings	Supporting Evidence
Administration visits classrooms periodically to observe and reinforce best practices. Department PLCs work to align objectives, goals and subject-specific learning strategies	<ul style="list-style-type: none"> • Meeting Agendas • Stull Bill Evaluation • PLCs
Annual presentation of academic data involving AP scores, standardized test scores and advisory classes	

Evaluation of Existing Processes

Findings	Supporting Evidence
Benchmark results are shared and analyzed at the beginning of the academic year to support PLC work focus. The certificated staff votes each year whether or not to approve the advisory intervention program.	<ul style="list-style-type: none"> • Test scores • Student Grades • Advisory Election Materials

A5. Leadership and Staff Criterion**Support of Professional Development**

Findings	Supporting Evidence
The district provides funding as well as training for common core math and English (3-4 Days). The district allows one day a month release for core content teachers as well as three additional PD days.	<ul style="list-style-type: none"> • Site Budget • District Website • Master Schedule
The administration encourages additional PD Training through the county office of education. A number of teachers have attended AVID and QTEL training. World language teachers attend conferences during the year and during the summer.	
PLHS also allocates one period tech support by one of our English teachers one period per day for i21 classrooms.	
Counselors attend CSU, UC, WACAC, and NACAC conferences as part of their ongoing professional development.	
The district also offers training for <i>Powerschool</i> , the new student data system.	

Supervision and Evaluation

Findings	Supporting Evidence
<p>Site administration follows district guidelines for supervision: Walk through observations (formal and informal) Focus on: 5 Dimensions of Teaching and Learning (student talk) Support and coaching on best practice skills STULL Bill objective process connected to new curriculum and standards</p>	<ul style="list-style-type: none"> • Observation Form

Measurable Effect of Professional Development

Findings	Supporting Evidence
<p>Common Core, AP training, QTEL and AVID training have all led to increased student performance in the classroom and on the exams. The PLC model allows for teachers to collaborate and share best practices.</p> <p>The CAHSEE support classes have helped our student maintain a high proficiency and passing rate on the CAHSEE.</p>	<ul style="list-style-type: none"> • Test Score Data • GPA Data

A6. Resources Criterion**Allocation Decisions**

Findings	Supporting Evidence
<p>All stakeholders are involved in resource allocation decisions through the development and refinement of the Single Plan for Student Achievement (SPSA) and all related categorical funds.</p> <p>Resources are allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes (SLOs), the academic standards, and the college- and career-readiness standards</p> <p>The process has made an impact for the allocation of resources made on student learning</p>	<ul style="list-style-type: none"> • SPSA • SSC Minutes • District LCAP documentation

Practices

Findings	Supporting Evidence
<p>District policy provides funding for allocating FTE's and the annual budget; it dictates business and accounting practices,</p>	<ul style="list-style-type: none"> • District Policies • SPSA

including protections against mishandling of institutional funds.	
The SPSA provides for site-based allocations.	

Facilities

Findings	Supporting Evidence
<p>Since the last WASC visit there have been a number of improvements to the facility:</p> <ul style="list-style-type: none"> • A new music center • A new media production center • A new weight room • A new ticket booth and restrooms at the Voltaire entrance to stadium • A new two-story building with academic classrooms for history, Sport Medicine and athletic training room <p>The BSS (Building Services Supervisor) meets weekly with administration to discuss facility usage and needs.</p>	<ul style="list-style-type: none"> • Site Master Plan • Meeting Agendas • Admin Meeting Agendas

Instructional Materials and Equipment

Findings	Supporting Evidence
<p>Technological learning equipment is accessible to all staff and students. Promethean boards and computers in almost all academic classrooms</p> <ul style="list-style-type: none"> • Note: the District has not yet provided student devices (netbooks or iPads) for the 1000 building and Year 4 and Year 5 classrooms. • Internet connectivity is provided to all staff and students. • Textbooks and instructional materials are available for all students in compliance with the Williams Act • The parent support group (The Pointer Association) provides Gifts and Grants to support Academics, Athletics, and Arts. • Staff is assigned to oversee instructional materials and equipment 	<ul style="list-style-type: none"> • I21 equipment: Promethean boards, computers, class-sets of computers/iPads. Part of bond project list posted on the district website. • Pointer Association Minutes • Network system technician and Library technician

Well-Qualified Staff

Findings	Supporting Evidence
<p>PLHS is staffed according to district policies and procedures. PLHS funds additional staff according to site needs. PLHS funds staff development through PLCs, Cluster activities, and AP staff development.</p> <p>The counseling office has experienced significant turnover since the last self-study. We have one less counselor now, and of the 5 remaining positions, only one counselor has been here since 2009-10. This lack of continuity has led to some issues arising in the counseling department. New counselors have to spend time getting to know the school, our policies and programs, and our students. This often leads to a greater number of errors in student schedules, and leads to communication errors with staff, students, and community. As a result, there has been discontent from time to time within the counseling department itself, and some staff, students, and parents have expressed concern with counseling practices.</p>	<ul style="list-style-type: none"> • District Policy • SPSA • Site budget • Counseling staffing

Long-Range Planning

Findings	Supporting Evidence
<p>The SPSA is monitored and updated on an annual basis by the School Site Council and staff. The WASC action plan is incorporated into the SPSA and is also reviewed annually.</p>	<ul style="list-style-type: none"> • SPSA • WASC Action Plan

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

Strengths and Growth Needs

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

- Point Loma High School benefits from very supportive parent and community involvement
- School administration is very supportive of staff needs and input.
- Facilities upgrades, for an enhanced learning environment, have been a priority for the school.

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

- Develop an ongoing method of evaluating the effectiveness of course offerings that meet the needs of PLHS students as we prepare them for the “jobs that have not yet been invented.”
- Solicit student input annually to ensure that we are maintaining high-quality standards for all students, so that they will all be college and career ready upon graduation.
- To ensure that Point Loma High School’s vision and mission remains relevant to emerging local, national, and global needs, information from local, state and national resources should be reviewed by the SSC, IGC, PLCs, ELAC, ASB, and Pointer Association on an annual basis.
- We must provide our students with the most up-to-date student devices, such as iPads and netbooks, in order to prepare them for the ever-changing economy.

Category B: Standards-based Student Learning: Curriculum**B1. Curriculum Criterion****Current Educational Research and Thinking**

Findings	Supporting Evidence
<p>Staff members attend professional development opportunities including AP workshops, AP by the Sea, Special Education Best Practices trainings, Common Core workshops, AVID training, USS Midway Workshops, among others throughout the year to learn about current educational research.</p> <p>Our Instructional Leadership Team meets monthly and reviews current educational research to share out to departments. The ILT is also the group responsible for planning most of our staff development opportunities.</p> <p>Departmental Professional Learning Communities (PLCs) were introduced during the spring of 2008 and continue to operate effectively. Administrators, counselors and PLC leaders share current educational research in formal and informal settings with other staff members.</p> <p>Numerous staff members are pursuing advanced degrees and share current educational research that they learn in class with their peers during staff and PLC meetings. Current educational research is also shared by district administrators and content area resource teachers with the staff through internal training and communications.</p>	<ul style="list-style-type: none"> ● Registration from ERO website for professional development ● ILT agendas ● PLC Records ● Staff Development Agendas

Academic and College- and Career-Readiness Standards for Each Area

Findings	Supporting Evidence
<p>Point Loma High School aligns with the University of California (UC) “A-G” requirements for college admissions. San Diego Unified School District recently adopted the “A-G” requirements as graduation requirements beginning with the class of 2016.</p> <p>PLHS, along with SDUSD has also adopted the Common Core State Standards; all core academic subject areas have begun the transition to the Common Core curriculum. Content area teachers are required to attend ongoing CCSS professional development hosted by SDUSD.</p>	<ul style="list-style-type: none"> ● UC “a-g” approved course list ● PLHS course catalog ● district requirements for graduation ● Common Core State Standards ● California State Standards, California Department of Education ● District ERO offerings/calendar

Additional Online Instruction Prompt

Findings	Supporting Evidence
San Diego Unified operates an online high school called iHigh Virtual Academy. Point Loma High students can take iHigh courses alongside our standard classroom courses through dual enrollment. Most PLHS students take no more than one online class at a time. iHigh includes curriculum from: Apex, Edgenuity, National University Virtual High School, and Middlebury. All iHigh courses are UC “a-g” approved and meet the California State Standards and Common Core Standards. The expectations and standards for online courses do not differ from the traditional course offerings.	<ul style="list-style-type: none"> ● iHigh Virtual Academy course list/website ● California State Standards, California Department of Education

Congruence

Findings	Supporting Evidence
<p>Departmental Professional Learning Communities (PLCs) were introduced during the spring of 2008. California State Common Core standards have been addressed by several of these groups. Via PLC meetings, teachers have an opportunity to work to ensure congruence between state standards and what is actually being taught in classrooms.</p> <p>The PLHS Course Catalog outlines a variety of standards-based choices that exceed the California state requirements, as well as focus on career readiness.</p> <p>SLOs are addressed as follows: Critical Thinking- in order to meet Common core standards ELA teachers are increasing written responses to course work and assessments. Effective Communicators- Speech and Debate, Technology, video production, Speaking and Listening skills. If our students are mastering the speaking and listening skills of the CCSS in all subject areas then they are becoming effective communicators. Involved Citizens- Mentorships, internships, poll worker, link crew, Responsible Self Directed Learners - Students are given planners at the beginning of each year to help them keep abreast of homework and school expectations. They can also use the school website to access the events calendar, important updates, and often homework assignments and course updates.</p> <p>Schoolwide Learning Outcomes (SLOs) are posted in each</p>	<ul style="list-style-type: none"> ● Course Catalog ● Counseling calendar of articulation and presentations ● Schoolwide Learning Outcomes Posters ● Class syllabi, posted on the school website ● PLC records kept by individual Departmental PLCs. ● Master Schedule (common preps for some PLCs to meet) ● School planners

classroom and referred to as “The Pointer Way,” and teachers focus on one or more of them as a part of their course curriculum. Many teachers have the SLOs incorporated into their class syllabus as well.	
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Student Work — Engagement in Learning

Findings	Supporting Evidence
<p>All departments at Point Loma High School have Professional Learning Communities or PLCs. Within each department, teachers who teach the same class and subject meet together regularly.</p> <p>Teachers examine previous student work and discuss the standards-based curriculum for each subject. They collaborate in the designing and implementing of curriculum and they design common assessments and common performance tasks to be implemented. After these common assessments and common performance tasks are completed by students, teachers examine and compare student work and evaluate the work for student understanding. They use this information to dictate future teaching. Although most PLCs effectively engage in the collaborative process to collectively review student work and assessment data, there are some PLCs that continue to struggle in this area.</p> <p>As a result of the WASC process, we began a classroom observation program. The data gathered from these observations showed that most teachers are addressing the SLOs in their classes. Critical thinking was the most commonly observed SLO, with 72% of teachers noting having seen evidence of it on their observation form.</p> <p>72% of teacher performing classroom observations also noted that students were engaged in their work.</p>	<ul style="list-style-type: none"> • Notes from PLC meetings • Common Assessments Used • Summary data from October 2014 classroom observation

Accessibility of All Students to Curriculum

Findings	Supporting Evidence
<p>All students have access to a rigorous, relevant, and coherent curriculum at Point Loma High School. According to US News and World Report (2014) Point Loma High School is ranked 101st within California. All students have the opportunity to take Advanced Placement classes. In regard to students with special needs, Point Loma uses the inclusion model for students, bringing support to students who need it. Those students with disabilities identified as needing</p>	<ul style="list-style-type: none"> • The AP participation rate at Point Loma High School is 73 percent. • Student support facilitated through co-teaching, collaboration, and consultation (master schedule - co-

<p>additional support are enrolled into specific core classrooms which offer both a content area teacher and a special education teacher to meet the needs of all students.</p> <p>Teachers and staff at Point Loma High define rigor as projects and assignments that require higher levels of thinking along Bloom's Taxonomy with appropriate scaffolds and differentiation to support success for all students. For example we began de-tracking our English 1-2 and 3-4 classes in 2011 with a resulting spike in student achievement scores on the CST because all students have access to the same rigorous curriculum. In 11th and 12th grades students can choose AP classes for their English courses as well.</p> <p>Teachers use the Integrated 21st Century (i21) Interactive Classroom. Using methods such as Universal Design for Learning (UDL) allow teachers to differentiate instruction and assessment, meeting the needs of all students, as well as addressing the Common Core (CCSS).</p> <p>Teachers prepare all students for transition to post secondary education through A-G curriculum. Strategies include, but are not limited to, English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE), and the use of Quality Teaching for English Learners (QTEL). Furthermore, lessons require students to use critical thinking skills that apply beyond the classroom by creating, evaluating, and analyzing individually and cooperatively. With an increased emphasis on closing the achievement gap for all students, programs such as A.V.I.D. Advancement Via Individual Determination support students who have traditionally fallen short. However, Point Loma High A.V.I.D. students thrive academically and socially in the Pointer community and beyond. Teachers define rigor through assignments and assessments that often exceed district and state standards.</p> <p>Online classes that focus on credit recovery are available.</p>	<p>taught classes)</p> <ul style="list-style-type: none"> ● 21st century classrooms ● IEP records ● master schedule - special program enrollment ● online course enrollment data
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Integration Among Disciplines

Findings	Supporting Evidence
Point Loma High has a strong collaborative culture, but most of that collaboration still happens within specific departments, during PLC meetings	<ul style="list-style-type: none"> ● Electric Car Projects ● Video Production featured on CNN ● State of the art Film

<p>Common Core Literacy Standards reach across disciplines as teachers in all subject areas integrate reading and writing activities to promote student thinking.</p> <p>Interdisciplinary collaboration/integration occurs in some departments. Many departments also take advantage of outsourced curriculum.</p> <p>SCIENCE Advanced Physics students participate in interdisciplinary projects such as Homes for Everyone and the Electric Car project, allowing physics and human geography teachers the chance to collaborate.</p> <p>VAPA The Cinematic Arts, Photography and Video Production are cross-disciplinary courses. Students make projects for the school and for other classes such as History, English, and other VAPA classes such as dance and theater.</p> <p>WORLD LANGUAGE World Language classes are interdisciplinary by nature, covering content such as history, geography, literature, health, civics and drama. Speakers have visited World Language classes to talk about fashion, humanitarian projects and study abroad experiences. Outsourced curriculum in World Language classes has been purchased by the Point Loma Foundation to align instruction with the current version of the AP Spanish Language Exam.</p> <p>MATHEMATICS Outsourced curriculum in Mathematics classes has been purchased by the Point Loma Foundation to align instruction with the current version of the AP Statistics Exam.</p> <p>AVID The AVID program purchases SAT preparation books.</p> <p>Recent guest speakers that have visited Point Loma High School have included a film director and wildlife biologist who connected English, Science, History and Multimedia and Video Production.</p>	<p>Equipment</p> <ul style="list-style-type: none"> ● Guest Speakers ● AP Spanish Language Textbooks ● AP Statistics Textbooks ● SAT Preparation Books
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Curricular Development, Evaluation, and Revisions

Findings	Supporting Evidence
<p>Point Loma High school is supporting the continual development of PLCs, groups of teachers and special education professionals who meet monthly to align curriculum to the common core, discuss pedagogy that meets students' intellectual needs, and discuss effective processes. The school district is supporting data-driven decision making by providing us access to Illuminate this year. Staff are currently being invited to trainings that help them align instruction with common core and use common assessments.</p> <p>Advanced Placement Curricula is mandated to go through a secondary review beyond school sites. AP Teachers are required to submit their syllabi to the AP Board for approval. The requirements in the curriculum must adhere to providing a challenging, coherent, and relevant curriculum.</p> <p>Curriculum is summarized for students at the beginning of the year in syllabi. These are reviewed by each teacher, department, department chair, and principal to ensure grading policies are accurately covered. These are available on the school's website under staff's home pages.</p> <p>The Instructional Leadership Team (ILT) comprised of key stakeholders determines what Professional Developments will be implemented and how district-initiated professional development supports are integrated. The team has helped to meet student needs, such as the integration of discussions to enhance positive school culture and classroom teaching strategies. For example, professional readings are read, discussed and disseminated at staff trainings (i.e. Teach Like a Champion).</p> <p>School Site Council (SSC): SSC provides oversight of the academic planning and budgeting process associated with the Single Plan for Student Achievement (SPSA) and WASC Action Plan in order to meet the needs of all students. SSC meets approximately once a month. For instance, the SSC has voted to increase support staffing for our OASIS program.</p> <p>Instructional Governance Council (IGC): The IGC meets one Monday each month to make decisions that impact the overall instructional program at PLHS. Issues of a school-wide nature</p>	<ul style="list-style-type: none"> ● PLC meetings ● DataDirector / Illuminate ● Common Core & technology trainings offered by the district ● AP Board Review ● Department Chair and Principal review of curriculum overview ● ILT agendas ● SSC Council minutes/agendas

are discussed and minutes are distributed to all staff and IGC Members. All staff are invited to make comments to their Department representatives.

Policies — Rigorous, Relevant, Coherent Curriculum

Findings	Supporting Evidence
<p>Key stakeholders are involved in the selection and evaluation of curriculum in a variety of ways. Through the district curriculum adoption process, teachers participate in reviewing and choosing state approved textbooks on a rotating basis.</p> <p>At Point Loma High teachers provide input and make decisions about curriculum design through their PLC. Part of the task of the PLC is to create year-long pacing guides for the curriculum and create the adaptations and additions to that curriculum as dictated by student needs. Teachers make individual decisions about the incorporation of technology into their lessons based on the technology available in their classrooms, the training they have had, and the needs of their students. In some cases, PLC groups support the inclusion of technology through professional conversations and mentoring with innovative pedagogy.</p> <p>Our new Introduction to Design course was added at the instigation of parent and staff desires for an inclusive engineering program.</p>	<ul style="list-style-type: none"> ● Adopted Curriculum ● Course Catalog

Articulation and Follow-up Studies

Findings	Supporting Evidence
<p>Articulation with Feeder Schools: Counselors visit our feeder middle schools, Correia Junior High, and Grant K-8 School and work individually with each incoming student to review their course selection for ninth grade. In addition, a case manager from Point Loma High School meets with case managers at middle schools to fill out articulation cards for students with a 504 or IEP to address their needs. The Counseling Department hosts “New Family Night” in January for all families of students articulating for the upcoming school year.</p> <p>The Math department gives a placement test to the majority of incoming 9th graders in order to determine appropriate placement. The World Language department administers a test to all native Spanish speakers, as well as those from an</p>	<ul style="list-style-type: none"> ● Counseling articulation cards ● Special Ed articulation card ● Counseling calendar ● School website ● Math placement test ● Spanish placement test ● Community College assessment exam ● Flyers and community communications in both English and Spanish ● Completed Job Applications

<p>immersion-school background order to determine appropriate placement.</p> <p>The Counseling Department puts on “Picture Yourself a Pointer” day in January, when students from feeder schools visit PLHS and tour the school, as well as “New Family Night” to showcase academic and extracurricular offerings at PLHS to incoming families.</p> <p>Community College counselors visit PLHS and administer their assessment exams on campus and return to give personalized orientation course selections with those tested students. Community College Ambassadors are on campus several times a week to meet with seniors regarding articulation and application process. PLHS also has a California Student Opportunity and Access Program (Cal-SOAP) counselor assigned to the site to work with students to assist them in their applications, financial aid, and matriculation to a university.</p> <p>Articulation with local colleges and universities: The Special Education Department and the counseling office put on the event “An Evening for Parents of Students who have an IEP or 504.” This event highlighted speakers from three universities (UCSD; PLNU; SDSU). The community colleges, adult education programs, vocational programs, High School Diploma Program, GED options, and the TRACE program were discussed. A presentation about the services and programs offered at PLHS and a wealth of resource materials were available for families to take home. This event was open districtwide.</p> <p>Mesa Community College comes to PLHS to give the English and Math Placement tests for students articulating.</p> <p>The Early Assessment Program tests juniors for college math and writing readiness and Expository Reading and Writing Course offered to seniors to prepare them for college level writing.</p> <p>The Special Education Department has an employer outreach specialist who assists special education students with career planning and job internships, and a part-time vocational rehabilitation counselor assigned through the Career and Transition Services Department to work with all students who have IEPs. Through collaboration with the vocational</p>	<ul style="list-style-type: none"> ● Course catalog
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<p>rehabilitation counselor and case managers, PLHS offers a variety of transition programs such as: Transition Skills class, Work Incentive on campus, and Workability off –campus. Special Ed students use the Career Cruising program and Naviance career interest inventory to help pinpoint their interest in future careers.</p> <p>PLHS offers CCTE classes such as Teaching Careers, Graphic Design, Multimedia Productions, Introduction to Engineering and Design, and Sports Medicine, which encompass “real life” learning opportunities.</p> <p>Classes are offered on the Point Loma High campus that are taught by community college professors and for which students receive college credit. These include, Political Science and Calculus.</p> <p>Currently we are unaware of any data reflective of the outcomes of our students once they leave Point Loma High.</p>	
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Conclusions

Findings	Supporting Evidence
All students at Point Loma High School have access to a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.	<ul style="list-style-type: none"> • SLOs • Course Catalog • Graduation Rates • Student Transcripts • Increased GPAs

To what extent does this criterion impacts the school’s ability to address one or more of the identified critical learner needs?

Findings	Supporting Evidence
Providing a rigorous, relevant and coherent standards-based curriculum for our students directly addresses the need to close the achievement gap and provide quality instruction.	<ul style="list-style-type: none"> • after school tutoring • advisory / intervention classes • support classes

B2. Curriculum Criterion**Variety of Programs — Full Range of Choices**

Findings	Supporting Evidence
<p>At Point Loma High School, all students are given the opportunity to make course selections related to their post-high school plans. School Counselors present course selection choices to each grade level every year and meet with students individually to guide them in their decisions. School Counselors discuss the student's college/career plans with them and make recommendations for courses based on the student's goals, transcript, teacher recommendations, and test scores. Point Loma High School also provides students with several CCTE (College, Career, and Technical Education) pathways that allow for career exploration and pre-technical training, as well as a full range of college preparatory courses across all departments.</p> <p>Special Education students are given a career interest inventory to help them determine an educational plan for the future. Naviance also has career interest surveys students can access for guidance.</p>	<ul style="list-style-type: none"> ● Articulation Presentations ● Articulation Cards ● Course Catalog ● School Calendar ● Naviance

Student-Parent-Staff Collaboration

Findings	Supporting Evidence
<p>The PLHS Counseling Department works closely with all students to design the most appropriate schedule to fit a student's specific needs. Guidance reviews allow students to be placed in AVID and CCTE programs, as well as in AP and classes where extra supports are provided.</p> <p>However, due to time and staffing constraints, it sometimes happens that students are not appropriately placed until after the school year begins, thus requiring a change of some or all classes. This is something PLHS recognizes as an area that needs improvement. Other challenges affecting accurate student placement in classes are the recent SDUSD transition to Power School, as well as the tremendous turnover PLHS has experienced within our counseling department in the last several years.</p> <p>Counselors work individually with incoming students to review their course selection for ninth grade. PLHS also has a California Student Opportunity and Access Program (Cal-</p>	<ul style="list-style-type: none"> ● Counseling records ● IEP's / 504's implemented ● Teacher / student & parent communications reflect amendments to student's learning plans ● Counseling plan ● Open House ● Counseling intervention plans ● Special education ● Case manager list ● IEP and signature log

<p>SOAP) counselor assigned to the site to work with students to assist them in their college applications, financial aid, and matriculation to a university.</p> <p>The PLHS employer outreach specialist assists students with career planning and job internships. By working with various academic teachers, the employer outreach specialist introduces interest assessments, career/college planning, and job-readiness skills (résumé writing, etc) to the students. Individual career/college counseling is also accomplished with a referral from a student's counselor.</p> <p>Special education students each have a case manager who designs IEPs, working in conjunction with the child's advocates, classroom teachers, and administration. Point Loma also has a part-time vocational rehabilitation counselor assigned through the Career and Transition Services Department to work with all students who have IEPs.</p>	
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Monitoring/Changing Student Plans

Findings	Supporting Evidence
<p>The PLHS Counseling Department uses articulation cards to ensure students are enrolled in the correct classes each year. The counselors also conduct a 10th grade review with students to ensure students are meeting their academic and graduation goals.</p> <p>Student Study Teams and IEP meetings often result in recommendations that result in changes in a student's schedules and personal learning plans. These changes often result in effective positive outcomes for students.</p> <p>There is no consistent process for monitoring student course placements and students are often initially placed in incorrect courses resulting in changes in schedules at the beginning of the year. Often it is up to the individual teacher to identify students who are misplaced in courses.</p> <p>AVID teachers have a process in place to monitor AVID students' progress throughout the year. They hold regular meetings, to which all AVID stakeholders are invited, as well as require that their students complete and submit regular progress reports in addition to the regular 6-week progress reports distributed by the school. AVID teachers work closely with the counseling department in making decisions about</p>	<ul style="list-style-type: none"> ● Counseling Records ● IEP/SST meeting notes/dates ● AVID student schedules ● AVID meeting calendar ● AVID progress reports

AVID students' class placements, as well.	
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Post High School Transitions

Findings	Supporting Evidence
<p>The AVID program is student-focused, centering on the goals students set out to achieve. Our AVID program empowers students by instilling in them the academic and social skills needed to successfully complete college and become responsible participants and leaders in our global society.</p> <p>CCTE is a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. Students are encouraged to complete an internship in the industry prior to finishing their senior year. A program of study may also lead to completion of A-G requirements, articulated community college credit, an industry-recognized credential, certificate at the postsecondary level, an associate or baccalaureate degree. Point Loma High School offers a variety of CCTE course pathways.</p> <p>The NJROTC program focuses on the study of ethics, citizenship, communication, leadership, life skills and other subjects designed to prepare young men and women for life post high school. Students are provided with post high school pathways that include college, career and military service.</p> <p>Post high school transitions are a part of every special education student's IEP. Case Managers interview students, introduce them to Career Cruising and Naviance, closely monitor grades and progress towards a diploma, and provide individual plans for post-high school transitions.</p> <p>An on campus facilitator helps students who are non-diploma bound transition after high school to services that provide alternative diploma programs, job referrals, vocational training, life skills training, and remedial math and English services. Having this program on campus allows for a smooth transition for non-diploma bound students post high school.</p> <p>A School to Work Transition Services Liaison, provides opportunities for SPED students in order to expose them to different kinds of vocational experiences while still in high school. This program encourages and guides students to</p>	<ul style="list-style-type: none"> • AVID • CCTE course catalog • NJROTC classes offered in course catalog • SPED program

<p>pursue post high school career options and education by allowing them to participate in on and off campus jobs.</p> <p>AP courses prepare students to take advanced placement exams. Point Loma High has made great gains in increasing the numbers of students enrolled in AP courses and increased the passing rates. AP courses offer our college bound students a chance to experience advanced curriculum while still in high school and often earn college credit.</p> <p>Dual Enrollment with Community Colleges offers students at Point Loma High a chance to take a college course while still in high school. The students experience college level textbooks, course expectations and the opportunity to interact with college faculty.</p> <p>Athletic experiences encourage many students to maintain high academic achievement and their involvement in sports prepares them to transition to college athletic environments.</p>	
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Conclusions

Findings	Supporting Evidence
<p>Although Point Loma High offers a lot of opportunities to all students we still find that access is unequal for various reasons, such as class size caps, prerequisites, parent advocacy, administrative policies, clerical errors, and technical glitches with our student management system. The system is far from perfect and it is often up to the individual student and their parents, or their staff support to advocate for some need.</p> <p>The district is working to improve the functioning of our student management systems. The counseling department is always looking for better ways to ensure students are correctly placed in classes.</p> <p>Students have found their needs addressed through access to the various programs on campus. The communication of athletics with academic teachers is very strong. Athletics is a strong supporter of teachers and academic accountability. This lends to successful transitions to colleges.</p> <p>CCTE classes and programs are offered primarily on the basis of student interest; which guides curriculum.</p>	<ul style="list-style-type: none"> ● Counseling records ● Course catalog ● Athletic department ● CCTE classes

To what extent does this criterion impacts the school's ability to address one or more of the identified critical learner needs?

Findings	Supporting Evidence
Closing the achievement gap and ensuring that all students meet A-G requirements are two identified critical learner needs. We have a system in place that allows us to do this most of the time. We are hindered from time to time by technology and staffing issues.	<ul style="list-style-type: none">● Power School● SDUSD staffing policies

B3. Curriculum Criterion**Real World Applications — Curriculum**

Findings	Supporting Evidence
<p>Several of the CCTE classes on campus offer real world applications via internships with local businesses and non-profit organizations. A clear example of this is several students in the Cinematic Arts class recently created a promotional video for the National Park Service for the National Cabrillo Monument's auditorium and website.</p> <p>Graduating seniors have the opportunity to take several college level classes throughout the year (e.g. Political Science, Calculus) and collectively earn hundreds of college credits before leaving high school.</p> <p>Point Loma High School consistently ensures all students have access to a rigorous and relevant curriculum. In 2014, US News improved Point Loma's status from a Silver to a Gold School for consistently performing in the top ten percent of all schools in the State of California on our State Exams. Also in the 2013-2014 academic school year our brand new Cinematic Arts facility had a student video project air internationally on CNN. This transformed our high school campus into a college campus for the day, as students from Science, English, Government and the Cinematic Arts program participated in a Q & A session with a professional filmmaker and a wildlife scientist about the ethical use of animals for entertainment. The staff at Point Loma feels we are continuing to create rigorous and relevant curriculum that includes real world applications in a meaningful manner for our students helping to prepare them for success in college, career and life.</p>	<ul style="list-style-type: none"> ● Community college courses offered at PLHS ● CCTE Classes ● US News ranking

Meeting Graduation Requirements

Findings	Supporting Evidence
<p>Academic, career & college readiness programs are implemented throughout the year in addition to after school programs to support academic and skill preparation. Our graduation rate has increased slightly over the past few years, and is now close to 99%.</p>	<ul style="list-style-type: none"> ● Program catalog ● school website ● after school programs ● graduation data

To what extent does this criterion impact the school's ability to address one or more of the identified critical learner needs?

Findings	Supporting Evidence
<p>In a previous self-evaluation, two of the school's main critical learner needs included improving academic performance and graduation rates for students who have been identified as at risk (poverty level) and included English Language learner needs. These two subgroups were identified through previous WASC analysis procedures, CST results analysis, and PLC data analysis. To close the achievement gap for these two subgroups, various classes were implemented to help groups achieve their goals. These efforts included:</p> <ul style="list-style-type: none"> ● incorporation of the academic language development course ● expansion of AVID students access high level courses (such as AP courses) ● increase in college applications support 	<ul style="list-style-type: none"> ● ALD course ● increase in enrollment of AP courses by AVID students and passing rate increases on AP tests ● increase in college acceptances as evidenced in Naviance

**WASC Category B. Standards-based Student Learning: Curriculum:
Strengths and Growth Needs**

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

- As a result of district policy, all students have access to a rigorous curriculum that matches the A-G requirements of the University of California. As a graduation requirement students must earn credits in the entire A-G sequence to graduate.
- Most subject areas have implemented Common Core aligned courses.
- Students who meet the graduation requirements at PLHS are prepared to enter college and access further career training.

Point Loma High School has also been successful in trying and implementing a variety of intervention supports such as

- Oasis for students who need academic and tutoring support in their core academic classes,
- Advisory (support for tutoring and academic completion),
- ALD (Academic Language Development for long term English Language Learners
- Co-taught classes with Special Ed department to support differentiated learning

In an attempt to help close the achievement gap and better prepare students for English 101 at local community colleges, the school has adopted an Expository Reading and Writing Course as a Senior English Course. The curriculum more closely aligns with college reading and writing requirements.

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

- Expand the topic and curriculum sections to reflect the diversity of the students engaging in the curriculum to better prepare students for interaction in the real world.
- We need consistent professional development and training for teachers in all curriculum areas as we implement the common core standards.
- Our students need more opportunities for real world experiences, internships, global connections and developing technical expertise.
- We need to strengthen and continue our communication with our feeder schools regarding curriculum and students skill development.
- We need to find additional methods of supporting all students as they take A-G courses, especially Math courses.
- We need better ways of ensuring all students are enrolled in appropriate, A-G courses

Category C: Standards-based Student Learning: Instruction**C1. Instruction Criterion****Results of Student Observations and Examining Work**

Findings	Supporting Evidence
<p>Teaching and learning at Point Loma High School is centered on common core curriculum, district standards, and our Schoolwide Learner Outcomes (SLOs). Teachers are involved with site and district curriculum design through Professional Learning Communities (PLCs) as well as textbook adoptions. Teachers continue to engage in professional development opportunities. Staff members have completed or are in the process of acquiring advanced degrees. This commitment to continual improvement strengthens the academic program at Point Loma. Using this model of teacher-as-learner and collaborator, new instructional strategies are being designed to reach the diverse student body.</p> <p>The Special Education Department at Point Loma High School offers a full continuum of programs and services to support students with Individualized Education Plans. Instructional strategies and supports provided by Special Education staff members include but are not limited to:</p> <ul style="list-style-type: none"> ● Co-teaching, collaboration, and consultation within the general education setting. ● Specialized classes for students with IEPs provide intensive Math and English instruction to improve below-grade level Math and Reading skills. ● Opportunity Success helps students make up previously failed classes online and provides students with study skills strategies and academic support ● Paid and unpaid work experience opportunities are provided to help students obtain employment, receive on-the-job training. ● Circle of Friends is a social language skills program that helps establish friendships between students with disabilities and their trained able-bodied peers. <p>English learners (ELs) at Point Loma High School are taught by teaching staff that are fully qualified to offer support and instruction designed to meet the needs of emerging English proficient learners. All teachers on staff have received instruction on the uses of Specially Designed Academic Instruction in English (SDAIE) through university coursework</p>	<ul style="list-style-type: none"> ● Staff Data ● PLC Records ● Teachers' California Clear Credentials ● Master Schedule ● Course syllabi ● Student work ● Teacher training events ● Teacher websites/blogs

and/or supplemental staff development such as Quality Teaching of English Learners (QTEL). Students are involved in challenging learning in order to meet the academic Common Core standards through the implementation of the following programs:

English as a Second Language

We serve the language needs of all students who come to PLHS with limited English skills. Our ESL class meets the needs of students in Levels 1-2, 3-4, and 5-6. Our newest arrivals receive an additional hour of support from the English Learner Support Teacher (ELST).

Academic Language Development

This class is offered to students who are considered Long Term English Learners, meaning they have attended school in the United States for five or more years and have not made adequate progress towards their English proficiency.

- Focus on academic language for greater success in all content areas.
- Reduced class size – specialized attention from the teacher to meet each individual student's needs.

Purposeful Placement

All English learners are placed in regular content area courses that are specially designated to ensure proper placement. The students are grouped in cohorts of no more than 8 within a larger class of their native English-speaking peers. These courses are supported by the ELST through push-in and pull out methods. The teachers in these content areas have been trained in strategies for working with second language students and are participating in ongoing training. The ELST supports the teachers as well with lesson planning and appropriate strategies, scaffolds and accommodations.

Specialized Support and Monitoring

All English learners receive monitoring and support from the ELST on a consistent basis. Any student not making progress is evaluated for potential learning difficulties or other needed supports such as OASIS or daily tutoring. Students who reach Reclassification to a Fluent English Proficient status are monitored for two years by the ELST to ensure they are still achieving at their highest potential.

Writing is a key focus of the school, particularly in English. Various writing applications are taught at all grade levels and

are chunked and scaffolded for English Learners and special education students. All students are encouraged and required to go beyond standards and write creative, critical and well-developed analytical pieces that are organized, coherent, and reflective. Revision and editing skills are essential, as well, in preparing students for college level writing.

Other instructional approaches in the English Department include:

- Writer's Workshop Model
- Writer's Notebooks
- CSU - Expository Reading and Writing Course
- ESL classes
- Special education services
- Differentiation of assignments
- Scaffolding of lesson design
- Modeling
- "Gradual release of responsibility" in instructional design
- Co-teaching model of instruction
- Sentence frames
- Writing Response Groups
- Socratic Seminar
- Philosophical Chairs
- Google Apps
- AVID Strategy

The mathematics department at Point Loma High School uses a multitude of instructional strategies to deliver instruction focused on the Common Core Standards and meet the needs of all learners. Learning outcomes for the students are constantly assessed and measured through a variety of methods and the feedback is then used to drive instruction to ensure that all students have an opportunity to meet the course requirements and school-wide learner outcomes (SLOs).

The following strategies are implemented throughout the department, and vary depending on the class level and/or needs of each individual class or learner

- Readiness assessments
- Flipped classes
- Co-teaching
- partner and group work
- project based learning
- in-depth problem analysis
- use of available technology (computers, graphing

<p>calculators, doc cams, Promethean board)</p> <ul style="list-style-type: none"> • common assessments within a given course • direct instruction • student led instruction • monthly department and PLC meetings for faculty to ensure course alignment • one on one tutoring • peer tutoring • Socratic dialogues • simulations • pacing guides and rubrics • writing assignments, including research papers • AVID and QTEL strategies including foldables, graphic organizers, manipulatives, posters, Cornell notes • Assessment in the form of direct questioning, exit slips, group tests, individual tests, quizzes, homework quizzes, notebook checks, whiteboard work, whole class examination of student work by use of the document camera • teacher websites on the Point Loma High School website to support the students with resources, videos, assignments and upcoming events <p>The science department at PLHS uses a variety of instructional strategies to deliver instruction focused on the Common Core standards. The following strategies are implemented throughout the department:</p> <ul style="list-style-type: none"> • Writing that results from inquiry based reading of scientific articles. • Writing that results from formal lab reports, summarizing data and drawing conclusions • Short answer and long essay writing whose goal is to show content mastery • learning and practicing effective note-taking techniques • Small groups are used to develop effective academic languages communication skills • Text material is made more accessible and chunked through the use of graphic organizers, notes and vocabulary instruction for EL's and Sp. Ed students • Numerous additional QTEL strategies are utilized to support EL and SP Ed students • Laboratory experiences are used in all science classes to reinforce and expand scientific concepts and 	
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<p>laboratory skills</p> <ul style="list-style-type: none"> • Labs are focused on inquiry based strategies • Graphing skills are emphasized to facilitate summarizing data and drawing conclusions from data • A movement has been made towards “flipping” the classroom, facilitating greater time in class focused on problem solving and communication • Students are provided ample experience with practice inquiry based questions to prepare for inquiry based common core testing <p>The Social Studies Department enables students to think critically about historical topics by utilizing various instructional methods and assessments that are aligned with the Common Core State Standards. Students recall content knowledge by answering questions posed by the instructor during direct instruction. By examining primary sources students are able to determine points of view and biases. Through comparisons of texts students are able to assess historical evidence and determine the validity of authors’ arguments. Written assessments, discussions, and debates are used not only to assess students’ retention of historical information, but also to monitor the development of the literacy skills needed to succeed in college.</p> <p>The World Languages Department at Point Loma High School offers the following instructional strategies to their students:</p> <ul style="list-style-type: none"> • Individual and group activities: <ul style="list-style-type: none"> ○ Skits ○ Conversations ○ Essay writing ○ Creative writing ○ Oral presentations ○ Computers for research ○ Computers for communicating in the target language from home ○ Videos, DVDs, and audio (CD, tape) resources ○ Games ○ Interviews ○ Surveys ○ Communicating with students in other countries ○ Teaching Proficiency through Reading and Storytelling (TPRS) • Computer Lab - students attend class in the computer lab where they visit websites to practice the concept being taught in class. They can choose their own level 	
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<p>(beginning, intermediate, advanced) and go at their own pace</p> <ul style="list-style-type: none"> • Classes are taught solely in the Target Language • On the spot conversations with the teacher • On the spot oral presentations- students given 10 min. to prepare then they must present it memorized • Google voice • In class writing prompts given and students must write in Target Language • Students must communicate in the Target Language (with peers and teacher) <p>Point Loma High School has a thriving Visual and Performing Arts Department that offers students a wide variety of opportunities and challenges. These programs include visual art, painting and drawing, drama, dance, concert band, wind ensemble, marching band, string orchestra, symphony orchestra, jazz band, choir, ceramics, graphic art and motion picture production. Each of the courses is by nature performance-based, and instructional strategies are aimed at proficiency and beyond in the discipline.</p> <p>Students in these programs benefit from a project based approach to learning which empowers students to take control of their own learning. Students play an active role the learning process often in the form of student leadership teams which are charged with everything from motivation, organization and delegation of students in completing projects. This emphasis on instruction through performances, showcases, competitions, etc. results in real world problem solving as opposed to hypothetical theorizing which invigorates students throughout the learning process. This is evidenced by the extraordinary amount of time students in these programs spend outside of the school day furthering their education in pursuit of a good performance or project.</p> <p>75% of students surveyed feel they are being challenged in classes.</p>	
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Additional Online Instruction Prompt

Findings	Supporting Evidence
Students at Point Loma High School have the option to dual enroll in online courses through iHigh Virtual Academy, a WASC accredited, college prep program offered through San	<ul style="list-style-type: none"> • Ihigh website • Edgenuity • Apex

<p>Diego Unified School District, that provides rigorous coursework in an extremely flexible format, with the majority of communication and assessment taking place online. Timelines and pacing guides help students stay on track and complete assignments in a timely manner. The following terms are used to help students with pacing: A student's <u>actual grade</u> is posted throughout the duration of the course. The <u>course completed percentage</u> indicates the percent of the course completed, calculated by the number of assignments completed vs. the total number of assignments in the course weighted by the average time it takes a student to complete the types of assignments. <u>Target completion</u> indicates how far along in the course the student should be. The pacing guides are effective if followed closely by students. If students fail to follow timelines, they may end up in a situation where it is impossible to catch up. It is the responsibility of each individual student to monitor their progress in order to be successful in an online course.</p>	
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Student Understanding of Learning Expectations

Findings	Supporting Evidence
<p>Point Loma teachers provide performance level outcomes before beginning a new unit of study. These are provided via extensive College Board approved syllabi for AP courses. They are also provided as a handout for numerous subject area courses. Teachers also provide pacing guides with content and skills which connect to the Common Core standards. To ensure students are aware of their expected performance levels they are given rubrics before they begin assignments such as projects, presentations, and laboratory write ups. Examples of past student work are made available to clarify the learning outcomes. Further, daily objectives and standards are posted throughout the campus in classrooms. Finally, students who go beyond the boundaries of our school site, i.e. ROP teaching careers, voting day poll workers, various student interns, are given explicit instruction on appropriate behavior for the work environment and general professionalism.</p> <p>82% of students surveyed know the expected learning outcomes in their respective classes.</p>	<ul style="list-style-type: none"> ● Rubrics ● student work ● performance level outcomes included in instructions ● student survey

Differentiation of Instruction

Findings	Supporting Evidence
<p>Differentiation of instruction is an area in which Point Loma High School teachers excel. This is the fourth year that we have utilized a de-tracked model in the ninth and tenth grade English classes. There is only one level of English that all ninth and tenth grade students are enrolled. These teachers underwent extensive professional development on how to best meet the instructional needs of all students in the classroom, regardless of skill level or disability. They, in turn, were able to mentor other teachers on their best practices. Successful techniques that are used in these classes, as well as across the curriculum, are tiered assignments, partner assignments, think-pair-shares, homogenous and heterogeneous groupings, and choice in assignment. This benefits students who are normally reticent in a whole class setting and ELLs who sometimes need more time to articulate their thoughts. Group work enables students who thrive in social settings to practice interpersonal skills that can be used in the workforce.</p> <p>The efficacy of these strategies was supported by student surveys administered at the end of the last school year. Students commented that what they enjoyed most about class was:</p> <ul style="list-style-type: none"> • “Doing partner work because I struggle to understand some topics and I feel that working with someone else helped me achieve” “ • “I like the groups and how we got to interact with many different people in the class.” • “I really liked collaborating in my expert [homogeneous] and base [heterogeneous] groups.” <p>The incorporation of technology and multimedia also aids in effective differentiation. For example, teachers offer multiple ways to submit work (handwritten, typed, emailed, Dropbox, shared Google Doc). Every teacher has a Point Loma webpage, and many teachers also have a supplemental blog where students can find supportive resources like copies of daily notes/presentations, “flipped classroom” videos, and links to assignments for students who work at a slower pace and for those who prefer to add to their notes after engaging in lectures. Student computers are also equipped with Kurzweil, a software program that will read texts out loud.</p> <p>The social studies department specifically differentiates instruction with technological aides in order to cater to</p>	<ul style="list-style-type: none"> • Teacher websites • student work • presentations • teacher observation data

<p>students with various learning styles and abilities. Auditory and visual learners benefit from observing lectures aided by visuals such as PowerPoint and flip chart presentations. Primary sources and other texts in addition to the textbook help students learn about historical events from various points of view. Kinesthetic learners benefit from participating in simulations. Webquests allow students to conduct research on appropriate historical websites.</p> <p>Support faculty and staff provide differentiation to students by using pull out groups, or hosting sessions where struggling students can have material either front-loaded or reviewed. General education teachers work closely with the English Language Support Teacher, AVID trained teachers, Education specialists, co-teachers, and para-educators to plan scaffolded lessons for English language learners, special education, and other struggling students.</p> <p>Classroom observations indicate a variety of activities, strategies, and multiple learning modalities are being utilized by teachers. Additionally, multiple pedagogies are implemented to facilitate differentiation.</p>	
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Student Perceptions

Findings	Supporting Evidence
<p>Teachers at Point Loma High School use various methods to evaluate whether students understand the performance outcome expectations. Teachers strive to explain what is required of the students for them to achieve a satisfactory outcome whatever it be.</p> <p>Teachers use one on one interviews, whole class discussions, and surveys to evaluate the effectiveness of the student-teacher interaction and lessons.</p> <p>Former students are invited back during holiday breaks to discuss how the school-wide learner outcomes helped prepare them for post high school life.</p> <p>82% of surveyed students know the expected learning outcomes and feel empowered to keep track of assignments, grades. They are confident in the resources available to get additional support.</p>	<ul style="list-style-type: none"> ● Flipped classroom surveys ● AP classes surveys ● AVID interviews ● Classroom observations ● Student Surveys

Conclusions

Findings	Supporting Evidence
Teachers are current in the instructional content taught, in research-based instructional methodology, in multi-media, and in technology.	<ul style="list-style-type: none"> • i21 classrooms • availability of multimedia technology

To what degree does this criterion impact the school's ability to address one or more of the identified critical learner needs?

Findings	Supporting Evidence
Teachers can work as coaches to facilitate learning for all students, thus working to close the achievement gap.	<ul style="list-style-type: none"> • Advisory • extra-curricular sports • collaborative group learning

C2. Instruction Criterion**Current Knowledge**

Findings	Supporting Evidence
<p>Every classroom at PLHS is wireless and has a teacher technology station that consists of a laptop computer, document camera, and Promethean interactive board. Teachers use this technology routinely and easily. In addition, the majority of classrooms are equipped with one:one student devices, either netbooks or Ipads. Each classroom is equipped with two microphones and a surround sound system. Additionally, there are two computer labs adjacent to the library that are available for class use.</p> <p>The majority of teachers utilize the school website for a variety of purposes. Teachers post homework assignments, homework help videos, and lecture videos. Many teachers utilize blogs and other social media platforms to interact and connect with their students.</p> <p>Point Loma High School has a state-of-the-art motion picture studio, as well as a Sound Production studio.</p>	<ul style="list-style-type: none"> • i21 technology • PLHS web site

Teachers as Coaches

Findings	Supporting Evidence
<p>All teachers encourage students to do their best throughout the school day.</p> <p>Teachers advise and lead students in group discussions and student centered lesson plans in class and advisory periods.</p> <p>Point Loma High School offers many programs where the teacher acts as a guide or coach:</p> <ul style="list-style-type: none"> • We offer the OASIS program to low level, at risk students. This program is intended to keep the students focused on school and offers them extra attention and help that they might not get during their regular school day if the program was not offered. • We offer AVID and ROP programs on campus where students are guided by teachers as they explore college and job opportunities. 	<ul style="list-style-type: none"> • Classroom observations • Teacher discussions • program descriptions

<ul style="list-style-type: none"> ● We have recently opened a speech and debate class where teachers coach student and lead them during debate matches. ● We have reopened the after school tutoring program called the “Upper Level Club” which has teachers and college students meet with individual students to offer tutoring in all academic departments. 	
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Examination of Student Work

Findings	Supporting Evidence
<p>Point Loma High offers students diverse opportunities for structured learning and to research, inquire, gather, discover and invent knowledge on their own.</p> <p>Teachers at Point Loma use online technology to review, comment on, share, and communicate about student work. The English department uses Google Apps to facilitate research and writing activities. For instance, assignments are often provided in a shared Google folder. Students are asked to digitally share their documents with teachers and other students in order to glean instant feedback about their work. Similarly, teachers are able to digitally share exemplars with one another, which allows them to constantly provide models and clear expectations to students.</p> <p>Teachers also often ask students to submit responses via Google forms. Google forms allow teachers to collect students writing and responses into a spreadsheet, where quick checks for understanding can be performed. By using scripts like Flubaroo, a tool which quickly grades multiple choice responses, teachers can quickly see where students are struggling and provide them with instant feedback via email.</p> <p>Students at Point Loma High School have access to technology in almost every core classroom. Students use netbooks almost daily in 9th grade English classes to share documents on google docs. The multimedia department uses video production equipment to edit videos. The yearbook class creates the yearbook digitally on a web based program then submitted to the publisher. Students in statistics use TI-83 calculators to solve problems.</p> <p>PLHS students regularly use materials and resources beyond the textbook.</p>	<ul style="list-style-type: none"> ● Access to laptops ● collaborative projects ● Shared online docs ● Shared Google docs ● Gmail accounts ● Syllabi ● Netbooks ● Classroom observations

<p>Students in the social studies department use primary source documents to respond to DBQ's and exam questions.</p> <p>For National Novel Writing Month, in English classes the 9th graders and writer's workshop students write novels that are published either online or as an e-book or a paperback novel with an ISBN number.</p> <p>Across the curriculum newspapers and periodicals are used to enhance instruction in a variety of classes and content areas.</p>	
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Real World Experiences

Findings	Supporting Evidence
<p>There are a myriad of opportunities available to students at Point Loma High School that allow them to access and be involved in a variety of real world experiences. All students have access to career awareness, exploration and preparation that include activities such as job shadowing, internships, apprenticeships programs, regional occupational programs, on-the-job training programs, community projects, and other real world experiences and applications.</p> <p>Naviance is an online comprehensive college and career readiness tool that all students can access. Students use Naviance throughout their high school career to help connect academic achievement to post-secondary goals. Naviance allows students to create a plan for their futures by helping them discover their individual strengths and learning styles and explore college and career options based on their results. Students are able to research colleges based on their career interests, and compare admissions rates. Students also have access to a multitude of scholarship opportunities. Naviance helps students make well informed decisions about their future, while also improving communication between students, counselor, and parents.</p> <p>The AVID program on our campus is designed to serve students by introducing them to college, major, and career research. Career awareness opportunities are provided via college and career fairs, Internet exploration, field trips to colleges, guest speakers, and job shadowing and internship opportunities. Students in the AVID program participate in the</p>	<ul style="list-style-type: none"> ● Program descriptions ● Course syllabi ● Field Trip calendars ● Counseling department records

H&R Block Budget Challenge, which provides students with a real world simulation to help them learn and practice many real-world money management skills such as paying bills, managing expenses, saving money, investing in retirement and more.

CCTE (College, Career Technical Education) is a program of study that involves a multi-year sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. A variety of courses are offered to all students who are 16 and older. The CCTE is organized around 15 industry sectors with each sector having two or more career pathways. Students are taught to apply academics, develop technical skills, and make industry connections. The internet is available to assist in occupational and/or college choices as well as financial aid and scholarship searches. College application and financial aid workshops are held for seniors. There are many opportunities for students to learn skills that will increase opportunities for employment as well as provide basic training in a variety of career fields. Students enrolled in these classes have opportunities to participate in field trips, engage in hands-on experiences, learn from guest speakers, and participate in paid and unpaid internships. CCTE courses available to students include Computer Graphics, Introduction to Music Production, AP Music Theory, Multi Media Production, Photography, Cinematic Arts, Green Technology, Intro. To Engineering Design, Principles of Engineering, Digital Electronics & AP Environmental Science, Anatomy & Physiology, Sports Medicine, Human Psychology & Family Sociology, and Intro To Teaching & Learning.

Transition Skills is a class for students with IEPs that provides students with basic vocational prep, career exploration, researching community employment and completing job applications, and developing skills for interview prep. The Transition Skills teacher works closely with the Vocational Counselor to set up opportunities for job shadowing, on and off campus work opportunities, internships, mentoring, and access to career and college fairs. Students are also exposed to a variety of resources and activities that will help them to develop independent living skills such as finding a place to live, creating a budget, managing a checking account, applying for insurance, and mobility options.

Work Incentive is an on-campus work experience program for students with an IEP who are 14 years or older. With the help of the Vocational Counselor, an on-campus job is located or created to meet the needs and interests of the student. This is typically the first work experience for many students. Students are given the opportunity, and provided with supports to help them learn basic job skills, employer expectations, and social skills that will help them to prepare for community based employment and will be eligible for a professional reference on their resume.

Workability is an off-campus work experience program for students who are 16 years and older who have participated in and successfully completed the Work Incentive program. With the help of the Vocational Counselor, students search for and identify jobs that they would be interested in acquiring within their community. Once a job is located, the Vocational Counselor works with the employer to create a paid work experience opportunity for the students that is funded through the Workability grant. After completing the program, the employer can choose to offer the student a direct-hire part-time or full-time position. Students will also be eligible for a professional reference on their resume.

Community Based Instruction (CBI) activities are offered to students with IEP's. These activities are designed to teach basic skills and provide students with disabilities with real world experiences such as grocery or personal shopping, using public transportation, navigating the community, attending recreational activities, and many other activities relating to domestic, community, academic, vocational, and/or recreational needs.

The Naval Junior Reserve Officers Training Corps (NJROTC) is available to all students in grades 9-12. Students enrolled in NJROTC participate in field trips relating to military and civilian career opportunities such as meeting pilots, tank drivers, ship drivers, submarine drivers, college career fairs, and the CA Supreme Court downtown. They also have regular guest speakers from various career fields that exist in the Navy and parallel on the civilian side. They also provide upperclassmen one-on-one career counseling once a week to track SAT preparation on our free online course, SAT registration, college research, deciding on initial majors for college, scholarship options and application essay reviews and assistance, and educating the students on the free lunch

program opportunities and Veteran education benefits for children.	
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Conclusions

Findings	Supporting Evidence
<p>As demonstrated by the responses in this chapter, Point Loma High School offers a diverse range of instruction and provides a climate of rigorous standards while simultaneously supporting students with multiple intervention strategies. The result is a student population which is engaged, achieving and well prepared for their post-high school lives.</p> <p>Within each program and subject thriving professional learning communities exist where teachers are experimenting regularly to discover new ways to reach students. A collaborative and collegial atmosphere amongst teachers yields itself to a healthy exchange of ideas that ultimately benefits student learning.</p> <p>The students of Point Loma High School are uniquely empowered in their own education. Programs like AVID, Circle of Friends, ASB, Upper Level Club, ROTC as well as athletic teams and arts activities are student led and driven with an emphasis on experience based learning. With the guidance of staff these students work to create a welcoming and focused learning culture.</p>	<ul style="list-style-type: none"> • College acceptances • AP courses offered • AP enrollment numbers • Number of internships offered and successfully completed • Graduation rates • Program descriptions • Athletic offerings

To what extent does this criterion impact the school's ability to address one or more of the identified critical learner needs?

Findings	Supporting Evidence
<p>Students show increased self-esteem and improved self-concept because of success in their internships. reading programs and other "hands on" activities at the elementary schools, ELL students who intern in elementary schools show improvement in reading as well, due to the reading programs and other hands-on activities they are involved in with the younger students. In addition, the opportunity to converse in English with elementary school children helps to improve language communications for many of our ELL students.</p>	<ul style="list-style-type: none"> • CELDT data • Student grades • Internship descriptions

WASC Category C. Standards-based Student Learning: Instruction: Strengths and Growth Needs

Category C. Standards-based Student Learning: Instruction: Areas of Strength

From the peer classroom observation survey, it is apparent that Point Loma High School offers a variety of instructional strategies across all departments. Many departments collaborate to offer lessons across content areas. All teachers are working within their content credentialed area.

Category C. Standards-based Student Learning: Instruction: Areas of Growth

Rigorous and Challenging Instruction

While we make every effort to provide challenging instruction for every student, sometimes this may not happen as we would like it to. One reason for this could be incorrect placement of students in their classes. More work can be done to ensure students are placed in the correct sections of courses. Better planning work prior to the start of the school year in placement of students into courses can help to maximize student learning by allowing teachers to better differentiate instruction.

Parent Communication

Numerous sources of data indicate a gap between parent perception of PLHS programs and activities and what is actually happening. Point Loma High School needs to improve and increase avenues for communication with families, particularly with those parents who don't speak English or who don't live in the Point Loma Community. More efforts need to be made to include all families, at all events. More work can be done to increase parent turnout at Open House and other similar school functions where parent interaction is the focus.

Student Feedback

One issue worth addressing that was identified in the surveys was a wide chasm between how students view the school and how parents and teachers view the school. One potential area to address in this regard is to more regularly and efficiently acquire student feedback. The precise mechanisms by which to achieve this ends needs further investigation but one potential area worth exploring is regular student surveys, perhaps at the end of the year, in every course.

Continuity with feeder schools

One program already implemented cluster wide that can be further developed is "The Pointer Way" wherein students are educated about Point Loma High School culture and values beginning in 5th grade. However, this program needs to be nurtured and maintained, so that it can continue to grow and become a norm in our community.

Other findings

We need to ensure that all students have access to the most up-to-date instructional materials, in every course. When modified materials are called for, those must be equivalent to the materials used by the rest of the class.

Student engagement can improve. Instructional methods need to be relevant and rigorous, to ensure that to the greatest extent possible, all students are engaged in every class, every day.

Students need to be encouraged to read more – there can be more of an emphasis on literacy in every course.

Category D: Standards-based Student Learning: Assessment and Accountability**D1. Assessment and Accountability Criterion****Professionally Acceptable Assessment Process**

Findings	Supporting Evidence
<p>Point Loma High School utilizes several types of assessments to determine student progress. CST/STAR testing was used annually in the spring following state mandates. The results were shared with the staff at the beginning of the school year and used to make program and schedule changes when appropriate. We were a pilot school for the Smarter Balanced Assessment in the spring of 2014 to prepare administration, staff and students for the challenges the new state assessment program will present when it is fully implemented.</p> <p>The California High School Exit Exam (CAHSEE) is administered to all sophomores every year in March. Juniors and Seniors who have not passed the test are tested in the fall and spring until they are successful in completing this graduation requirement. Scores are mailed to parents and shared with the staff in the spring. PLCs analyze this achievement data at the beginning of the school year to set instructional goals and determine student needs.</p> <p>All EL students are tested annually on the California English Language Development Test (CELDT) to determine their current English language proficiency level. This data is used to refine placement and needs of second language learners. These results are shared with parents during ELAC meetings. Each year from 30-50 students qualify for reclassification based on these scores. This is above the district average.</p> <p>The World Languages Department uses a summative assessment created by the district to assess language competency to include vocabulary and grammar knowledge as well as reading and listening comprehension. Teachers also use their own formative assessments based on pre-determined vocabulary and grammar structures stipulated by each language level. Teachers use this data to track student progress, maintain communications with parents and counselors, and to communicate needs with administration. The assessment process is effective although the district examinations do not reflect common core standards or pedagogy.</p>	<ul style="list-style-type: none"> ● CST/STAR scores ● Meeting Agendas ● CELDT scores ● CAHSEE scores ● PE Fitness results ● Department Testing scores ● PLC Agendas ● IEPs

<p>In the English Department assessment is based on common assessment writing prompts including the on-demand and process writing prompts with common assessment more typically based on the on-demand writing which is an effective evaluation of writing. Through these instruments teachers observe growth, and student perception of growth is a significant indicator. A holistic approach to student growth is an appropriate assessment in the English Department.</p> <p>In the PE/NJROTC departments, the CA Fitgram standardized test measures and provides feedback to students, parents, and teachers in the areas of aerobic capacity, strength, flexibility, and agility towards a goal of lifelong health and fitness. These tests are objective measures that must be passed in order to discontinue the testing cycle.</p> <p>The Math Department uses both district created and PLC created formative and summative assessments. In addition, individual teachers use their own formative assessments to evaluate student learning and share/compare the results with other members of their PLC. Results are shared with students and parents through a variety of electronic communications.</p> <p>The special education department uses informal and formal assessments to monitor students' progress towards their IEP goals. That information is shared with parents, teachers and other members of the IEP team at IEP meetings and through consultations throughout the school year. The special education department also supports the general education teachers by reviewing and editing formative, summative and diagnostic assessments throughout the year to monitor progress for all students. The results of these assessments are available to parents, students and teachers online to allow the stakeholders to view progress.</p>	
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Basis for Determination of Performance Levels

Findings	Supporting Evidence
<p>Grades in all PLHS courses are based on a variety of assessments. They include teacher created summative and formative assessment as well as district benchmark tests. Some departments have uniform grading policies to ensure continuity. Most teachers use an online grading program, such as PowerSchool or Micrograde, to keep students and parents</p>	<ul style="list-style-type: none"> • PowerSchool Grades • Teacher Syllabi

informed of their progress. They can access their scores at any time allowing them to monitor their progress and give them a tool to advocate for themselves. Depending on the class, district interim assessments and/or semester finals are used in conjunction with teacher created assessments to determine individual grades.	
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Conclusions

Findings	Supporting Evidence
Point Loma High School employs appropriate measures to determine student grades and create effective assessment tools. The district/school employs an online accountability system to track and report grades that allows students and parents to view students' grades at any time. The district switched programs in the 2013-2014 school year from Zangle to PowerSchool. This was not a smooth transition, which caused scheduling and reporting problems. Most teachers, counselors, and other staff are becoming more proficient in the use of this new tool which is allowing for more efficient assessment and grading reporting and tracking.	<ul style="list-style-type: none"> PowerSchool

To what extent does this criterion impact the school's ability to address one or more of the identified critical learner needs?

Findings	Supporting Evidence
<p>This criterion directly impacts the following critical learner needs:</p> <ul style="list-style-type: none"> Based on the data in Chapter 1, it is clear that Point Loma High school needs to work to close the achievement gap by increasing academic growth of students with disabilities, English Learners, and Hispanic and African American students Ensure that Point Loma students in the class of 2016 and beyond are working to meet the University of California's A-G requirements by the time they graduate. <p>Both of these critical needs require that teachers, counselors and support staff use appropriate assessment tools to not only determine the needs of these students, but also monitor their progress. In order to achieve these goals we will have to create a system to collect, analyze and use achievement data to ensure that students that fit the above criteria are able to attain the highest levels possible.</p>	<ul style="list-style-type: none"> Ch. 1 data

D2. Assessment and Accountability Criterion**Appropriate Assessment Strategies**

Findings	Supporting Evidence
<p>Teachers work in Professional Learning Communities to develop common summative assessments, and to develop curriculum that prepares students for success. Formative assessments are designed with attention to the specific standards in order to consider a variety of ways students can demonstrate mastery. For example, depending on the standard, the assessment need not be a writing-based task. English teachers create common written assessments and rubrics to assess student progress. Student work and tests results are used during PLC time to make instructional decisions. Math PLCs have created common assessments that they use during PLCs to determine appropriate interventions needed to make sure students are achieving instructional goals.</p> <p>Some teachers have a separate prep period where their focus is to support test administration. Teachers are assigned proctoring duties during assessments such as the PSAT and CAHSEE. Testing materials are required to be returned to a secure location where they are locked up. Students' cell phones and other electronic devices are collected before high-stakes exams and locked in a secure location until after the exam.</p>	<ul style="list-style-type: none"> ● Meeting minutes from Professional Learning Communities. ● Unit and lesson curriculum plans from PLC work. ● Student work from project based learning. ● Written instructions for protocol regarding the proctoring of high-stakes exams.

Demonstration of Student Achievement

Findings	Supporting Evidence
<p>A variety of measures used by Point Loma High School teachers demonstrate student achievement. All departments use a variety of written, oral and performance assessment tools to ensure that all students have a chance to demonstrate mastery of skills and concepts.</p> <p>Some of these include 9-11th grade English writing assessments, Math benchmark tests, Social Studies district assessments, AP exam scores, PLC common assessments, district finals in all subject areas, qualifying exams for college calculus, CST, and writing portfolios in English classes.</p> <p>Many courses across all disciplines use Academic Notebooks that contains student generated and teacher led note taking, critical thinking exercises, and summaries. Most of these</p>	<ul style="list-style-type: none"> ● English writing assessments ● Math benchmark tests ● Social Studies district assessments ● AP exam scores ● PLC common assessments ● district finals ● CST scores ● Academic Notebooks

notebooks use the Cornell Notes format used by the AVID program. Classes in the VAPA program use portfolios to compile and evaluate student work.	
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Curriculum-Embedded Assessments

Findings	Supporting Evidence
<p>All English teachers conduct and evaluate Curriculum-Embedded Assessments in a regular basis to ensure that instruction is meeting the academic needs of all students. The 9th and 10th grade PLCs meet regularly to look at student work and assessments in the course of their common planning time. English teachers work closely with the school's EL support teacher and SPED case workers to make sure their students have the proper support in their courses.</p> <p>Math teachers look at results of assessments and lessons individually and in PLCs and modify instruction as necessary to help meet the needs of students. Some offer EL students the opportunity to create their own math dictionary in their native language and have access to it during tests.</p>	<ul style="list-style-type: none"> • ELA assessments • Math assessments • PLC common assessments • PLC minutes

Student Feedback

Findings	Supporting Evidence
<p>Students feedback is important in the design and modification of instructional and assessment strategies. This is an area for growth at our school. Few classes give students the opportunity to provide feedback. Some ways in which they do are:</p> <ul style="list-style-type: none"> -Reflective writing assignments after major projects and performance assessments -Student Feedback forms in some classes -Feedback on videos for flipped math classrooms <p>AVID students have several opportunities throughout the year to reflect on their learning, their academic needs, and teachers' strategies that help them learn.</p> <p>Students took a survey in the fall of 2014 that provided our Focus Groups with insight into their experience and needs (see appendix). We are planning to expand this process in the future to allow for more student voices.</p>	<ul style="list-style-type: none"> • Feedback forms • Reflective writing assignments • Feedback on videos for flipped math classrooms • Student Survey

Modification of the Teaching/Learning Process

Findings	Supporting Evidence
Assessment data is collected and analyzed in PLCs, which	<ul style="list-style-type: none"> • PLC meetings/records

<p>determines instruction based on findings.</p> <p>Beyond analysis of previously discussed state and locally mandated testing, Point Loma High School teachers employ a variety of formative and summative assessments. Throughout 2006-07, participation in the WestEd Using Data Project, a core group of language arts, Algebra, Chemistry, and social science teachers, were trained in a model for continuous improvement based on drill down analysis of student data. As a result, immediate changes were made to the unit of study sequences and timing in Algebra and Chemistry, and later in the social sciences. This research served as the base for department and PLC work in designing units of study and common assessments to address and identify continuing student needs. This work continues to drive our work within departments as we work to integrate the demands of the new Common Core Standards. It is fair to say that PLCs have made various degrees of progress with their work; however, it is important to note that all continue to address current challenges as indicated by state, district, site, and teacher assessments data.</p> <p>Through peer observations and common prep period discussions, teachers report that the most common modes of formative assessments at Point Loma High School are tests (multiple choice, short answer, true-false, and essay format), quizzes, analytical essays, and research projects. Tests are often constructed from standards-based publisher provided question banks. A select number of these are common assessments within a content area that are analyzed with modifications to instructional practices arrived at collaboratively.</p> <p>Routinely observed formative assessments include, but are not limited to, observations of student success during class activities, teacher questioning techniques, learning dynamics during peer student group work, exit slips, and warm-ups based on synthesis of previous learning. Many teachers report collaborative evaluation and reflection on formative and summative assessments. Others report a greater need for collaboration in this area.</p>	<ul style="list-style-type: none"> ● PLC notes from common ● assessment analysis ● Observation forms ● Sample formative assessments ● Sample unit of study and common assessment
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Monitoring of Student Growth

Findings	Supporting Evidence
Point Loma High School uses several tools and process to	<ul style="list-style-type: none"> ● PowerSchool

<p>monitor student progress. PowerSchool is the new online attendance and grading system used by all schools in the San Diego Unified School District. This allows teachers, counselors, administrators, parents, and especially students to monitor their progress in each class and have access to real time data when making program and instructional decisions. 89% of students surveyed in the fall of 2014 indicated that they have ways to measure their own success in school.</p> <p>Another tool used by some teachers, counselors and administrators to gather and analyze student data is Illuminate. This program allows teachers to create and evaluate their own tests as well as gather information on state and district testing needed to analyze the progress of their students.</p> <p>Counselors meet with students every February to review their transcripts and make decisions about the classes they will need to take the following year to make sure they stay on track to graduate. In the past few years, due to state funding issues, PLHS lost a counselor position. With the end of a grant, we also lost another counselor who helped monitor student progress. Despite all this, our counselors continue to serve their ever growing case loads to make sure students are progressing.</p>	<ul style="list-style-type: none"> ● Illuminate ● Articulation Process ● State testing data
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Conclusions

Findings	Supporting Evidence
<p>Point Loma High School successfully uses appropriate and varied assessment strategies to assess student learning guided by the work in PLCs. Point Loma is currently preparing for the upcoming change in assessments due to the Common Core shift. More work needs to be done to ensure all PLCs work effectively and a system needs to be created to evaluate the effectiveness of the programs used to support and evaluate our students.</p>	<ul style="list-style-type: none"> ● CST Scores ● AP Scores ● AP Enrollment

To what extent does this criterion impact the school's ability to address one or more of the identified critical learner needs?

Findings	Supporting Evidence
<p>All three identified critical learner needs are directly affected by our school's ability to monitor student progress by using effective tools, listening to student voices and having a system to make changes based on data. Without appropriate assessments and collaboration to analyze them, there cannot be progress towards increase achievement.</p>	<ul style="list-style-type: none"> ● Power School ● Illuminate ● Student Survey

D3. Assessment and Accountability Criterion**Assessment and Monitoring Process**

Findings	Supporting Evidence
<p>The San Diego School District and its School Board established Vision 2020 as a focused, long term plan for student achievement culminating with the graduating class of 2020. The goal is to create quality schools in every neighborhood by implementing Five Visions. These are: Vision 1. Student Achievement, Vision 2. Schools as Neighborhood Learning Centers, Vision 3. Effective Teachers and Principals in Professional Learning Communities, Vision 4. Parents and Community Members Engaged in Learning, Vision 5. Communications and Guidance from District Leadership. The Superintendent reports on the progress to the School Board with an annual report. Point Loma High School has aligned its goals for student achievement to the district vision.</p> <p>Last year, the school went through an intensive study that resulted in the 2014-15 Program Improvement School Restructuring Plan for Point Loma High School. It was conducted by a nineteen member team comprised of parents, students, teachers and administrators. As a result, five indicators for improvement were identified and subsequently presented to site staff for further discussion and focus. Two indicators were chosen as primary indicators. These are <u>Quality Teaching</u> and <u>Closing the Achievement Gap with High Expectations</u> for all. For each indicator, two goals for the 2014-15 school were developed.</p> <p><u>Quality Teaching</u> goals include collaborative lesson studies in Professional Learning Communities (PLCs). While the goals for <u>Closing the Achievement Gap with High Expectations</u> include common assessments across courses in each PLCs and identifying, monitoring and supporting struggling students with appropriate interventions. Implementation strategies to support these goals have been developed and included in this plan. Documentation supporting the development of this plan and statistical analysis of historical summative assessments for these goals is also part of this plan. These goals are the basis for critical learner needs identified in this report.</p> <p>All state testing results and data collected by the school to show the progress of students towards graduation are submitted to the district who publishes to inform parents and community.</p>	<ul style="list-style-type: none"> • San Diego Unified School District website, 12-1-14 State of the District address • Program Improvement School Restructuring Plan for 2014-15

Reporting Student Progress

Findings	Supporting Evidence
<p>Yearly, student achievement at Point Loma High School is measured by state tests. Before 2013-2014, testing measured each core course and the results on the California Standards Test (CST) had been improving every year. AP courses have increased in enrollment and course offerings. Additionally, the student pass rate on the CAHSEE has steadily improved.</p> <p>PLCs have contributed to the student achievement improvements. During the 2014-2015 school year each PLC in each department has been asked to address a topic that pertains to the Common Core assessments in Mathematics and English.</p> <p>The following outlines the work being done by the different departments:</p> <p>The Chemistry PLC is working to improve student achievement in the writing of experimental conclusions and the graphing of experimental results.</p> <p>The biology department created inquiry based common labs. The process and outcome were discussed at PLC meetings. The department also created four common “smarter balanced” type assessments that were implemented last year. The results of the students’ performance were reviewed</p> <p>The Special Education Department worked to create accommodations needed for student learning. The information is presented to teachers in written 504s and IEPs during the beginning of the school year.</p> <p>The English department creates common writing assessment on demand. The writing is then processed by teachers and by students in a self-evaluation process.</p> <p>The History Department performs collaborative assessments specifically by examining common writing prompts. The AP US history department has implemented the new AP curriculum.</p> <p>The math department has common preps for course 1, first semester algebra, and course 2 second semester geometry. The course 2 also involves probability and statistic. The department has multiple district-led professional development meetings. During these PDs the work done is examined and feedback is given as to the necessary adjustment needed. The Point Loma Pointer Association encourages achievement by contributing financial support and volunteer support to music and arts, athletics, boosters, and each academic department. The Pointer Association goal is to enhance the three As- “Academics, Arts and Athletics”.</p>	<ul style="list-style-type: none"> ● CST data ● CAHSEE data ● PLC data and minutes ● PL Pointer Association

Conclusions

Findings	Supporting Evidence
Point Loma High School employs online programs (Power School and Illuminate) to report student progress to all stakeholders. Though 89% of students surveyed reported that they know how to monitor their own progress, only 48% of parents surveyed felt that the school kept them informed of their students' progress. Clearly, more work is needed to keep parents informed.	<ul style="list-style-type: none"> • Student survey data • Parent survey data

To what extent does this criterion impact the school's ability to address one or more of the identified critical learner needs?

Findings	Supporting Evidence
The involvement of all stakeholders in the monitoring process of students is crucial to achieving all three critical learner needs (closing the achievement gap, increasing capacity to address Common Core standards, and making sure all students meet a.g. requirements for high school graduation). We understand the importance of clear, continuous communication with parents, students, and staff. We are constantly trying to improve the tools and systems we use to achieve this goal. More work needs to be done, especially with regards to providing access to information to non-English speaking parents.	<ul style="list-style-type: none"> • Power School Student and Parent Portal • Connect Ed • Daily PLHS News email • E-blast

D4. Assessment and Accountability Criterion**Modifications Based on Assessment Results**

Findings	Supporting Evidence
<p>Point Loma High School believes in data-driven, research-based change of school programs. The ILT meets monthly to study and discuss new educational practices and research. Based on this work, they develop professional development opportunities for teachers. They also guide the work of PLCs to ensure that instruction and curricula meet the needs of all students. This work has resulted in the following work by PLCs and other departments:</p> <ul style="list-style-type: none"> -Chemistry: Evaluated CST strand data to identify areas of improvement, in terms of foundational skills for success in Chemistry. Curriculum was modified accordingly in PLC. -Math: Identified students' misunderstanding of directions and lack of math skills to improve students' performance in tests. -AVID strategies have been incorporated in many classes across all subject area. -Creation of ALD course to teach academic language to EL students to support their work in core classes. -Math support classes. -Upper Level Club, ARC, and other tutoring programs have been established. -Common Core Standards staff development: Smarter Balanced assessments. -OASIS with peer tutoring. -Common preps in master scheduling to facilitate PLC collaboration. -Library resources: Obtaining higher level nonfiction texts for AP classes using AAA grants \$1,200. 	<ul style="list-style-type: none"> ● ILT meeting minutes ● PLC notes ● Staff development agendas ● Master schedule

Conclusions

Findings	Supporting Evidence
<p>Point Loma High School decisions are based on research and data that promotes student success. This has become part of the Pointer culture and is always an integral part of any discussion about program and instructional change.</p>	<ul style="list-style-type: none"> ● ILT agendas ● PLC minutes

Findings	Supporting Evidence
<p>The ability to use appropriate assessment tools and data to evaluate and make changes is essential to the achievement of all three identified critical learner needs. Without it, Point Loma High School will be unable to close the achievement gap and increase critical thinking across all subjects as outlined in the Common Core Standards. In turn, graduation rates will not increase with the new a-g requirements if all stakeholders do not use these methods to carefully make the necessary changes.</p>	<ul style="list-style-type: none"> • ILT agendas • PLC minutes

**WASC Category D. Standards-based Student Learning: Assessment and Accountability:
Strengths and Growth Needs**

**Category D. Standards-based Student Learning: Assessment and Accountability:
Areas of Strength**

- Varied Assessments
- Formative Assessments
- Pilot Assessments: In an effort to be prepared for the upcoming common core assessments
- Informal Assessments

**Category D. Standards-based Student Learning: Assessment and Accountability:
Areas of Growth**

- Improve work within the PLCs across all subject areas
- Include student feedback when evaluating programs and instruction

Category E: School Culture and Support for Student Personal and Academic Growth**E1. School Culture and Student Support Criterion****Regular Community Involvement**

Findings	Supporting Evidence
<p>Point Loma High School continues to reach out to community partners for enrichment of the Pointer student. San Diego and Point Loma in particular are connected to the military community in the area. Students are provided direct instruction from former military personnel within the school day and with after school activities. Local restaurants provide fundraising opportunities for programs at PLHS.</p> <p>The special needs community at PLHS is valued and inclusion is promoted through various means. The local colleges and universities are included in daily instruction and after school activities.</p>	<ul style="list-style-type: none"> ● NJROTC classes ● SPAWAR sponsored industry visits ● SPAWAR and 3rd Fleet support of the Robotics club. ● Taste of the Point activity ● Rubio's, Chipotle, Soup Plantation, Chic-fil-A and others have sponsored fund raising activities for classes and clubs ● Day in a Chair ● Special Friends club ● We Stop Hate club ● Circle of Friends Club ● Our athletic trainers and our Sports Medicine program is aligned with and supported by Point Loma Nazarene University. ● Avid students take college level courses at PLNU in their senior year

Use of Community Resources

Findings	Supporting Evidence
<p>Point Loma High School is highly effective in its use of community resources to support students. The school's use of business, industry, and community resources is both extensive and in depth. PLHS has a long tradition of extensive ROP course offerings. Currently we offer classes such as Sports Medicine and Teaching Careers. In both of these courses students are given the opportunity to intern with businesses, schools, and other institutions in the community. These ROP offerings provide a hands-on education and take the students out of the classroom into a real world environment.</p> <p>We have frequent guests speakers who give presentations at both the classroom level as well as the school wide level.</p>	<ul style="list-style-type: none"> ● Internships & Teaching Careers ● Ms. V's Sports Medicine ● 8th period Allen's (on campus & Dana) ● Love's job shadowing (all seniors) during testing ● Lao's College career Tech education (guest speakers) ● PLNU - student

<p>Many of these guest speakers are from both education and business and give students exposure to both school and work opportunities. Some of our notable school wide presentations, that bring the outside world onto our campus, include the organ donor assembly, "Invisible Children" assembly, and most recently a presentation by the two congressional candidates from the district in which the school is located.</p> <p>Many of our students who are involved in our AVID and NJROTC programs have the opportunity to hear guest speakers and participate in off-campus training and instruction, as well as job shadowing.</p> <p>PLHS is currently developing an engineering and technical program, which incorporates the use of and conversion of our old and unused auto shop into a state of the art "maker" type lab. Concurrent with this is the expanded work and involvement of our Robotics Club which is working closely with volunteers from SPAWAR, the Space and Naval Warfare Systems Command which is headquartered in San Diego.</p>	<p>trainers to work with PLHS athletic trainer - part of required hours</p> <ul style="list-style-type: none"> ● AVID field trips, college visits, job shadows ● Poll workers ● SPAWAR - Robotics Club partnership ● ROTC - damage control field trip ● presentation calendar ● dinner fundraising calendar
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Parent/Community and Student Achievement

Findings	Supporting Evidence
<p>Point Loma High School (PLHS) has a diverse student body, and the staff continuously focuses on developing teaching and support strategies to encourage parental and community involvement. Communication is crucial to the successful implementation of campus programs, and the Point Loma High School website provides immediate access to all areas of campus life.</p> <p>Parent Teacher Student Association (PTSA) E-blasts are sent out weekly to keep parents informed about school and community events. Teachers communicate regularly with parents via e-mail. In addition to E-blast and teacher e-mail contacts, a Connect-ED program serves as a voice mail communication tool. Pre-recorded messages in multiple languages may be sent to parents concerning grades, academic progress, citizenship, school event reminders, or urgent messages. PowerSchool Gradebook allows for parent and student monitoring of student progress. All teachers use electronic grading systems (either PowerSchool Gradebook or Micrograde) to facilitate parental involvement in learning progress as well as the learning process. Meetings such as WASC Focus Groups, Professional Learning Communities</p>	<ul style="list-style-type: none"> ● Point Loma High School website ● E-blast example ● Connect-ED ● Power School ● Gradebook/Micrograde ● School calendar ● Citizenship Rubric (see Appendix) ● SART notes ● Volunteer Lists ● Committee rosters ● History Awards <p>Banquet</p> <ul style="list-style-type: none"> ● Student Planner ● Events with translators ● ELAC records

(PLCs), Instructional Governance Council (IGC), English Learner Advisory Committee (ELAC), PTSA, Parent Visitation Days, Point Loma High School Foundation and Alumni Association (PLHSFAA), College Night, New Parent Night, Financial Aid Night, Seniors at Risk, athletics, open house, Student Study Teams (SST), and the School Site Council (SSC) are regularly scheduled, gatherings that are actively attended by both parents and community members. The counseling office coordinates mailings and distribution of hard copies of information to students so that those without computers may be made aware of the many opportunities for campus involvement.

Attendance is key to learning, and Point Loma High School has a well-defined attendance policy wherein parents are notified of student absences through live or automated messages. The School Attendance Review Team (SART) consists of counselors and administrators where attendance problems are discussed and addressed.

The high level of parent involvement at Point Loma High School is demonstrated by the amount of volunteer work done on campus on a daily basis. Parents assist during registration or Mandatory Activity Days (MADs), provide support on a regular basis to the Attendance Office and Library Media Center, and are actively involved in our PTSA, IGC, WASC, and SSC committees. Parent volunteers help with many programs such as Navy Junior Reserve Officers Training Corp (NJROTC), theatre, athletics, and band. The History Awards Banquet is organized by one teacher with parent assistance and recognizes over 350 students annually, with many staff and community members in attendance.

All students are provided with a planner to be shared with parents to track the school calendar of events, including homework assignments and test dates. The planner includes school rules and regulations and offers helpful tips on becoming a successful student. Many teachers and students use the planner to serve as a campus pass.

To increase connections with our English Learner (EL) community, we have translators with earphones at many presentations. Some events, such as Financial Aid Night, are presented in two locations to allow for separate English and Spanish presentations. All three of our attendance personnel, one vice principal, and one counselor speak Spanish. ELAC

meetings bring together members of our cluster (teachers, students, parents, community) to learn about and discuss strategies for success for EL students.

Online Instruction

Findings	Supporting Evidence
<p>Parents sign permission slips for students to participate in iHigh. Teachers send letters home with students explaining the process for online instruction and informing parents how to track student progress from home.</p> <p>Online facilitators keep in regular contact with parents and counselors to ensure everyone is informed about student progress.</p> <p>Parents are given access to information at Open House.</p> <p>Parents are called by the Counseling Department if the online instruction is not a good match.</p> <p>Any students with IEPs are given the opportunity to work with David McNutt in a small group setting.</p>	<ul style="list-style-type: none"> • Parent letters • Student contracts • Emails • Opportunity Success

Conclusions

Findings	Supporting Evidence
<p>No matter how thorough we feel we are at PLHS, it is inevitable that some families will fall through the cracks. While we have effective programs in place to encourage family and community involvement, there are always some families who don't know about their opportunities, or are unable to attend. We can do a better job of publicizing such opportunities, in particular to our families from outside the immediate community.</p>	<ul style="list-style-type: none"> • parent surveys

To what extent does this criterion impact the school's ability to address one or more of the identified critical learner needs?

Findings	Supporting Evidence
<p>We are always working to close the achievement gap, and this is definitely facilitated by having active family and community involvement at the school. The more involved families are with the school, the more likely they are to work with their student to ensure success. We can continue to work in this area to keep parents informed about student progress.</p>	<ul style="list-style-type: none"> • event calendar • eblasts

E2. School Culture and Student Support Criterion**Safe, Clean, and Orderly Environment**

Findings	Supporting Evidence
<p>Point Loma High School prides itself on its clean, landscaped campus. The site employs a qualified custodial staff and a gardener who work hard to maintain the campus. Administration and staff members assist with lunch pickup, and detention students may be assigned to cleanup duty. However, more efforts are needed in this area. Only 42% of students surveyed indicated that they feel the school is clean.</p> <p>Recycling has been established as the campus attempts to <i>go green</i>, and the Associated Student Body (ASB) students provide room pick-up of paper recyclable items on a weekly basis. The theater department maintains large blue CRV recycling containers on campus. Point Loma High School does not allow food or drink consumption in the library, computer labs, and most classrooms.</p> <p>Point Loma High School has a reputation as a safe campus, and there is a waiting list of students wishing to attend for this very reason. Safety is maintained with one full-time police officer and two Campus Supervision Assistants (CSA). We operate a closed campus, which means that most students remain on site for lunch, and visitors are supposed to sign-in at the main office. Administrators and counselors provide lunch supervision. PLHS provides a safe and positive learning environment by enforcing school and district safety and behavior regulations. A variety of club activities are offered during the lunch break, one being the We Stop Hate club, which focuses upon the prevention of hate and bullying. 89% of parents surveyed reported that they feel PLHS provides a safe environment for learning. 100% of teachers reported that they feel the campus is safe. However, only 64% of students indicated that the school was a safe place to be. This underscores the aforementioned need to gather more frequent student feedback.</p> <p>Students in need receive prompt medical assistance, as Point Loma High School employs a Registered Credentialed School Nurse. Students and staff are prepared for emergency situations by participation in fire and lockdown drills, which occur on a regular district schedule.</p>	<ul style="list-style-type: none"> ● Staffing ● ASB/theater records of recycling ● Student waiting list ● Club listings ● IGC records ● Drill dates ● Staffing ● Administrative procedure: enrollment packet ● student survey ● parent survey ● staff survey

<p>San Diego Unified School District (SDUSD) SanDiNet is an electronic network with access to the Internet. Network access is filtered by Lightspeed Systems. The Lightspeed Systems Web Filter provides safe access structured around today's 21st-century learning environments. SDUSD Lightspeed Systems Web Filter has taken reasonable precautions to restrict access to materials that do not support approved educational objectives. Objectionable websites are blocked in accordance with federal law. Students and parents sign district issued acceptable internet use policy before having access to the internet.</p>	
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High Expectations/Concern for Students

Findings	Supporting Evidence
<p>The mission of Point Loma High School is to create a safe, dynamic, intellectual culture that prepares all students for the 21st century by providing a caring and safe environment with high expectations for all students. Point Loma High School has many opportunities for students to receive academic and emotional support. Opportunities include:</p> <p><u>A.V.I.D.</u> The Advancement Via Individual Determination (AVID) program supports first generation college bound students, students from low socio-economic backgrounds and underrepresented students. Students receive social, emotional and academic support to prepare them for college.</p> <p>The A.V.I.D. Site Team is currently comprised of teacher representatives from each academic department on campus, in addition to an administrator and counselor. The Site Team meets once every grading period to discuss student achievement and the growth of the AVID program at Point Loma High School.</p> <p><u>LINK Crew</u> The LINK program is a support program designed for freshman students. Senior and junior students are assigned groups of incoming freshmen. The leaders meet with the freshmen and give tours of the school and help them through early registration. The LINK program continues to provide academic and social support for all freshmen students.</p> <p><u>Programs for At Risk students</u></p>	<ul style="list-style-type: none"> • Course offerings • Program descriptions • Club listing on web site

Interventions programs include English Language Development (ELD), Oasis and Credit Recovery.

The ELST program provides mentoring and academic support to our English Language Development students. The program provides opportunities for group and individual support during the day and after school.

OASIS

Oasis supports and mentors students at risk. Students are referred by teachers and/or counselors for the program.

Credit Recovery/ Graduation Seminar

The credit recovery program offers online courses for students who have failed a course or need to earn elective credits for graduation. Students receive mentoring and academic support to help them meet graduation requirements.

After School mentoring and tutoring

Point Loma currently has an after school course entitled Teaching and Learning 7/8 where juniors and seniors learn how to mentor and tutor other students. All students are invited to come and receive mentoring and tutoring for one hour every day after school.

Clubs

Point Loma serves a wide variety of student interests. Over 40 clubs and organizations operate yearly to keep students active and involved.

Point Loma High School students have access to and are informed of the many opportunities for personal support through a variety of communications. The Point Loma High School bulletin (printed and on our website, as well as announced daily during 4th period), club membership, eblasts, counseling groups, LINK Crew connections, Pep Rallies, Point Loma High School homepage, and assemblies are just a few of the more prominent modes of communication. Our athletic and extracurricular programs offer a wide range of activities for any and all interested students. The number of booster clubs and the parent involvement within these campus entities is exceptional.

Atmosphere of Trust, Respect and Professionalism

Findings	Supporting Evidence
<p>Point Loma High School (PLHS) has a diverse student body, and the staff continuously focuses on developing teaching and support strategies to encourage parental and community involvement. Communication is crucial to helping students and their families to feel connected and welcome at the school. We have a wide variety of clubs and sports teams to meet the many diverse interests of our student body. The Point Loma High School website provides immediate access to all areas of campus life. E-blasts are sent out weekly to keep parents informed about school and community events. We have a student bulletin read daily over our intercom system letting students know of the various club meetings, sports events and upcoming social events. We have an active Associated Student Body that works hard to encourage school spirit and involvement. Teachers communicate regularly with parents via e-mail. We also have Open House night early in the Fall, so that parents can come meet their student's teachers, and learn about all of the clubs, sports and opportunities to get involved at Point Loma High.</p> <p>We also have an active staff Social Committee which plans opportunities for the staff to get together in a friendly setting and get to know one another better. We plan activities such as barbeques, luncheons, and baby showers. We also do fun activities such as "Secret Santa" to encourage friendship. We see that the staff has cards to sign for one another for special occasions, illnesses, or when condolences are necessary. We also look for opportunities to honor staff members, such as at promotions and retirements. The Social Committee seeks to insure that our staff members feel respected and valued. 86% of teachers feel that they are respected and appreciated at Point Loma High School.</p>	<ul style="list-style-type: none"> ● Point Loma High website ● variety of clubs ● sports teams ● ASB ● Social Committee ● staff survey

Conclusions

Findings	Supporting Evidence
<p>As a school, we have a culture of valuing our diverse community of students and staff and ensuring that all are treated with dignity and respect. We set high expectations for all of our students.</p> <p>As a staff, we work hard to ensure that the campus is safe, clean, and orderly for everyone involved.</p> <p>Through PLC work, and through our advisory program, we are constantly working to ensure student success, and toward</p>	<ul style="list-style-type: none"> ● PLC ● advisory ● planner

school improvement.	
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To what extent does this criterion impact the school's ability to address one or more of the identified critical learner needs?

Findings	Supporting Evidence
Point Loma High School strives to make everyone feel welcome and an integral part of the school community. We have many different avenues for students to feel connected, involved and welcome on our campus. Our hope is that when students feel connected to school, they will be more likely to succeed, thus working toward closing the achievement gap.	<ul style="list-style-type: none"> • variety of clubs • sports opportunities

E3 & E4. School Culture and Student Support Criteria**Adequate Personalized Support**

Findings	Supporting Evidence
<p>The counseling staff meets with incoming freshmen at Correia Junior High as they conclude the 8th grade to begin the articulation process to high school. LINK Crew program began whereby a senior student mentor was assigned to small groups of freshmen to provide social and academic support. The LINK Crew program offers high school orientation and provides ways for freshmen to connect to Point Loma High School while rejuvenating the upper class. We are seeing positive results from the implementation of this program. Counselors have developed a freshman-specific intervention process that works in conjunction with LINK Crew. By the third or fourth week of the semester, teachers identify students with Ds and Fs; teachers have a conference with the students and parents are called. After each 6 week grading period students are often moved around based on their area of need. A student struggling in math will be placed in a math teacher's advisory, preferably their teacher, along with math-savvy LINK crew mentors.</p> <p>As part of the new Assets grant, we will continue providing a Homework Club(IMIN/Upper Level Club) that meets several times a week to provide study space, tutoring, and recreation after school hours.</p> <p>OASIS is an intervention program designed to target our at-risk students. Support is provided in all core academic courses in which the students are enrolled. Students in the program earn an elective credit while working with peer tutors.</p> <p>The Special Education Department, the vocational rehabilitation counselor, and the counseling office offer an annual Evening with Parents of Students with Individual Education Plans (IEPs). This year a panel of speakers discussed various services and programs that are available after high school for students with an IEP or 504. The panel included speakers from three universities (University of California, San Diego; Point Loma Nazarene University; and San Diego State University). The community colleges, adult education programs, vocational programs, High School Diploma Program, GED options, and the TRACE program were discussed. A presentation about the services and</p>	<ul style="list-style-type: none"> ● LINK Crew records ● IMIN/Upper Level Club ● OASIS ● Vocational rehabilitation and special education programs and events ● District calendar and website ● PLHS school calendar

programs offered at PLHS and a wealth of resource materials were available for families to take home. This event was open districtwide. The flyers and community communications went out in English and Spanish.	
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Additional Online Instruction Prompt

Findings	Supporting Evidence
Students involved in online instruction at PLHS have the same opportunities as any other student at PLHS. Most online students only take one online class and are in traditional classes for the remainder of the school day. Therefore, the support and counseling services for these students are the same as listed above.	See above.

Direct Connections

Findings	Supporting Evidence
<p>PLHS' Student Learner Outcomes are that all students are Critical Thinkers, Effective Communicators, Responsible Self-directed learners and workers and Involved Citizens. The current SLOs were developed with input from all staff, and are posted in each classroom for students and staff to review whenever needed. The SLOs are used as a guide and taken into consideration when allocating resources to programs on campus, and when providing services for students.</p> <p>The Point Loma High School (PLHS) Course Catalog consists of a variety of standards-based curriculum that exceeds the California state requirements. The PLHS Counseling Department conducts articulation presentations for all students via visits with 9th - 11th grade level English classes. Individual student and parent meetings allow the counselor to review and recommend course selections that will best serve each individual student's academic and personal growth needs. The counseling staff offers parent presentations designed to keep parents involved in their students' learning experiences.</p> <p>Our counseling office teams together with our special education department as needed to review interventions needed for individual students who may be struggling, and/or not meeting the academic standards. As part of this process, we also have a full-time nurse and school psychologist.</p>	<ul style="list-style-type: none"> ● Course Catalog ● Counseling records of parent meetings ● Counseling calendar of presentations ● SST calendar

Strategies Used for Student Growth/Development

Findings	Supporting Evidence
<p>Teachers, administrative staff, counselors and other support staff work closely and diligently to provide all students access to the rigorous standards-based curriculum. Our efforts have proven effective over the years through a variety of academic, social, and assistant programs and strategies. These include programs such as Advisory/Extended Lunch, AP, AVID, Credit Recovery, English Language, Oasis, and tutoring.</p> <p>These programs have proven effective in improving student study habits, work ethic and most of all GPA rates. This has been measured by the increased number of students requesting teachers who offer tutorial classes as well as a quiet place to work and complete homework. Evidence of increased GPA rates is supported by the Advisory program coordinator who has had to increase the required GPA in academics since the program's inception.</p> <p>In addition, the staff has demonstrated support for these programs, as illustrated by the annual increase in the number of teachers voting in favor of Advisory.</p> <p>AP</p> <p>Over the years, we have encouraged students to enroll in AP courses. As a result, the number of students enrolled in AP has increased 6.2% since 2009. However, since 2009 there has been a significant decrease in number of underrepresented students, such as African American, Asian and Hispanic, taking AP tests, 74%, 39% and 23%, respectively. This is an area of concern.</p> <p>The number of PLHS graduates who met the a-g course requirements for UC admissions has steadily increased since 2010-12. In 2010-11 about 44.8% of graduates met these requirements, increasing to about 51.3% in 2011-12.</p> <p>AVID</p> <p>This course is designed to prepare under-represented students for acceptance to and success at colleges and universities. Each year the AVID site team works hard to increase their recruitment and retention processes. There has been an improvement in the number of AVID seniors who take AP/Honors and college courses. In 2011-12, 100% of them took multiple AP courses and almost all completed at least one</p>	<ul style="list-style-type: none"> ● Advisory/Extended Lunch ● AP scores ● AP enrollment increases ● AVID student rosters ● AVID progress reports ● transcripts ● APEX student reports ● CELDT data ● RFEP data ● GEAR UP records/data ● OASIS enrollment data ● OASIS student transcripts ● Century 21 sign-in records ● Assets grant sign-in records ● PLC meeting notes minutes ● PLC data ● Data Director/Illuminate data ● # of sports and clubs offered annually ● graduation data ● SART records

college course - in 2012-13 and 2013-14, 100% of seniors successfully completed these courses.

Credit Recovery (APEX and iHigh)

Ihigh is a district high school, offering part time and full-time online classes to SDUSD students. PLHS has partnered with ihigh to offer a dual enrollment program, which means that our students have the option to take ihigh classes during their regular school day at Point Loma High. Those students have their ihigh class as an actual class period, in a computer lab, and work individually on their ihigh content each day.

Offering the ihigh courses increases options for students when making up classes, and increases course offerings to those taking a class for the first time. Ihigh classes are also a good way for students to take a class that wouldn't otherwise fit into their schedule.

Over the last 4 years credit recovery courses have offered a second chance to juniors and seniors who did not earn enough credits to earn a diploma. From 2010-2014, 66% of students who enrolled in Credit Recovery courses passed; 55% of the students taking APEX and 77% of students taking iHigh.

English Language

In the 2009-10 school year, the English Learner Support Teacher (ELST) position was added to our school. This teacher has worked diligently with students with primary languages other than English. She provides extra support for students by working closely with core teachers, as well as co-teaching and providing tutoring at lunch and after school. She also oversees the English as a Second Language and Academic Language Development classes. In addition to instructional support, she monitors all of the English Learner students on her caseload for graduation requirements, attendance, and academic progress in their classes. Adding this position was desperately needed to help EL students in all areas such as increased enrollment and passing rates in AP courses, and increased first time passing rates of CAHSEE. The EL RFEP rates have increased dramatically in recent years - this trend coincides with our employment of an ELST.

GEAR UP

For the last 3 years, the GEAR UP program has been a welcome addition to PLHS. GEAR UP offered students in the class of 2014 tutoring in math and science. The GEAR UP counselors provided extensive college counseling to class of

2014 students, and often provided funding for field trips or classroom supplies.

Oasis

The Oasis program was established 5 years ago and was designed to help students who are at risk of dropping out of high school or of not graduating. In addition, these are usually students who have not responded to previous intervention programs. This program has been effective in retaining students at PLHS and helping students increase their GPA. In the 2012-2013 school year approximately 55% of students who started in September remained in school for the entire year and 88% of them increased their GPA. In 2013-14 approximately 63% of students who started in September remained the entire year and 50% of them increased their GPA. The remaining 50% of students whose GPA decreased, did so by no more than .50 of a point. Although the numbers have decreased from 2012-13 to 2013-14, the majority of students entering and remaining in the program are improving their GPA.

Tutoring

We at PLHS have established several tutoring programs throughout the years to retain students in jeopardy of dropping out of high school. The Homework Club (Upper Level Club) was offered after school for several years, but was funded by the 21st Century Grant, which ended after the 2012-13 school year. However, to fill the void in 2013-14, students in CSF volunteered as tutors after school several days each week in the library. Fortunately, the grant returned in 2014-15 in the form of the Assets Grant, and the Homework Club is back in operation. Tutoring for EL students is also offered Monday-Thursday after school with our ELST. The Patio is yet another after school option for students. It is a peer tutoring program established 2014-15 run by AVID tutors work with students after school as well, and each of them specializes in different content areas. In the fall of 2009, the Link Crew Program was launched to provide freshmen with upper class mentors for social and academic support.

Improvement Strategies

Our academic programs have been successfully targeting students and helping them improve. However, we have increased the types of strategies to improve student access and progress.

One of our strategies has been the increased collaboration of

<p>teachers. Teachers meet regularly in Professional Learning Communities to discuss proper student placement, to improve pedagogy and to increase academic success. In addition, more teachers across the curriculum are sharing information about students in common to further help the students to achieve. DataDirector and Illuminate provide teachers with performance data for all of their students over a number of years.</p> <p>Another strategy has been to increase students' connectivity to the school, their teachers and staff by encouraging students to join student-led clubs and other extra-curricular activities. We believe that when students feel connected to the school many areas in the students' lives improve, such as confidence, behavior, academic performance, retention and graduation rates.</p> <p>Another successful strategy has been closely monitoring and improving students' attendance, suspension and expulsion rates.. The School Attendance Review Team (SART) consisting of attendance clerks, administrators, and counselors meets once a month to review attendance issues. The staff members of this team work diligently to monitor and improve students' attendance to maintain and increase graduation rates.</p>	
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Additional Online Instruction Prompt

Findings	Supporting Evidence
<p>Students taking online classes receive the same level of support and services as students in traditional classes. They have the same extracurricular opportunities available to them, as well.</p> <p>Online students comprise a small percentage of the overall population - and within this group, most students take online one online course at a time. The process for orientation is the same for all students. Incoming 9th grade students participate in an orientation and tour before school begins - other students who join the school during the school year are given tours by students in Student to Student, a club that specializes in welcoming new students to the school.</p> <p>All students, including online students, are monitored closely by the counseling department to ensure academic success, and interventions are made as needed to get students back on track.</p>	<ul style="list-style-type: none"> ● LINK crew orientation meeting dates/planning notes ● S2S records ● Counseling records

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Support Services and Learning

Findings	Supporting Evidence
<p>Administrators, teachers and counselors identify students who could use a little extra help based on previous GPA. They then join the Oasis Program, and are paired with an academic mentor to tutor them in areas of need for an entire class period daily. The tutors help the mentees with academic content by means of tutoring, quizzing, introducing study aids, organization and accountability. We currently have 3 sections with close to a 1:1 ratio of mentor to mentee.</p> <p>Interventions used with underperforming students include:</p> <ul style="list-style-type: none"> • The support of the ELST when appropriate for English Language Learners • A case manager in special education • Team teaching in the core subjects in classes which have a higher percentage of special education students • Para-education professionals and aides for students with special needs • After school tutoring offered in the library by credentialed teachers funded previously by the 21st Century grant and currently by the Assets Grant • Advisory period for students who are struggling academically (students can get help from specific teachers in specific subjects). 	<ul style="list-style-type: none"> • OASIS (Organized Academic Support in School) program • English Language Support Teacher • Case Manager for Special Education • Para-education professionals • ARC after school activities • Advisory

Equal Access to Curriculum and Support

Findings	Supporting Evidence
<p>All students have access to a challenging, relevant and coherent curriculum. We have learned that some students who have various needs and are seeking the most challenging course load are offered alternative options such as 8th period band, 8th period AVID P.E., Surf P.E. periods 0 and 1 and online options such as AP courses, Opportunity Success and iHigh. Media Tech Training is also offered during the summer.</p> <p>As evidenced in the master schedule, students are offered a full range of classes in math, science, language arts and social sciences. These courses range from basic freshman courses to AP course selections as well as cooperative agreements with</p>	<ul style="list-style-type: none"> • Master Schedule • course offerings • PLHS website

community colleges to offer college credit on our high school campus.

Repeat courses are offered in P.E. and online instruction is offered each summer.

Despite the plethora of student offerings, not every student is able to obtain their perfect schedule but students do have the ability to alter their schedule through the first 6 weeks of the academic year. This is in place to ensure that students have the best chance for an optimal schedule.

Students are offered a wide range of options in World Language from Spanish 1-2 to Honors Spanish 7-8 as well as AP Spanish Language. Students are able to take courses intended to improve reading, writing and comprehension for those who are already fluent in Spanish. French courses are also offered in the same manner from beginner 1-2 up to AP French. Mandarin Chinese 3-4 and 5-6 are also offered as an extension of classes taken at the primary level.

The music department has a strong selection of classes from Music Theory and Appreciation, Instrumental Ensemble, Band, to Drill Team and Marching Band. There also are courses offered in Guitar, Musical Production as well as choir.

A new addition to the PLHS curriculum in 2014 is the Industrial Engineering program, offered in the newly constructed engineering lab. Through the Video Productions courses students use a super high tech lab in order to record, edit and create original video productions. The fine arts department also offers art classes, ceramics, photography as well as cinematic arts and theatre.

The Physical Education department offers courses in interscholastic team sports, dance, yoga, as well Sports Medicine. The NJROTC program trains students who are going into the Reserve Officer Training Program in college. Students are also able to complete courses at an individual pace at PLHS through the online I-High Lab.

Students are also offered the opportunity to become officers of the Associated Student Body and learn leadership skills through the Student Government class.

Co-Curricular Activities

Findings	Supporting Evidence
<p>The efforts to offer curricular and co-curricular activities to all students have been successful at PLHS. In addition to our annual events, such as College Night and Financial Aid Night, we offer Advisory twice a week, Reality Changers, OASIS as an elective for students to get help from peers, AVID, and Upper Level Club for after-school tutoring.</p> <p>Student-to-Student is a unique program we have at PLHS where students volunteer to help transfer students throughout the year get accustomed to school. LINK Crew is an opportunity to get involved with school, as well as help underclassmen in areas of need. Additionally, field trips encourage students to apply what they learn in the classroom with experiences outside of the school environment.</p> <p>Students from incoming 9th graders to seniors participate in a summer computer repair workshop which introduces them to the MediaTech program. There they learn to build a PC from parts and install multiple operating systems including Windows, Mac OS and Linux. Upon completion, they are recommended to continue their technology learning by enrolling in the MediaTech program which starts with shadowing the instructor and progresses with students learning to trouble shoot and resolve the everyday problems that pop up such as issues with printers, promethean boards, sound and wireless. They also assist with before school and after school setups for different activities like pep rallies and homecoming. We have an "OSOM TECH" scholarship fund setup for outgoing seniors who have been in the program two years or more, named after the first recipient who comes back yearly to present the award. Staff members bring in their personal computers for assistance and the Media Techs use them for learning. Staff will then donate any amount they desire to the scholarship. In brief, students learn valuable skills in areas that interest them while keeping them involved in school functions and building a bond full of trust and respect from every staff member or student they assist.</p> <p>Each year, PLHS sets the tone with grade-level assemblies. This creates an atmosphere of community and encourages students to get involved. Pep rallies, Spirit Weeks, and lunchtime entertainment boost campus socialization. Counselors meet with students at our feeder schools to inspire them to join clubs, sports, band, yearbook, and ASB. We have</p>	<ul style="list-style-type: none"> ● Counselor Data ● Advisory Data ● AVID Data ● PLHS web site ● MediaTech rosters ● S2S rosters ● LINK rosters

a total of approximately 40 active clubs each year at PLHS, as well as over 60 athletic teams.

Student Involvement in Curricular/Co-Curricular Activities

Findings	Supporting Evidence
<p>The Point Loma High School staff is professional and proactive in reaching out to students with clubs, after school activities, and a ready ear. PLCs meet both formally and informally to discuss student-learning issues, and during those meetings veteran teachers share techniques and provide guidance to new teachers.</p> <p>Each spring, programs such as cheer, NJROTC, band, yearbook, Oasis, LINK, and ASB solicit new students through applications and elections. We actively encourage all students to become a part of these programs when possible, and we actively seek to attain diversity in our program enrollments when possible.</p> <p>PLHS hosts a night for involved students and prospective athletes annually, called "Pointers Got Game." We hope to get new and current students excited about our athletic and other extracurricular offerings via this event. Similarly, New Family Night in January is an opportunity for incoming freshmen and their families to learn about both the curricular and co-curricular offerings at PLHS.</p> <p>PLHS students have access to after school tutoring as well as extra time for homework, tutoring, or making up tests during advisory. Many teachers are also available to students during lunch or after school.</p>	<ul style="list-style-type: none"> ● PLC records ● Oasis, link, ASB, yearbook applications and rosters ● New Family Night ● Pointers Got Game

Student Perceptions

Findings	Supporting Evidence
<p>In the fall of 2014, we conducted a survey of our students, asking them about current support services available.</p> <p>Advisory: Students for the most part find they benefit from LINK/advisory. Freshman students received the additional academic and social support through LINK. Upper classmen benefit from the advisory period as it provides students time to make up work/assignments and get tutoring on subjects in which they need additional help. Advisory benefits all</p>	<ul style="list-style-type: none"> ● student survey data

<p>students, which include: AP students, ELL students, GATE students, students with IEPs. In addition many students with the longer lunch (who do not have advisory) use the time wisely to study, make up tests or get enrichment in classes, as many young people are so over-programmed with work, athletics, and after school activities.</p> <p>21st Century grant/Assets grant: Students are aware of the tutoring the upper level club and ARC program offers. Students can be found after school in the library getting support through both programs.</p> <p>CAL-SOAP: Students frequently seek the support and advice of the CAL SOAP representative and/or community college ambassador as is evidenced by their records. Students find CAL SOAP an effective program and sign-up to meet with the advisor. The CAL SOAP is always in high demand for her advice and help.</p> <p>OASIS, AVID, S2S: Many students at Point Loma High School find these programs help to make them feel a part of the Point Loma High School community.</p> <p>Tutoring services: Point Loma High School offers many various opportunities for tutoring and help that most students can find a place that suits them and their needs.</p>	
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Conclusion

Findings	Supporting Evidence
PLHS is highly effective at offering a wide variety of opportunities for students to be involved as active members of their high school community.	<ul style="list-style-type: none"> • Student surveys via government classes. • ASB student representatives from every grade level.

To what extent does this criterion impact the school's ability to address one or more of the identified critical learner needs?

Findings	Supporting Evidence
<p>Point Loma High School has three Critical Learner Needs (CLN) which include the following:</p> <ul style="list-style-type: none"> -Closing the achievement gap, -Increasing student capacity for critical thinking, 	<ul style="list-style-type: none"> • Counseling records • Activity and presentation sign-in sheets

<p>communication, analysis and problem-solving, and -meeting a-g requirements.</p> <p>Students and parents are part of and educated on the Articulation Process at PLHS. Teachers, counselors, administrators support a culture of a college-going environment. Counselors create and present evening events that include PLHS staff and outside presenters who come to educate the students and community on the a-g requirements.</p>	<ul style="list-style-type: none">● Counseling calendar● Professional development meetings and trainings● e-blasts
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WASC Category E. School Culture and Support for Student Personal and Academic Growth: Strengths and Growth Needs

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

Point Loma High School is a school with a tremendous faculty and staff that is wholeheartedly committed to educating the 21st century student for success in the workplace and beyond. PLHS' staff, in particular, is a dedicated group focused on creating a safe, dynamic, intellectual culture that prepares all students for their future. With a focus on closing the achievement gap among all students and ensuring that community members of diverse backgrounds are included and heard, PLHS is at the forefront of educational opportunity. The sheer number of extra curricular and co-curricular activities available on campus alone speaks to the opportunities available to all students. PLHS prides itself on a diverse and inclusive community that recognizes and celebrates differences while working toward the common goals of respect, engagement and collaboration.

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

While Point Loma High School is strong in culture and community and is a highly diverse campus, growth could occur in access for all students to the plethora of rich opportunities. There is always room for improvement when it comes to communication particularly with those Pointer families who live outside of the community geographically. Inclusion of the non-English speaking families, while strong, is an additional area of growth as is the monitoring and tracking of improvement with after school programs and tutoring. While work is occurring in these areas, better systems of record keeping could be in place.

Chapter V: Schoolwide Action Plan

The following statements of Critical Academic Needs result directly from the self-study engaged in by the stakeholders of Point Loma High School over the past year. Over the next six years, we will use these three areas to drive staff development and budget decisions.

Critical Academic Need #1

- **Point Loma High school needs to work to close the achievement gap by increasing academic growth of students with disabilities, English Learners, and Hispanic and African American students**

Critical Academic Need #2

- **Based on California's adoption of the Common Core State Standards, Point Loma High School students need to increase their capacity for communication, critical literacy, analysis, synthesis, and problem-solving.**

Critical Academic Need #3

- **Ensure that Point Loma students in the class of 2016 and beyond are prepared to graduate on time with their cohort.**

Action Plan Goal #1

Point Loma High school needs to work to close the achievement gap by increasing academic growth of students with disabilities, English Learners, and Hispanic and African American students.

Rationale:

Data from subgroups show that they are not achieving the same academic excellence as mainstream students by several measures. According to our 2014 AYP data 87.9% of white students are meeting expectations in Math, while only 57.6% of African American students can say the same. Our English learners and Special education students are struggling even more with only 31.9% and 25% respectively meeting expectations. Data for English/Language arts reflects a similar pattern with 85.3% of whites meeting expectations, but only 54.5% of African Americans, 19.4% of English language learners, and 25% of special education students making adequate progress.

CAHSEE scores contribute heavily to our AYP scores and our CAHSEE passing rates and AP passing rates reflect a similar gap. Our plans to address the achievement gap must be school wide to meet the needs of a large number of students.

SLOs addressed: Complex Thinker, Effective Communicators, and Responsible Self-directed Learners and Workers

Growth Target: CAHSEE scores will increase by 10% for all student groups by 2020.

Task #1 -	Person(s) Responsible	Resources	Timeline	How to Assess and Report Progress
Identify incoming 9th graders who are likely to struggle in high school	Counseling	No cost	2016	Track identified students' progress throughout high school
Evaluate and strengthen OASIS program	Admin OASIS instructor	Sub costs, possibly	September 2016	Track OASIS achievement data over the years
Evaluate and strengthen ARC program (after-school tutoring and programs)	ARC coordinator admin	Assets Grant	September 2016	Attendance logs Program offerings and descriptions
Continue and strengthen advisory program	Advisory coordinator Admin	Prep period	2016	Grade data, Track # of students in advisory vs. extended lunch
Increase sub-group enrollments in advanced and AP	Admin Counseling	No cost	2016	AP enrollments AP test data

Point Loma High School WASC/CDE Self-Study Report

courses				
Provide Professional development to all teachers for QTEL, Differentiation, and AVID strategies	Admin Teachers	Sub cost Conferences Professional books	2016	Professional development records
Additional training opportunities for teachers to learn more about the unique needs of diverse learners	Admin Teachers	Sub cost Conferences Professional books	2016-2020	Professional development records
Create a committee, <u>PLHS</u> (People Linked to Help Students), composed of admin, counselor, and teachers to identify, support, and monitor struggling students	Admin Teachers Counselors	No Cost	2016	Committee meeting records
Systematic outreach to parents of identified struggling students	<u>PLHS</u>	Additional staffing may be necessary	2016	Parent Contact Records
Create a mentor program, using community and parent resources	<u>PLHS</u>	Additional staffing may be necessary	2016	Mentor Program Records

Action Plan Goal #2

Based on California's adoption of the Common Core State Standards, Point Loma High School students need to increase their capacity for communication, critical literacy, analysis, synthesis, and problem-solving.

Rationale:

Though our English classes have been working on integrating Common Core standards since 2011, our Math courses just switched over to Common Core in 2014, and our other subject areas are just beginning to get professional development about the Common Core standards. Upcoming assessments will ask students to perform on a range of tasks from all subject areas, so all content areas need to be aware of, and preparing students for, the expectations critical to their success on those assessments and beyond high school.

Classroom observations in 2014 showed that teachers need to incorporate more opportunities for students to write critically, read analytically and work cooperatively. For example our informal observation data shows that students were engaged in individual work 50% of the time and only 20% of students were provided with open ended problem solving experiences. While students were seen writing 63% of the time, they were observed listening in 80% of classroom visits. Fewer than 30% of classroom observations included technology use, due mostly to the lack of devices for students in classrooms. Because our access to classroom technology is about to change dramatically we expect to see a growing use of technology integration and a need for professional development for staff.

SLOs addressed: Complex Thinker, Effective Communicators, and Responsible Self-directed Learners and Workers

Growth Target: By 2020 classroom observations will show a 10% increase in students actively engaged in problem solving and critical thinking activities.

Task #1	Person(s) Responsible	Resources	Timeline	How to Assess and Report Progress
Common Core Professional Development opportunities for all core classes	Administration	professional development time/sub costs	June 2016	PD attendance lists
Identify and train content area coaches within the faculty	Instructional Leadership Team	sub costs for pd/training	June 2016	PD agendas PLC minutes Log of coaching events
Increase opportunity for	Instructional Leadership	Sub costs	June 2016	Document visits Collect evidence

Point Loma High School WASC/CDE Self-Study Report

peer classroom observation	Team			forms after observations
Continue and strengthen PLC work -- identify annual Common Core area of focus within each PLC-- create common assessment, look at student work and discuss changes in instruction	PLC leaders ILT	paid time after school, in summer curriculum writing pay may be necessary	June 2017	PLC minutes Common assessments, track data
Analyze Smarter Balanced future data to find areas of strength and weakness in critical thinking and problem solving - need at least 2 years of data for comparison purposes	ILT Admin PLC	Summer PLC work	June 2017	Smarter Balanced data
PLCs meet in cross-curricular teams to plan curriculum and discuss instruction	ILT	Sub costs Curriculum writing, summer meeting cost	2016	Meeting agendas New curricula
Vertical teams with feeder middle schools	PLHS and feeder school admin	Sub costs	June 2017	Meeting agendas

Action Plan Goal #3

Ensure that Point Loma students in the class of 2016 and beyond are prepared to graduate on time with their cohort.

Rationale:

Beginning with the class of 2016 students at PLHS will have to meet new district requirements that students pass the A-G courses required for admission to the University of California. As of the spring of 2015 only 58% of students from the class of 2015 are on track to meet A-G requirements. Currently 69% of the class of 2016 is on track to meet A-G course requirements. Our percentage of students on track to meet these expectations are rising, but still far lower than we would like it to be.

SLOs addressed: Complex Thinker, Effective Communicators, and Responsible Self-directed Learners and Workers

Growth Target: Point Loma High School graduation rate will increase by 15% by 2020.

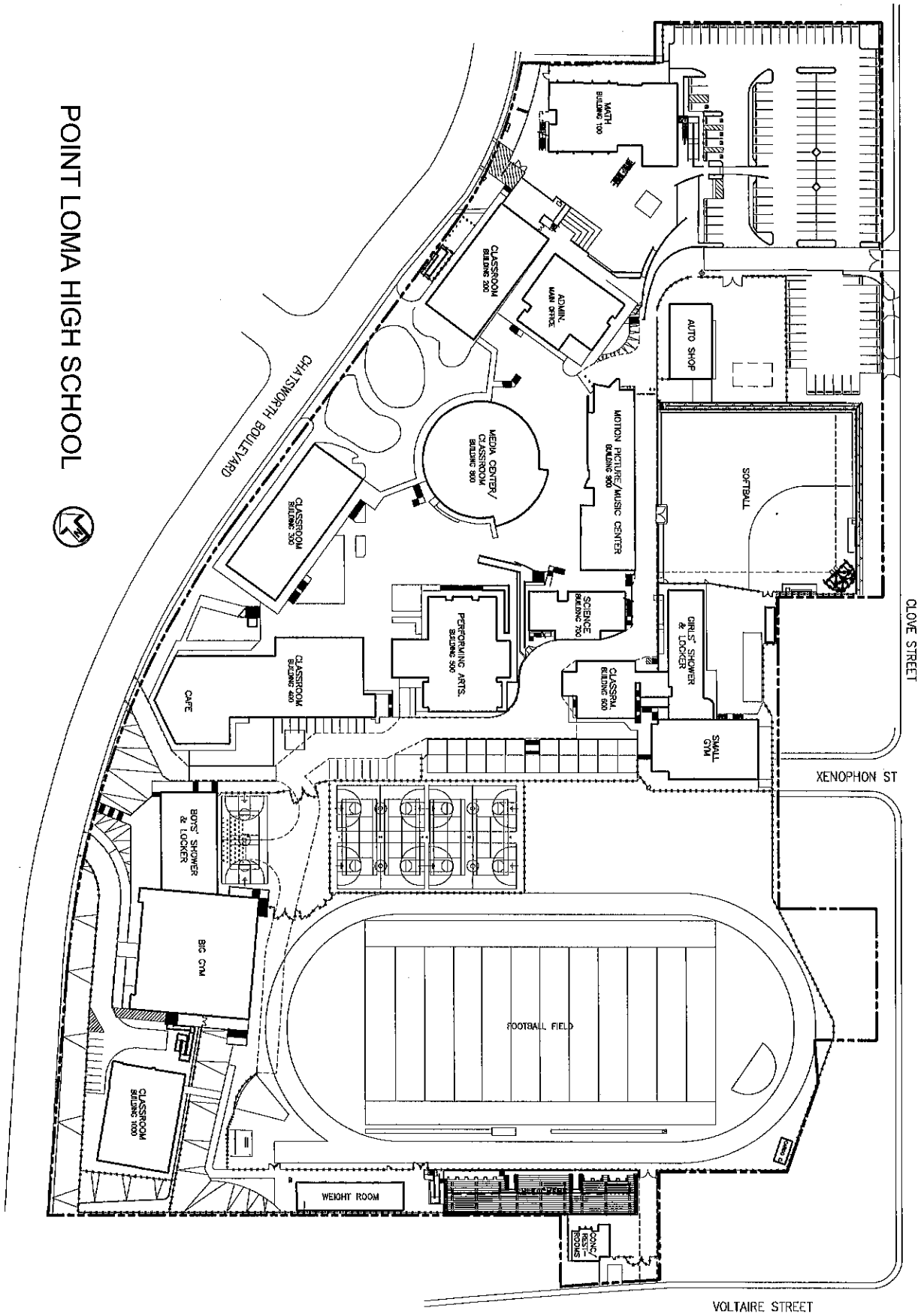
Task #1	Person(s) Responsible	Resources	Timeline	How to Assess and Report Progress
Identify students not on track to graduate	counseling department	No cost	By September of cohort Junior year	annual graduation rates, compared to previous years
Offer support classes for all students not meeting A-G	Administration	additional staffing may be necessary	August 2015	pre- and post-tests for all support courses, track data annually
Add credit recovery options	Administration	additional staffing may be necessary, possibly summer school cost	August 2015	annual master schedule review
Create system for tracking progress of students at-risk of not graduating	Counseling Administration Site tech <u>PLHS</u>	no cost	Ongoing	Maintain reports on identified students and monitor progress
Explore mentoring system for students who don't qualify for other supports	Counseling Administration <u>PLHS</u>	no cost	August 2015	Maintain reports on identified students and monitor progress
Conduct	Counseling	sub costs	June 2016	Meeting agendas

Point Loma High School WASC/CDE Self-Study Report

articulation meetings with feeder middle schools for underperforming student groups	administration			and minutes
Targeted counseling outreach with students, and their parents, that are at risk of not graduating	Counseling <u>PLHS</u>	Additional Staffing cost may be needed	2016	Counseling records
Expand offerings of relevant curriculum through CCTE courses	Admin	Staffing cost	2016	Master Schedule

APPENDIX

POINT LOMA HIGH SCHOOL



Point Loma High School

Bell Schedule 2014-2015

Advisory Schedule

Period 1	7:30-8:21
Period 2	8:27-9:18
Period 3	9:24-10:15
Period 4	10:21-11:14
Period 5 Advisory	11:20-11:45
Lunch	11:51-12:21
Period 6	12:27-1:18
Period 7	1:24-2:15
Period 8	2:21-3:30

Classic Schedule

Period 1	7:30-8:26
Period 2	8:32-9:28
Period 3	9:34-10:30
Period 4	10:36-11:35
Lunch	11:41-12:11
Period 6	12:17-1:13
Period 7	1:19-2:15

Early Out Schedule

Period 1	7:30-8:19
Period 2	8:25-9:14
Period 3	9:20-10:09
Period 4	10:15-11:07
Lunch	11:13-11:43
Period 6	11:49-12:38
Period 7	12:44-1:35

**Point Loma High
Bell Schedule Calendar
2014-2015**

September																																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				
*	C	C	C	C			C	A	A	E	C			C	A	A	E	C			C	A	A	E	A			C	A				

October																																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
A	E	C			C	A	A	E	C			C	A	A	E	C			C	A	A	E	C			C	C	C	E	C			

November																																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				
		C	A	A	E	C			C	*	A	E	C			C	A	A	E	C			*	*	*	*	*						

December																																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
C	A	A	E	A			C	A	A	C	C			C	C	C	C	C			*	*	*	*	*			*	*	*			

January																																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
*	*			C	A	A	C	C			C	A	A	E	C			*	A	F	F	F			C	C	A	C	C				

February																											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
	C	A	A	E	C			C	C	C	C	*			*	A	A	C	C			C	A	A	E	C	

March																																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
	C	A	A	C	C			C	A	A	E	C			C	C	C	C	C			C	A	A	E	C			*	*			

April																																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				
*	*	*			C	A	A	C	C			C	A	A	E	C			C	A	A	C	C			C	A	A	E				

May																																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
C			C	C	C	C			C	A	A	C	C			C	A	A	E	C			*	A	A	C	C						

June																																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				
C	A	A	C	C			C	C	C	F	F			F																			

Key	
*	Holiday
A	Advisory Schedule
C	Classic Schedule
E	Early Out Schedule
F	Finals Schedule

Advisory		
Per 1	7:30	8:21
Per 2	8:27	9:18
Per 3	9:24	10:15
Per 4	10:21	11:14
*Per 5	11:20	11:45
Lunch	11:51	12:21
Per 6	12:27	1:18
Per 7	1:24	2:15
Per 8	2:21	3:30
*Advisory Per 5		

Classic		
Per 1	7:30	8:26
Per 2	8:32	9:28
Per 3	9:34	10:30
Per 4	10:36	11:35
Lunch	11:41	12:11
Per 6	12:17	1:13
Per 7	1:19	2:15
Periods	1, 3, 6	
Periods	2, 4, 7	

Early Out		
Per 1	7:30	8:19
Per 2	8:25	9:14
Per 3	9:20	10:09
Per 4	10:15	11:07
Lunch	11:13	#E
Per 6	11:49	12:38
Per 7	12:44	1:35
Finals		
Periods	7:30	9:30
Periods	9:43	11:47

REV 2/3/15

Teacher	Room	Dept.	Period 1	Period 2	Period 3	Period 4	Period 6	Period 7	Period 8
Adjibolosoo, Sabina	603	WL	PREP	FR 7 HNRS (HP)					
Alicea, Leroy	151	M	INTG MATH I	INTG MATH I	PHYSICS 1	INTG MATH I	PREP	PHYSICS 1	
Allen, Leah	408	OTHER		PREP	HUMAN PSYSCI(P)	GRAD SEM 9-12TH	SR HIGH AVID	SR HIGH AVID	INT TCH/LRN
Angelow, Heidi	452	SE	INTG MATH II	INTG MATH II	PREP	MLT LVL MTH	MLT LVL MTH		
Aros, Dave	PE	PE	PHYS ED 1	PHYS ED 1	PHYS ED 1	PREP	PHYS ED 1	PHYS ED-INT ATH	
Baker, Laura	462	E	ENGLISH 1 CL	ENGLISH 1 CL	PREP	ENGLISH 1 CL	PUBL/YR BK 9-12	ENGLISH 1 CL	
Ballantine, James	152	M	BIO 1 ADV	BIOLOGY 1	BIO 1 ADV	PREP			
Baltrushes, Ann	305	E	AM LT 1 HRS	ERWC 1	AM LT 1 HRS	AM LT 1 HRS	PREP	AM LT 1 HRS	
Baugh, Grace	701	S	PHYSIOL 1	BIO 1 ADV	PREP	PHYSIOL 1	BIOLOGY 1	BIOLOGY 1	
Beltran, Cira Cirita	253	WL	SPN 3	SPN 3	SPN 3	SPN 3	SPN 1	PREP	
Beltran, Yolanda	853	E	PREP	ENGLGCP1AP	ENGLGCP1AP	ENGLGCP1AP	ENGLGCP1AP	ENGLGCP1AP	
Benz, Brian	751	S	PHYS 1 ADV	PHYS 1 ADV	PHYS 1 ADV	PHYS 1 ADV	PHYS 1 ADV	PREP	
Bergen, Robin	451	SE	PREP	CO-TEACH	PREP	CO-TEACH	MLT LVL ENG	WKBLTY 1HR	WKBLTY 1HR
Blazi, Paul	103	M	INTG MATH I	INTG MATH I	INTG MATH I	INTG MATH I	PREP	INTG MATH I	
Booth, Douglas	457	OTHER	COMPGRPHDES1(P)	COMPGRPHDES1(P)	GUITAR 1	PREP	INT MUS PROD	GUITAR 1	
Carey, Mark	357	E	ENG 3 ADV	ENG 3 ADV (P)	ENG 3 ADV (P)	ENG 3 ADV (P)	PREP	ENG 3 ADV (P)	
Clark, Patti	407	E		ESL 1, 3, 5		SUPPORT	ESL2 LIT		
Crudo, Gina	455	ROP	HUMAN PSYSCI(P)	PREP	INT TCH/LRN	INT TCH/LRN	INT TCH/LRN(P)	INT TCH/LRN(P)	
Delong, Keith	454	S	EARTH SCI 1	EARTH SCI 1	EARTH SCI 1	EARTH SCI 1	PREP	PHYS ED-INT ATH	
Denney, Amy	405	OTHER		IHIGH LAB	IHIGH LAB	STU GOVT 9-12TH			
Estanol, Michael	1001	H	MD WD HST/G1(P)	MD WD HST/G1(P)	MD WD HST/G1	HUM GEO1 AP	PREP	PHYS ED-INT ATH	
Foster, Laura	862	SE	PREP	CO-TEACH	CO-TEACH	PREP	MLT LVL ENG	PREP	
Frasca, Crystal	653	PE	PREP	ELA/MATH CAHSEE	ELA/MATH CAHSEE	ELA/MATH CAHSEE	PHYS ED	PHYS ED-INT ATH	
Fulcher, Christine	509		PREP	DANCE/F.A.	PE DANCE	THEATRE	THEATRE	THEATRE	
Gardham, Jennifer	860	E	WRITERS WK 1	ENG 3 ADV (P)	ENG 3 ADV (P)	PREP	ENG 3 ADV (P)	ENG 3 ADV (P)	
Gavender, Lisa	1002	H	GOVERN/ECON 1	PREP	GOVERN/ECON 1	GOVERN/ECON 1	MD WD HST/G1(P)	GOVERN/ECON 1	
Gonzalez, Rebecca	153	M	PRCAL1	INT ALG 1	INT ALG 1	PREP	PRCAL1	INT ALG 1	
Graham, Lisa	702	S	CHEM 1 AP(HP)	PHYSIOL 1	PHYSIOL 1	PREP	CHEM 1 AP(HP)	CHEM 1 AP(HP)	
Guthrie, Stephen	356	S	ENV SCI1 AP	BIOLOGY 1	ENV SCI1 AP	PREP	BIOLOGY 1	BIOLOGY 1	
Hall, Andrew	602	SE	PREP	CO-TEACH	CO-TEACH	MLT LVL MTH	PREP	MLT LVL MTH	
Hanan, Patti	861	SE	PREP	CO-TEACH	FNC SOC STU	PREP	CO-TEACH	APPL ENG	
Hastings, Michael	Big Gym	PE	PHYS ED 3	PHYS ED 3	PHYS ED 1	PREP	PHYS ED 3	PHYS ED-INT ATH	
He, Waixia	361	WL		MANCHINESE 3, 5(P)	MANCHINESE 5,7(P)				
Hedges, Cynthia	202A	E	PREP	ENGLISH 1 SM	ENGLISH 1 SM	ENGLTGP1AP(HP)	ENGLISH 3 SM	ENGLISH 3 SM	
Hedges, Edwin	456	S	PREP	PHYS C1 AP(HP)	PHYSICS 1	PHYSICS 1	PHYSICS 1	PHYSICS 1	
Hedges, Mariana	1003	H	WD HST1 AP	WD HST1 AP	WD HST1 AP	PREP	WD HST1 AP	MD WD HST/(P)	
Janiak, Heather	354	H	HUM GEO1 AP	US HST/GEO 1	US HST/GEO 1	PREP	US HST/GEO 1	US HST/GEO 1	
Johnson, Russell	355	WL	SPN 1	SPN 1	SPN 1	PREP	SPN 1	SPN 5	
Jordan, Leyla	250	WL	SPN 7 HNRS	SPN 7 HNRS	PREP	SPN 7 HNRS	SPN 7 HNRS	SPN 5	
Kantak, Neeta	752	S	CHEMISTRY 1	CHEMISTRY 1	PREP	CHEM 1 HNRS	CHEM 1 HRS	CHEMISTRY 1	
Kwayana, Tchaiiko	300	E	PREP	AM LT HRS	AM LT HRS	AM LT HRS	PUB SPKG 1	AM LT HRS	
Lamont, Karen	451	SE	CO-TEACH	CO-TEACH	CO-TEACH	PREP	CO-TEACH	PREP	
Lao, Sandy	302	VAPA	PHOTOG 1, 3 (P)	PREP	PHOTOG 1 (P)	ART 1 (P)	ART 1 (P)	ART 1 (P)	

Larsen, Kellie		857	PE		INTALG1 ADV		INTALG1 ADV		SR HIGH AVID	OFF-SITE SCI	PE ATHL
Law, Ian		154	M	STATS 1 AP	INTALG1 ADV		INTALG1 ADV		STATS 1 AP	PREP	
Lee, Debra		255	WL	FR 1	FR 1		FR 5	PREP	FR 3	FR 3	
Love, Vivian		350	H	GOVERN 1	GOVERN 1		GOVERN 1	GOVERN 1	GOVERN 1	PREP	
Maas, Sylvia		703	S	BIO 1 AP	BIO 1 AP		BIOLOGY 1	BIOLOGY 1	BIOLOGY 1	PREP	
Macky, Brian		106	M	INTG MTH II	INTG MTH II		PRCAL1 HR	PRCAL1 HR	INTG MTH II ADV	PREP	
Main, Meghan		603	SE	CO-TEACH	CO-TEACH		PREP	PREP	MLT LVL MTH	MLT LVL MTH	
McElhane, Patrick		1052	H	PSYCH 1 AP	PSYCH 1 AP		PREP	US HST 1 AP	US HST 1 AP	US HST 1 AP	
McNutt, David		863	WL	MLT SKL/GRAD SEM	MLT SKL/GRAD SEM		MLT SKL/GRAD SEM	MLT SKL/GRAD SEM	PREP	PREP	
Milan, Jeannine		351	E	ENGLISH 1 CL	ENG 3 ADV (P)		PREP	ENGLISH 1 CL	ENG 3 ADV (P)	ENG 3 ADV (P)	
Morrow, Andra		859	SE	CO-TEACH	MLT LVL ENG		PREP	MLT LVL ENG	CO-TEACH	PREP	
Moss, Ronald		1004	H	US HST 1 AP	US HST 1 AP		US HST/GEO 1	US HST/GEO 1	US HST/GEO 1	PREP	
Murphy, Jennifer		453	E	ENGLISH 1 CL	ACAD LANG DEV 1		PREP	ENGLISH 1 CL	ENGLISH 1 CL	ENGLISH 1 CL	
Murphy, John		ig Gym, 65	PE	SURF PE			SPORTS MED 1(P)	SPORTS MED 1(P)	PE	PHYS ED-INT ATH	
Orange, Kayla		NJROTC	OTHER	NJROTC 1/PE 1	NJROTC 1/PE 1		NJROTC 1/PE 1	NJROTC 1/PE 1	NJROTC 1/PE 1	PREP	
Palmiotto, Anthony		901	VAPA	PREP	CINEMATIC ARTS 1		CINEMATIC ARTS 1	VIDEO PROD 1(P)	CINEMATIC ARTS 1	VIDEO PROD 1(P)	
Pickett, Christy		NJROTC	OTHER	PREP	NJROTC 1/PE 1		NJROTC 1/PE 1	NJROTC 1/PE 1	NJROTC 1/PE 1	NJROTC 1/PE 1	
Ponder, Wendy		102	M	UNI/ALG/GEO1	INTG MATH II		INTG MATH II	INTG MATH II	INT MATH II	PREP	
Posternack, Jonathan		851	E	ENGLITCPIAP	ENGLITCPIAP		ENGLITCPIAP	ENGLITCPIAP	ENGLITCPIAP	PREP	
Ramirez, Belen		307	WL	SPN LNG1 AP	SPN 3		SPN LNG1 AP	SPN 3	PREP	SPN 3	
Reynolds, Susan		155	M	INTG MTH I	INTG MTH I		INTG MTH I	INTG MTH I	PREP	INT ALG 1	
Richard, Glenn		1054	H	PREP	ART HST 1AP		EUHIST 1 AP(HP)	ART HST 1AP(HP)	EUHIST 1 AP(HP)	EUHIST 1 AP(HP)	
Roberts, Jennifer		864	E				PREP	ENGLISH 1 CL	ENGLISH 1 CL	Tech Prep	
Rodeheaver, Rudy		200	VAPA	CERAM 1 (P)	CERAM 1 (P)		CERAM 1 (P)	CERAM 1 (P)	CERAM 1 (P)	PREP	
Rodriguez, Gabriel		201A	SE	APPL MATH	PREP		CO-TEACH	TRANS SKLS	PREP	CO-TEACH	
Rubio, Donna		251	WL	SPN 5	SPN 5		SPN 5	SPN 5	PREP	PREP	
Samakosky, Darren		854	E	PREP	WRITERS WK 1		WRITERS WK 1	ERWC 1	ERWC 1	ERWC 1	
Sanchez, Dario		254	WL	SP SPKRS 3	SP SPKRS 3		SP SPKRS 3	SPN 1	PREP	SPN 1	
Savitz, Elliot		605	H	US HST/GEO 1	US HST/GEO 1		MD WD HST/G1(P)	MD WD HST/G1(P)	MD WD HST/G1(P)	PREP	
Schulze, Kathleen		156	M	INT ALG 1	PREP		IN/ENG/DI 1	IN/ENG/DI 1	INT ALG 1	INT ALG 1	
Sepulvado, James		904	VAPA	MUS THE1 AP(HP)	INSTRL ENSMBL 1		BAND 1 INTER	MUS THE1 AP(HP)/BA	PREP	DRL TM/BAND ADV	MIRCH BAND
Shusterman, Laurie		409	SE	FNC MATH	FNC SCI		PREP	FNC TRNS	PREP	FNC LANART	
Sill, Noel		ig Gym, 65	PE	PHYS ED-INT ATH	PHYS ED-INT ATH		ANAT/PHYS/HC 1	PREP	ANAT/PHYS/HC 1	PHYS ED-INT ATH	
Sondreal, Sally		753	S	CHEM 1 HRS	CHEM 1 HRS		CHEMISTRY 1	CHEMISTRY 1	CHEMISTRY 1	PREP	
Soufivand, Mitra		105	M	INTG MATH I ADV	FUNCTS AN 1		FUNCTS AN 1	INTG MATH I ADV	FUNCTS AN 1	PREP	
Sparta, Christopher		652	E	ENGLGCP1AP	ENGLGCP1AP		PREP	PREP	ENGLISH 1 CL	ENGLGCP1AP	
Trempe-Thomas, Jennife		101	M	DSCRT MTH 1	PREP		PRCAL1	PRCAL1	PRCAL1	DSCRT MTH 1	
Uong, Thuy		104	M	INT ALG 1	INT ALG 1		PREP	INT ALG 1	INT ALG 1	PRCAL 1	
Van Heuven, Alexandra		1053	OTHER					SPORTS MED 1(P)	SPORTS MED 3	PHYS ED-INT ATH	
Wells, Sean		203	VAPA	PREP	ART 1		ART 1 (P)	DRW & PTG 1	SR ART ST 1(P)	S ART2D 1AP(HP)	

Teacher	Room	Dept.	Period 1	Period 2	Period 3	Period 4	Period 6	Period 7	Period 8
Baker, Laura	462	E	ENGLISH 1 CL	ENGLISH 1 CL	PREP	ENGLISH 1 CL	PUBL/YRKB 9-12	ENGLISH 1 CL	
Baltrushes, Ann	305	E	AM LT 1 HRS	ERWC 1	AM LT 1 HRS	AM LT 1 HRS	PREP	AM LT 1 HRS	
Beltran, Yolanda	853	E	PREP	ENGLGCP1AP	ENGLGCP1AP	ENGLGCP1AP	ENGLGCP1AP	ENGLGCP1AP	
Carey, Mark	357	E	ENG 3 ADV	ENG 3 ADV (P)	ENG 3 ADV (P)	ENG 3 ADV (P)	PREP	ENG 3 ADV (P)	
Clark, Patti	407	E		ESL 1, 3, 5		SUPPORT	ESL2 LIT		
Gardham, Jennifer	860	E	WRITERS WK 1	ENG 3 ADV (P)	ENG 3 ADV (P)	PREP	ENG 3 ADV (P)	ENG 3 ADV (P)	
Hedges, Cynthia	202A	E	PREP	ENGLISH 1 SM	ENGLISH 1 SM	ENGLITCP1AP(HP)	ENGLISH 3 SM	ENGLISH 3 SM	
Kwayana, Tchaliko	300	E	PREP	AM LT HRS	AM LT HRS	AM LT HRS	PUB SPKG 1	AM LT HRS	
Milan, Jeannine	351	E	ENGLISH 1 CL	ENG 3 ADV (P)	PREP	ENGLISH 1 CL	ENG 3 ADV (P)	ENG 3 ADV (P)	
Murphy, Jennifer	453	E	ENGLISH 1 CL	ACAD LANG DEV 1	PREP	ENGLISH 1 CL	ENGLISH 1 CL	ENGLISH 1 CL	
Posternack, Jonathan	851	E	ENGLITCP1AP	ENGLITCP1AP	ENGLITCP1AP	ENGLITCP1AP	ENGLITCP1AP	PREP	
Roberts, Jennifer	864	E			PREP	ENGLISH 1 CL	ENGLISH 1 CL	Tech Prep	
Samakosky, Darren	854	E	PREP	WRITERS WK 1	WRITERS WK 1	ERWC 1	ERWC 1	ERWC 1	
Sparta, Christopher	652	E	ENGLGCP1AP	ENGLGCP1AP	PREP	PREP	ENGLISH 1 CL	ENGLGCP1AP	
Estanol, Michael	1001	H	MD WD HST/G1(P)	MD WD HST/G1(P)	MD WD HST/G1	HUM GEO1 AP	PREP	PHYS ED-INT ATH	
Gavender, Lisa	1002	H	GOVERN/ECON 1	PREP	GOVERN/ECON 1	GOVERN/ECON 1	MD WD HST/G1(P)	GOVERN/ECON 1	
Hedges, Mariana	1003	H	WD HST1 AP	WD HST1 AP	WD HST1 AP	PREP	WD HST1 AP	MD WD HST/(P)	
Janiak, Heather	354	H	HUM GEO1 AP	US HST/GEO 1	US HST/GEO 1	PREP	US HST/GEO 1	US HST/GEO 1	
Love, Vivian	350	H	GOVERN 1	GOVERN 1	GOVERN 1	GOVERN 1	GOVERN 1	PREP	
McElhanev, Patrick	1052	H	PSYCH 1 AP	PSYCH 1 AP	PREP	US HST 1 AP	US HST 1 AP	US HST 1 AP	
Moss, Ronald	1004	H	US HST 1 AP	US HST 1 AP	US HST/GEO 1	US HST/GEO 1	US HST/GEO 1	PREP	
Richard, Glenn	1054	H	PREP	ART HST 1AP	EUHIST 1 AP(HP)	ART HST 1AP(HP)	EUHIST 1 AP(HP)	EUHIST 1 AP(HP)	
Savitz, Elliot	605	H	US HST/GEO 1	US HST/GEO 1	MD WD HST/G1(P)	MD WD HST/G1(P)	MD WD HST/G1(P)	PREP	
Alicea, Leroy	151	M	INTG MATH I	INTG MATH I	PHYSICS 1	INTG MATH I	PREP	PHYSICS 1	
Ballantine, James	152	M	BIO 1 ADV	BIOLOGY 1	BIO 1 ADV	PREP			
Blazi, Paul	103	M	INTG MATH I	INTG MATH I	INTG MATH I	INTG MATH I	PREP	INTG MATH I	
Gonzalez, Rebecca	153	M	PRCAL1	INT ALG 1	INT ALG 1	PREP	PRCAL1	INT ALG 1	
Law, Ian	154	M	STATS 1 AP	INTALG1 ADV	INTALG1 ADV	INTALG1 ADV	STATS 1 AP	PREP	
Macky, Brian	106	M	INTG MTH II	INTG MTH II	PRCAL1 HR	PRCAL1 HR	INTG MTH II ADV	PREP	
Ponder, Wendy	102	M	UNI/ALG/GEO1	INTG MATH II	INTG MATH II	INTG MATH II	INTG MATH II	PREP	
Reynolds, Susan	155	M	INTG MTH I	INTG MTH I	INTG MTH I	INTG MTH I	PREP	INT ALG 1	
Schulze, Kathleen	156	M	INT ALG 1	PREP	IN/ENG/DI 1	IN/ENG/DI 1	INT ALG 1	INT ALG 1	
Soufivand, Mitra	105	M	INTG MATH I ADV	FUNCTS AN 1	FUNCTS AN 1	INTG MATH I ADV	FUNCTS AN 1	PREP	
Trempe-Thomas, Jennife	101	M	DSCRT MTH 1	PREP	PRCAL1	PRCAL1	PRCAL1	DSCRT MTH 1	
Uong, Thuy	104	M	INT ALG 1	INT ALG 1	PREP	INT ALG 1	INT ALG 1	PRCAL 1	
Allen, Leah	408	OTHER		PREP	HUMAN PSYSC1(P)	GRAD SEM 9-12TH	SR HIGH AVID	SR HIGH AVID	INT TCH/LRN
Booth, Douglas	457	OTHER	COMPGRPHDES1(P)	COMPGRPHDES1(P)	GUITAR 1	PREP	INT MUS PROD	GUITAR 1	
Denney, Amy	405	OTHER		IHIGH LAB	IHIGH LAB	STU GOVT 9-12TH			
Orange, Kayla	NIROTC	OTHER	NIROTC 1/PE 1	NIROTC 1/PE 1	NIROTC 1/PE 1	NIROTC 1/PE 1	NIROTC 1/PE 1	PREP	
Pickett, Christy	NIROTC	OTHER	PREP	NIROTC 1/PE 1	NIROTC 1/PE 1	NIROTC 1/PE 1	NIROTC 1/PE 1	NIROTC 1/PE 1	
Van Heuven, Alexandra	1053	OTHER				SPORTS MED 1(P)	SPORTS MED 3	PHYS ED-INT ATH	
Aros, Dave	PE	PE	PHYS ED 1	PHYS ED 1	PHYS ED 1	PREP	PHYS ED 1	PHYS ED-INT ATH	
Frasca, Crystal	653	PE	PREP	ELA/MATH CAHSEE	ELA/MATH CAHSEE	ELA/MATH CAHSEE	PHYS ED	PHYS ED-INT ATH	

Hastings, Michael	Big Gym	PE	PHYS ED 3	PHYS ED 3	PHYS ED 1	PREP	PHYS ED 3	PHYS ED-INT ATH	PHYS ED-INT ATH	PE ATHL
Larsen, Kellie	857	PE				SR HIGH AVID	SR HIGH AVID	OFF-SITE SCI		
Murphy, John	Big Gym, 65	PE	SURF PE		SPORTS MED 1(P)	SPORTS MED 1(P)	PE	PHYS ED-INT ATH		
Sill, Noel	Big Gym, 65	PE	PHYS ED-INT ATH	PHYS ED-INT ATH	ANAT/PHYS/HC 1	PREP	ANAT/PHYS/HC 1	PHYS ED-INT ATH		
Crudo, Gina	455	ROP	HUMAN PSYSCI(P)	PREP	INT TCH/LRN	INT TCH/LRN	INT TCH/LRN(P)	INT TCH/LRN(P)		
Baugh, Grace	701	S	PHYSIOL 1	BIO 1 ADV	PREP	PHYSIOL 1	BIOLOGY 1	BIOLOGY 1		
Benz, Brian	751	S	PHYS 1 ADV	PHYS 1 ADV	PHYS 1 ADV	PHYS 1 ADV	PHYS 1 ADV	PREP		
Delong, Keith	454	S	EARTH SCI 1	EARTH SCI 1	EARTH SCI 1	EARTH SCI 1	PHYS ED-INT ATH			
Graham, Lisa	702	S	CHEM 1 AP(HP)	PHYSIOL 1	PHYSIOL 1	PREP	CHEM 1 AP(HP)	CHEM 1 AP(HP)		
Guthrie, Stephen	356	S	ENV SCI 1 AP	BIOLOGY 1	ENV SCI 1 AP	PREP	BIOLOGY 1	BIOLOGY 1		
Hedges, Edwin	456	S	PREP	PHYS C 1 AP(HP)	PHYSICS 1	PHYSICS 1	PHYSICS 1	PHYSICS 1		
Kantak, Neeta	752	S	CHEMISTRY 1	CHEMISTRY 1	PREP	CHEM 1 HNRS	CHEM 1 HRS	CHEMISTRY 1		
Maas, Sylvia	703	S	BIO 1 AP	BIO 1 AP	BIOLOGY 1	BIOLOGY 1	BIOLOGY 1	PREP		
Sondreal, Sally	753	S	CHEM 1 HRS	CHEM 1 HRS	CHEMISTRY 1	CHEMISTRY 1	CHEMISTRY 1	PREP		
Angelow, Heidi	452	SE	INTG MATH II	INTG MATH II	PREP	MLT LVL MTH	MLT LVL MTH			
Bergen, Robin	451	SE	PREP	CO-TEACH	PREP	CO-TEACH	MLT LVL ENG	WKBLTY 1HR		
Foster, Laura	862	SE	PREP	CO-TEACH	CO-TEACH	PREP	MLT LVL ENG	PREP		
Hall, Andrew	602	SE	PREP	CO-TEACH	CO-TEACH	MLT LVL MTH	PREP	MLT LVL MTH		
Hanan, Patti	861	SE	PREP	CO-TEACH	FNC SOC STU	PREP	CO-TEACH	APPL ENG		
Lamont, Karen	451	SE	CO-TEACH	CO-TEACH	CO-TEACH	PREP	CO-TEACH	PREP		
Main, Meghan	603	SE	CO-TEACH	CO-TEACH	PREP	PREP	MLT LVL MTH	MLT LVL MTH		
Morrow, Andrea	859	SE	CO-TEACH	MLT LVL ENG	PREP	MLT LVL ENG	CO-TEACH	PREP		
Rodriguez, Gabriel	201A	SE	APPL MATH	PREP	CO-TEACH	TRANS SKLS	PREP	CO-TEACH		
Shusterman, Laurie	409	SE	FNC MATH	FNC SCI	PREP	FNC TRNS	PREP	FNC LANART		
Lao, Sandy	302	VAPA	PHOTOG 1, 3 (P)	PREP	PHOTOG 1 (P)	ART 1 (P)	ART 1 (P)	ART 1 (P)		
Palmiotto, Anthony	901	VAPA	PREP	CINEMATIC ARTS 1	CINEMATIC ARTS 1	VIDEO PROD 1(P)	CINEMATIC ARTS 1	VIDEO PROD 1(P)		
Rodeheaver, Rudy	200	VAPA	CERAM 1 (P)	CERAM 1 (P)	CERAM 1 (P)	CERAM 1 (P)	CERAM 1 (P)	PREP		
Sepulvado, James	904	VAPA	MUS THE1 AP(HP)	INSTRL ENSMBL 1	BAND 1 INTER	MUS THE1 AP(HP)/BA	PREP	DRL TM/BAND ADV		
Wells, Sean	203	VAPA	PREP	ART 1	ART 1 (P)	DRW & PTG 1	SR ART ST 1(P)	S ART2D 1AP(HP)		
Adjiboloso, Sabina	603	WL	PREP	FR 7 HNRS (HP)						
Beltran, Ciria Cirita	253	WL	SPN 3	SPN 3	SPN 3	SPN 3	SPN 1	PREP		
He, Waixia	361	WL		MANCHINESE 3, 5(P)	MANCHINESE 5,7(P)					
Johnson, Russell	355	WL	SPN 1	SPN 1	SPN 1	PREP	SPN 1	SPN 5		
Jordan, Leyla	250	WL	SPN 7 HNRS	SPN 7 HNRS	PREP	SPN 7 HNRS	SPN 7 HNRS	SPN 5		
Lee, Debra	255	WL	FR 1	FR 1	FR 5	PREP	FR 3	FR 3		
McNutt, David	863	WL	MLT SKL/GRAD SEM	MLT SKL/GRAD SEM	MLT SKL/GRAD SEM	MLT SKL/GRAD SEM	PREP	PREP		
Ramirez, Belen	307	WL	SPN LNG1 AP	SPN 3	SPN LNG1 AP	SPN 3	PREP	SPN 3		
Rubio, Donna	251	WL	SPN 5	SPN 5	SPN 5	SPN 5	PREP	PREP		
Sanchez, Dario	254	WL	SP SPKRS 3	SP SPKRS 3	SP SPKRS 3	SPN 1	PREP	SPN 1		
Fulcher, Christine	509		PREP	DANCE/F.A.	PE DANCE	THEATRE	THEATRE	THEATRE		

14-15 Budget Summary (Site Controlled Resources)

Name	Totals	00000 Discretionary Alloc	00010 Position Allocation	09800 LCFF InSup	30100 Title I Basic Program	30103 Title I Parent Involvmnt	30106 Title I Supplmnt Prog Imprvmnt	00020 Gen Ops / Freshman Sports	00021 Gen Ops/9th-12th Gr Athletics
Allocation	\$562,551.00	\$167,366.00	\$0.00	\$137,964.00	\$50,174.00	\$3,924.00	\$19,601.00	\$8,779.00	\$174,743.00
District Contribution	\$8,113,898.18	\$0.00	\$8,113,898.18	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Allocation	\$8,676,449.18	\$167,366.00	\$8,113,898.18	\$137,964.00	\$50,174.00	\$3,924.00	\$19,601.00	\$8,779.00	\$174,743.00
Site Labor Expenditures	\$6,115,936.45	\$0.00	\$5,995,382.66	\$97,420.49	\$23,133.30	\$0.00	\$0.00	\$0.00	\$0.00
Site Non-Labor Expenditures	\$377,653.40	\$158,766.12	\$0.00	\$8,800.64	\$17,821.92	\$3,924.00	\$17,506.92	\$8,060.80	\$162,773.00
Total Benefits	\$2,182,858.00	\$8,599.88	\$2,118,514.19	\$31,742.87	\$9,218.78	\$0.00	\$2,094.08	\$718.20	\$11,970.00
Site's Total Expenditures	\$8,676,447.85	\$167,366.00	\$8,113,896.85	\$137,964.00	\$50,174.00	\$3,924.00	\$19,601.00	\$8,779.00	\$174,743.00
Surplus/Deficit	\$1.33	\$0.00	\$1.33	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 - 1199 Teacher Salaries	\$4,998,528.20	\$19,000.00	\$4,788,017.20	\$83,271.00	\$4,520.00	\$0.00	\$3,020.00	\$5,700.00	\$95,000.00
1107 Classroom Teacher - FTEs Allocation	\$4,788,017.20		\$4,788,017.20						
1109 Pull/Out Push In - ELST	\$80,271.00			\$80,271.00					
1157 Classroom Teacher Hrlly - Extended Day Units/ Advisors, Teacher Tutors & Coach Units	\$122,700.00	\$19,000.00		\$3,000.00				\$5,700.00	\$95,000.00
1162 Short Term Leave Visiting Tchr	\$0.00								
1170 Prof&Curriclm DevHrlyClrmTchr - Teachers PD & CRW Hrlly	\$4,500.00				\$3,000.00		\$1,500.00		
1192 Prof&Curriclm Dev Vist Tchr - Subs for Teachers on PD	\$3,040.00				\$1,520.00		\$1,520.00		
1200 - 1299 Pupil Support Salaries	\$401,265.00	\$3,000.00	\$356,482.21	\$18,649.49	\$23,133.30	\$0.00	\$0.00	\$0.00	\$0.00
1210 Counselor - FTEs Allocation	\$396,765.00		\$356,482.21	\$17,149.49	\$23,133.30				
1260 Counselor Hrlly - Open School & Enrollment	\$4,500.00	\$3,000.00		\$1,500.00					
1300 - 1399 Certificated Supv & Admin Salaries	\$317,618.00	\$0.00	\$317,618.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1308 School Principal - FTE Allocation	\$124,730.00		\$124,730.00						
1309 Vice-Principal - FTEs Allocation	\$192,888.00		\$192,888.00						
1900 - 1999 Other Certificated Salaries	\$87,307.00	\$0.00	\$83,307.00	\$0.00	\$0.00	\$0.00	\$4,000.00	\$0.00	\$0.00
1907 Non Clsm Teacher Grad Coach	\$83,307.00		\$83,307.00						
1971 NonClsm Prof&Curriclm DevHrlly - ILT Team	\$4,000.00						\$4,000.00		
2100 - 2199 Instructional Aide Salaries	\$10,500.00	\$0.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,500.00	\$0.00	\$0.00
2101 Classroom PARAS	\$0.00								
2104 Special Ed Technician Clsm	\$0.00								
2112 Special Ed Instr Behavior Tech	\$0.00								
2151 Classroom PARAS Hrlly - Student Tutors for AVID, Readers & After School Tutoring	\$10,500.00				\$5,000.00		\$5,500.00		
2200 - 2299 Classified Support Salaries	\$144,938.00	\$1,500.00	\$143,438.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2201 Custodian	\$0.00								
2217 Campus Security Assistant - FTEs Allocation	\$60,148.00		\$60,148.00						
2230 Libry Media & Tech OTBS - FTE Allocation	\$83,290.00		\$83,290.00						
2251 Custodian Hrlly - Extra School Events	\$500.00	\$500.00							
2267 Campus Security Asst Hrlly - Extra School Events	\$1,000.00	\$1,000.00							
2300 - 2399 Classified Supv & Admin Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2320 Supervisor	\$0.00								
2400 - 2499 Clerical Salaries	\$331,520.25	\$25,000.00	\$306,520.25	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Name	Totals	00000 Discretionary Alloc	00010 Position Allocation	09800 LCFF InSup	30100 Title I Basic Program	30103 Title I Parent Involvmnt	30106 Title I Supplmnt Prog Imprvmnt	00020 Gen Ops / Freshman Sports	00021 Gen Ops/9th-12th Gr Athletics
2401 Clerical OTBS - FTEs Allocation	\$244,151.50		\$244,151.50						
2404 Guidance/Attendance Asst - FTE Allocation	\$28,438.00		\$28,438.00						
2405 Technical Professional OTBS - FTE Allocation	\$33,930.75		\$33,930.75						
2451 Clerical OTBS Hrly - Open/Closing School Extra Time	\$25,000.00	\$25,000.00							
3100 - 3199 STRS	\$478,889.58	\$1,815.00	\$457,497.84	\$8,408.44	\$2,281.40	\$0.00	\$579.15	\$470.25	\$7,837.50
3200 - 3299 PERS	\$55,717.77	\$3,032.13	\$51,484.23	\$0.00	\$572.10	\$0.00	\$629.31	\$0.00	\$0.00
3300 - 3399 OASDI	\$121,420.85	\$2,346.25	\$114,830.89	\$1,477.85	\$783.47	\$0.00	\$522.64	\$82.65	\$1,377.50
3400 - 3499 Health & Welfare	\$1,313,699.10	\$0.00	\$1,290,750.45	\$18,426.45	\$4,522.20	\$0.00	\$0.00	\$0.00	\$0.00
3500 - 3599 St Unemployment Ins	\$3,145.70	\$24.25	\$2,997.55	\$50.96	\$16.33	\$0.00	\$6.26	\$2.85	\$47.50
3600 - 3699 Workers Comp	\$179,312.68	\$1,382.25	\$170,868.31	\$2,904.73	\$930.62	\$0.00	\$356.82	\$162.45	\$2,707.50
3700 - 3799 Retiree Benefits	\$20,948.08	\$0.00	\$20,552.66	\$319.54	\$75.88	\$0.00	\$0.00	\$0.00	\$0.00
3800 - 3899 Other Benefits	\$9,724.60	\$0.00	\$9,532.92	\$154.90	\$36.78	\$0.00	\$0.00	\$0.00	\$0.00
4300 - 4399 Materials & Supplies	\$98,713.40	\$59,766.12	\$0.00	\$3,800.64	\$5,301.92	\$724.00	\$4,986.92	\$160.80	\$23,973.00
4301 Supplies - School Stock Supplies, Departments Instructional Budget, Technology, Athletics & Office Supplies	\$98,713.40	\$59,766.12		\$3,800.64	\$5,301.92	\$724.00	\$4,986.92	\$160.80	\$23,973.00
4302 Custodial Supplies	\$0.00								
4400 - 4499 Non-Capitalized Equipment	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4491 Equipment Non-Capitalized - Technology	\$5,000.00	\$5,000.00							
5200 - 5299 Travel and Conferences	\$3,500.00	\$0.00	\$0.00	\$500.00	\$3,000.00	\$0.00	\$0.00	\$0.00	\$0.00
5209 Conference Local - Teachers PD	\$3,500.00			\$500.00	\$3,000.00				
5300 - 5399 Dues & Memberships	\$10,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,000.00
5302 Dues - Other - Athletic Tournaments	\$10,000.00								\$10,000.00
5600 - 5699 Rentals Leases & Repairs	\$37,000.00	\$25,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$12,000.00
5614 Lease of Printer/Duplicator - SHARP Photocopies Contract (District)	\$25,000.00	\$25,000.00							
5621 Rental of Facilities - Athletic Events	\$12,000.00								\$12,000.00
5700 - 5799 Direct Costs for Services	\$16,700.00	\$8,000.00	\$0.00	\$0.00	\$0.00	\$700.00	\$0.00	\$0.00	\$8,000.00
5721 Interprogram Svcs/Duplicating - Business Forms & Grad Exps	\$3,700.00	\$3,000.00				\$700.00			
5733 Interprogram Svcs/Paper - Copy Paper	\$5,000.00	\$5,000.00							
5735 Interprogram Svcs/Field Trip - Athletics (Football & T/F)	\$8,000.00								\$8,000.00
5800 - 5899 Other Services & Operating Expenses	\$24,000.00	\$8,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,200.00	\$13,800.00
5801 Consultants <=\$25K - Grad Security Services & Official for Athletic Programs	\$14,500.00	\$1,500.00						\$1,000.00	\$12,000.00

Name	Totals	00000 Discretionary Alloc	00010 Position Allocation	09800 LCFF InSup	30100 Title I Basic Program	30103 Title I Parent Involvmnt	30106 Title I Supplmnt Prog Imprvmnt	00020 Gen Ops / Freshman Sports	00021 Gen Ops/9th-12th Gr Athletics
5853 Contracted Svcs Less Than \$25K - School Web Site, Canines Contract, Postage Meter & Balboa Ambulance (Football Games)	\$9,500.00	\$6,500.00						\$1,200.00	\$1,800.00
5900 - 5999 Communications	\$7,000.00	\$4,500.00	\$0.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$0.00	\$0.00
5915 Telephone Svc - Additional - District Service for Charges	\$2,000.00	\$2,000.00							
5920 Postage Expense - School Mail	\$5,000.00	\$2,500.00				\$2,500.00			

WASC Survey Results

During the fall semester of 2014 students, parents and teachers were asked to complete an on-line survey about Point Loma High School. The results are summarized here.

In January, we decided that 952 student responses is not a good representation of the students here at Point Loma High. Therefore, we continued the survey in February, attempting to include any students who did not respond in the fall. Updated results will be available during the March WASC visit.

Student Survey

Questions:	Strongly Agree	Agree	Disagree	Strongly Disagree	I'm not sure
I know what all students should be able to know and do by the time they graduate.	19%	47%	11%	3%	17%
I have ways to measure my own success in school. (Personal goals, college goals, grades, academic expectations, etc.)	40%	49%	3%	1%	4%
I have ways to help myself improve academically; for example, progress reports, Internet grades, getting tutoring help, etc.	37%	50%	5%	2%	4%
I am aware of the support and resources available to me. (Some of these are: counseling/guidance, college counseling, substance abuse counseling, ROP classes, and lunch and after school tutoring.).	28%	52%	8%	3%	6%
I am aware of the variety of community and extracurricular services and activities available to help me. (Some services are Aaron Price Fellows, Key Club, Interact, CSF, and extracurricular clubs.)	26%	46%	12%	3%	9%
I know how to obtain the resources and services listed in numbers 6 and 7 (the two questions before this one) if the need arises.	17%	49%	13%	5%	13%
I think that, on the whole, the atmosphere of the school shows trust, professionalism, high expectations for all students, and focuses on continual school improvement.	15%	45%	19%	8%	9%

Point Loma currently enrolls 6% African American, 47% Hispanic, 42% White, 3% Asian, and 2% students from other ethnic groups. I see these groups represented in my classes.	25%	43%	13%	6%	9%
I think that a student's reputation is hurt if he or she seeks out extra help in Point Loma High School.	5%	12%	42%	29%	8%
I think that Point Loma High School is safe.	11%	53%	12%	8%	13%
I think that Point Loma High School is clean.	5%	37%	31%	14%	9%
Overall, I think that Point Loma High School is a caring place.	7%	48%	17%	9%	14%
Overall, I think Point Loma High School is a place that helps students develop and grow.	13%	57%	10%	5%	10%
On the whole, I know what I am expected to learn in my classes.	24%	58%	7%	2%	5%
Teachers in my classes ask me to use skills that I have learned in other subjects.	13%	56%	15%	4%	8%
Teachers use a variety of ways to evaluate how well I complete my assignments and revise their teaching to meet my needs.	11%	46%	20%	9%	9%
I think that upon graduation I will have the skills to join the work force or to continue my education in either a technical or academic program.	28%	50%	5%	4%	8%
I think I have (or will have by graduation) successfully achieved the School-wide Learner Outcomes (SLOs) of Point Loma High School.	24%	45%	4%	3%	20%
In general, most of my classes are meaningful to me.	14%	50%	18%	7%	6%
I have access to technology outside of school.	53%	35%	4%	2%	2%
In general, most of my classes are challenging.	17%	47%	22%	5%	5%

	1-20	21-40	41-60	61-80	81-100
On the average I spend ____% or more time each day in group work in my English class.	32%	25%	21%	13%	5%
On the average I spend ____% or more time each day in group work in my history/social science class.	41%	17%	14%	11%	10%
On the average I spend ____% or more time each day in group work in my mathematics class.	42%	20%	15%	9%	9%
On the average I spend ____% or more time each day in group work in my science class.	23%	22%	22%	16%	12%

	Yes	No
I participate in one or more school sponsored activities, such as clubs, sports, service organizations, student government, arts, and academic organizations.	68%	28%

Parent Survey

Questions:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not sure
I know what counseling and support services are available for students at Point Loma High School.	13%	44%	31%	7%	5%
The counseling support services at Point Loma High School have helped my student.	4%	38%	22%	10%	26%
My student and I know how to access counseling support services at Point	12%	62%	18%	4%	5%

Loma High School.					
Counselors, teachers, and administrators are responsive to the needs of my student.	9%	48%	21%	5%	17%
Teachers are available to students who need help with their schoolwork.	11%	49%	8%	0%	32%
At Point Loma High School students from diverse backgrounds are treated with respect and provided with the support necessary to achieve at high school.	11%	44%	4%	1%	41%
Point Loma High School proves a safe environment for student learning.	14%	75%	5%	1%	5%
The school provides parents/guardians with written information about school rules and procedures.	31%	66%	2%	1%	1%
My student and I know and understand the school rules/discipline policy.	31%	64%	3%	2%	0%
My student feels academically and socially successful at Point Loma High School.	18%	58%	11%	3%	10%
All students at Point Loma High have equal access to challenging course work and curriculum appropriate to their personal educational plans.	18%	43%	8%	4%	27%

Students with special needs are encouraged to attain the highest possible academic levels.	8%	20%	5%	1%	64%
My student receives personalized support that helps him/her to meet the challenges of his/her courses.	11%	23%	25%	3%	37%
The school/teachers keep me informed regarding my student's progress.	6%	37%	39%	7%	9%
In addition to required courses, my student is guided to take vocational/elective courses that will lead to employment after high school.	6%	22%	30%	8%	35%
There are opportunities for students to participate in career/job shadowing, apprenticeship, community service projects, and other real-world experiences.	4%	20%	□4%	9%	53%
Extensive and up-to-date library services and resources are available throughout the school day.	9%	31%	5%	4%	52%
Point Loma High School involves parents/guardians and community members in exploring solutions to problems and concerns facing the school.	15%	39%	6%	4%	36%

Parents/guardians have opportunities to become involved and give input informally or through such groups as the PTSA, Point Loma Foundation, School Site Council, or Instructional Governance Council.	25%	65%	1%	0%	9%
I read the PLHS News eblast,	65%	33%	1%	0%	0%
I feel the PLHS News eblast is an effective vehicle for communicating what is happening at the school.	54%	36%	8%	0%	2%

	9th grader	10th grader	11th grader	12th grader	students at different grade levels
I am the parent/guardian of a	19%	29%	19%	16%	17%

	0-5	6-10	11-15	16 or more
During this school year so far I have spent _____ hours at Point Loma High School.	59%	21%	5%	14%

	African American	Asian	Caucasian	Filipino	Latino	Native American	Pacific Islander	Other
Please indicate your ethnicity.	1%	1%	70%	0%	12%	1%	1%	13%

Staff Survey

Questions:	Strongly Agree	Agree	Disagree	Strongly Disagree	Do not have enough information
I have a good understanding of the school's programs, operations, and its policies.	22%	64%	7%	2%	3%
I have sufficient opportunities for my concerns as a teacher to be addressed.	34%	49%	15%	0%	2%
Teachers are adequately informed of any special needs or circumstances of students.	14%	63%	20%	2%	2%
There is adequate communication from administration to faculty at Point Loma High School.	24%	58%	10%	3%	3%
Parents respond positively when I contact them about their student.	27%	63%	8%	0%	0%
Our school is preparing students to deal with issues and problems they face now and in the future.	10%	76%	8%	2%	2%
Our school is doing a good job in preparing students to continue their education at more advanced levels.	25%	53%	7%	0%	1%
Administrators treat faculty fairly at Point Loma High School.	37%	53%	7%	0%	2%

School counselors assist students with their academic and vocational planning.	7%	56%	20%	5%	7%
The administration enforces school rules and regulations on a fair and consistent basis.	8%	49%	25%	5%	5%
Staff development is practical and meaningful.	5%	54%	31%	5%	5%
I benefit from participating in a Professional Learning Community.	17%	46%	25%	3%	8%
My students have benefited from my participation in a Professional Learning Community.	19%	41%	25%	3%	7%
Teachers may choose how to use staff development time.	8%	58%	17%	5%	10%
Our school is well-maintained.	17%	63%	17%	0%	2%
I feel safe at Point Loma High School.	53%	46%	0%	0%	0%
Point Loma High School is a pleasant place to work.	46%	49%	3%	0%	0%
I believe the majority of the staff at Point Loma High School is genuinely interested in providing quality education to their students.	47%	47%	5%	0%	0%

Teachers are respected and appreciated at Point Loma High School.	27%	59%	10%	2%	2%
Extracurricular programs are adequately funded at Point Loma High School.	20%	37%	15%	7%	20%
Teacher morale is high.	5%	73%	7%	2%	8%
The resource police officer is an effective addition to Point Loma High School.	29%	41%	10%	6%	15%
The majority of students at Point Loma High School have a genuine interest in doing well academically.	14%	76%	5%	2%	2%
Students at Point Loma High School are generally respectful and friendly to staff members.	19%	69%	8%	0%	3%
My colleagues are respectful and collegial.	31%	63%	3%	0%	2%
The administration supports teachers in enforcing the school's regulations.	19%	61%	10%	3%	7%
The SLOs are an important component of the teaching curriculum.	12%	47%	22%	7%	10%
The Common Core Standards are an important component of the teaching	22%	56%	10%	3%	8%

curriculum.					
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School Accountability Report Card

Issued Spring 2015 for Academic Year 2013-14

What Is a SARC?

All California public schools are required by state law to publish a School Accountability Report Card (SARC) by February 1 of each year. The SARC contains specific information about the condition and performance of the school from the previous school year.

Furthermore, under the Local Control Funding Formula (LCFF), the district is required to prepare a Local Control Accountability Plan (LCAP), which describes how it intends to meet annual school-specific goals for all students, with specific activities to address state and local priorities. Data reported in the SARC are to be consistent with data reported in the LCAP.

More information about the requirements for the SARC is available on the state's SARC website:

www.cde.ca.gov/ta/ac/sa/

Additional copies of this SARC may be obtained from the school office or from the district's SARC website:

www.sandi.net/page/1598

For more information about the LCFF or LCAP, see the state's LCFF website:

www.cde.ca.gov/fg/aa/lc/

Finally, for more information about this school, contact the principal or the district office.

Point Loma High School

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CDS Code: 37-68338-3735750

Hans Becker, Principal

School Description and Mission Statement

Point Loma High School (PLHS) enjoys an 89-year tradition of excellence in academics, athletics, and community involvement. The mission of PLHS is to provide students with a comprehensive, rigorous education in a nurturing environment and to motivate them to fulfill their academic, athletic, and personal potential in preparation for college. Our varied elective program, award-winning musical program, video production program, outstanding athletic teams, and student-driven club involvement provide opportunities that connect students to school and create a well-rounded education. Students are encouraged to participate in the community through volunteer service, community-based clubs, and sports to promote the connection between the high school and the community. Parents and neighbors have multiple opportunities to interact with staff and students on campus through many diverse programs and events. PLHS continues to be the academic beacon that offers "educational excellence in the heart of our community."

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Data and Access

Most of the data in this SARC are from the 2013–14 school year or the two preceding years (2011–12 and 2012–13). Graduation, dropout, and fiscal data are from 2012–13. Contact information and data on facilities, curriculum and instructional materials, and certain teacher information are from the 2014–15 school year. When no year is specified, data are from the most recent year available.

Data included in this SARC are consistent with State Board of Education guidelines, available at the California Department of Education website: www.cde.ca.gov/ta/ac/sa/.

DataQuest

DataQuest is an on-line data tool (dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district, the county, and the state. *DataQuest* is a dynamic system that provides reports for accountability, test results, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Student Enrollment by Grade Level

Grade Level	Enrollment on October 2, 2013
9	512
10	525
11	449
12	437
Total	1,923

Student Enrollment by Group (2013–14)

Student Group	Number of Students	Percentage of Enrollment
African American	104	5.4
Asian	27	1.4
Filipino	32	1.7
Hispanic	721	37.5
Indochinese	5	0.3
Native American	10	0.5
Pacific Islander	11	0.6
White (Not Hispanic)	963	50.1
Two or More Races	50	2.6
Socioeconomically disadvantaged	803	41.8
English learners	102	5.3
Students with disabilities	183	9.5

Conditions of Learning

State Priority: Basic

This section provides information relevant to the LCAP Basic State Priority (Priority 1):

- **Teacher Credentials:** the degree to which teachers are assigned appropriately and are fully credentialed in the subject area and for the students they are teaching.
- **Instruction Materials:** whether students have access to standards-aligned instructional materials.
- **Facility Conditions:** whether facilities are maintained in good repair.

Teacher Credentials

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are credentialed but teaching outside of their subject area of competence. District totals do not include charter schools. Detailed information about teachers' qualifications can be found on the CDE *DataQuest* website at dq.cde.ca.gov/dataquest/.

Number of Teachers*	School			District
	2012-13	2013-14	2014-15	2014-15
With full credential and teaching in subject area	n/a	89	83	4,684
With full credential but teaching outside subject area	n/a	n/a	n/a	n/a
Without full credential	n/a	3	4	214
Total	n/a	92	87	4,898

*Some of these data were not available at the time of publication. For more up-to-date information, contact the San Diego Unified School District's Human Resources Department.

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (long-term vacancies for which there was no teacher assigned by the twentieth school day of each semester). Total teacher misassignments includes the number of misassignments of teachers of English learners. For 2014-15, the most current data are reported.

Indicator*	2012-13		2013-14		2014-15	
	Smstr 1	Smstr 2	Smstr 1	Smstr 2	Smstr 1	Smstr 2
Misassignments of teachers of English learners	0	0	0	0	0	N/A
Total teacher misassignments	0	0	0	0	0	N/A
Vacant teacher positions	0	0	0	0	0	N/A

*Some of these data were not available at the time of publication. For more up-to-date information, contact the San Diego Unified School District's Human Resources Department.

Core Academic Courses Taught by Teachers in Compliance with the No Child Left Behind Act (2013-14)

The federal Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind Act (NCLB), requires all teachers of core academic subjects to be "highly qualified." In general, ESEA requires that each teacher must have: (1) a bachelor's degree, (2) a state credential (or an Intern Certificate/Credential for no more than three years), and (3) demonstrated subject-matter competence for each core subject he or she will teach.

This table displays the percentage of classes in core academic subjects taught by teachers who are compliant with ESEA at this school, at all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. (High-poverty schools are defined as those with student eligibility rates of approximately 40 percent or higher in the free and reduced-price meals program. Low-poverty schools are defined as those with student eligibility rates of 39 percent or lower in the program.) These data do not include independently reporting charter schools. More information on teacher qualifications required under ESEA can be found at the CDE website at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This school	96.80	3.20
All schools in district	97.94	2.06
High-poverty schools in district	97.70	2.30
Low-poverty schools in district	98.92	1.08

Quality, Currency, and Availability of Textbooks and Instructional Materials (2014–15)

The district adopts textbooks and instructional materials based on the implementation cycle established by the state. It provides a sufficient number of standards-aligned textbooks and other instructional materials for all students in the subject areas of English language arts, health, history-social science, mathematics, science, and world languages. Science laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12. The following table displays information about the availability of the standards-aligned textbooks and other instructional materials used at the school. These data were collected in October 2014.

Core Curriculum Area	Are These Textbooks and Instructional Materials from the Most Recent Adoption?	Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
English Language Arts	Yes	0
Health	Yes	0
History–Social Science	Yes	0
Mathematics	Yes	0
Science	Yes	0
Science Lab Equipment (grades 9–12)	Yes	0
Visual and Performing Arts	Yes	0
World Language	Yes	0

List of Textbooks and Instructional Materials Used in Core Subject Areas (2014–15)

All textbooks and instructional materials come from state or district lists. A list of all textbooks and instructional materials used in the school in the core subjects (English language arts, mathematics, science, and history-social science), including the year of adoption, may be found at the end of this document in the appendix entitled *Adopted Texts and Instructional Materials*. Descriptions of the district's courses, including instructional materials, may be found in the *Course of Study, K–12*, revised annually and available on-line at www.sandi.net/page/1624.

School Facility Conditions and Planned Improvements (2014–15)

Point Loma High School has received upgrades thanks to Proposition S, including a new classroom building that houses six history classrooms, a state-of-the-art athletic training facility, and a sports medicine classroom. In the spring of 2011, we opened our new weight training and fitness facility located next the bleachers in the stadium. A brand new turf field was installed in Pete Ross Stadium during the summer of 2012.

In the fall of 2012, our newly renovated 900 building re-opened. It houses our new music center as well as our Motion Pictures Industries program, which includes a video-editing classroom, a sound recording studio, and a movie screening room. A new concession stand and restroom facility behind the stadium bleachers opened in September 2013.

School Facility Good-Repair Status

This table displays the results of the most recently completed school-site inspection to determine the facility's good-repair status.

Date of most recent inspection: 10/22/2014

Item Inspected	Repair Status*				Repair Needed and Action Taken or Planned
	E	G	F	P	
Systems: Gas, mechanical, sewer		✓			
Interior: Interior surfaces			✓		wall and ceiling tile damage - in progress
Cleanliness: Overall, pest/vermin		✓			
Electrical: Interior/exterior				✓	lights out - in progress
Restrooms/fountains		✓			
Safety: Fire safety/hazardous materials		✓			
Structural: Damage, roofs		✓			
External: Playground, gates, fences		✓			
Overall Rating: 93.50%		✓			

* Repair Status: E = exemplary, G = good, F = fair, P = poor

Student Outcomes

State Priority: Pupil Achievement

This section provides information relevant to the Pupil Achievement State Priority (Priority 4):

- **Statewide Assessments:** results of the California Assessment of Student Performance and Progress (CAASPP) and its predecessor, the Standardized Testing and Reporting (STAR) program.
- **Academic Performance Index (API)**
- **Preparation for College or Career:** successful completion of courses that satisfy requirements for entrance to the University of California or the California State University, or career technical education sequences or programs of study.

Statewide Assessments

CAASPP: Science—Three-Year Comparison

The following table shows the percentage of students scoring at the Proficient or Advanced levels (that is, meeting or exceeding the state standards) on the CAASPP over the most recent three-year period. Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA).

Grades	School			District			State		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
5, 8, & 10	54	67	65	64	63	66	60	59	60

Note: Scores are not shown when the number of students tested is 10 or less, either because the result is too small for statistical accuracy or to protect student privacy.

CAASPP: Science—By Student Group, 2013–14

Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10.

Student Group	Percentage of Students Scoring at Proficient or Advanced
All students in district	66
All students at this school	65
Male	70
Female	60
African American	63
Asian	—
Filipino	—
Hispanic	50
Native American	—
Pacific Islander	—
White (not Hispanic)	75
Two or More Races	65
Socioeconomically Disadvantaged	53
English Learners	18
Students with Disabilities	53

Note: Scores are not shown when the number of students tested is 10 or less, either because the result is too small for statistical accuracy or to protect student privacy.

STAR Program Results

The Standardized Testing and Reporting (STAR) program was last administered in the 2012–13. It was superseded in January 2014 by the California Assessment of Student Performance and Progress (CAASPP). STAR scores were ranked according to five “performance levels”: Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient and Advanced levels have met state standards in that content area.

The following tables show, by subject area, the percentage of students in each grade who achieved the Proficient or Advanced levels (meeting or exceeding state standards) at the school, district, and state levels for the last three years the STAR was administered. Statewide data are rounded to the nearest percentage point.

STAR: English-Language Arts

Grade Level	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
9	70.8	75.8	76.2	58.3	60.1	65.4	55	57	62
10	63.0	65.7	70.7	50.2	54.1	55.6	48	50	52
11	52.5	63.0	61.9	48.9	50.1	50.3	45	54	48

Note: Scores are not shown when the number of students tested is 10 or less, either because the result is too small for statistical accuracy or to protect student privacy.

STAR: Mathematics

Grade Level	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
9	27.3	37.9	39.4	29.4	29.9	31.0	33	35	34
10	17.7	28.6	27.6	21.8	23.0	22.8	24	27	26
11	16.7	24.2	28.3	19.3	20.1	20.9	24	24	25

Note: Scores are not shown when the number of students tested is 10 or less, either because the result is too small for statistical accuracy or to protect student privacy.

STAR: History-Social Science

Grade Level	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
9	44.4	23.3	45.7	51.5	58.1	60.4	48	50	51
10	50.7	53.5	59.5	42.6	46.2	46.4	45	46	46
11	51.9	61.5	62.9	47.1	47.2	46.9	46	47	49

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API website at www.cde.ca.gov/ta/ac/ap/.

API Ranks: Three-Year Comparison

This table displays the school's statewide and similar-schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state, while a statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar-schools rank of 1 means that the school's academic performance is in the lowest 10 percent of the 100 similar schools, while a similar-schools rank of 10 means that the school's academic performance is in the highest 10 percent of the 100 similar schools. For 2013-14 and subsequent years, the statewide and similar schools rankings will no longer be produced.

API Rank	2010-11	2011-12	2012-13
Statewide	7	8	8
Similar Schools	5	5	6

API Growth by Student Group: Three-Year Comparison

This table displays, by student group, the actual API changes (growth) in points added or lost for the past three years, and the most recent API score (growth).

Note: An asterisk (*) means that the student group is not numerically significant for the years shown, "B" means the school did not have a valid 2012-13 API base and therefore will not have any growth or target information, and "C" means the school had significant demographic changes and will not have any growth or target information. A dash (—) means that no data were available.

Student Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	21	34	11
African American	-18	*	*
Asian	*	*	*
Filipino	*	*	*
Hispanic	22	32	13
Native American	*	*	*
Pacific Islander	*	*	*
White (not Hispanic)	18	24	6
Two or More Races	*	*	*
Socioeconomically Disadvantaged	22	33	19
English Learners	14	43	0
Students with Disabilities	15	48	-8

Career Technical Education Programs (2013–14)

Career Technical Education (CTE) in the San Diego Unified School District is a program of study involving a sequence of courses that integrates core academic knowledge with technical skills. The program provides students with multiple pathways to college and careers. Students complete a career pathway, which includes: (a) two or more CTE courses in a single, defined field of study, (b) passing of the pre- and co-requisites CTE and core curriculum courses, and (c) passing of at least one CTE advanced-level course. The career pathways are organized within the context of the state-defined 15 different industry sectors, which have been identified as critical for the fiscal stability and prosperity of the State of California. Student internships are a required component of the advanced-level CTE course curriculum. CTE programs of study often fulfill the “a–g” subject-area requirements of the University of California and the California State University and may lead to community college credit, an industry-recognized credential, a certificate, or a degree at the postsecondary level.

Point Loma High School offers Health Science and Medical Technology, Arts and Entertainment, and Education and Child Development.

Career Technical Education Participation (2013–14)

Data reported in the following table are intended to measure the performance of the school’s career technical education (CTE) programs.

“Number of pupils” is the total number of students in all grades at the school who took at least one CTE course during the most recently completed school year.

“Pupils earning a high school diploma who also completed a CTE program” is the number of students who earned a high school diploma during the most recently completed school year *and* who completed a CTE program at some time during their high school career, divided by the total number of students who earned a high school diploma during the most recently completed school year.

“CTE courses sequenced between the school and postsecondary institutions” is the number of CTE courses the school offers that are sequence or linked (through formal articulation agreements) to courses or programs offered by colleges, universities, or other institutions of postsecondary education, divided by the total number of all CTE courses offered by the school. Such articulation provides high school students the opportunity to transfer smoothly into postsecondary education and training programs without experiencing delay or duplication of learning.

Measure of CTE Program Participation	Participation
Pupils participating in CTE (number)	n/a
Pupils earning a high school diploma who also completed a CTE program (%)	n/a
CTE courses sequenced between the school and postsecondary institutions (%)	n/a

Courses for University of California and/or California State University Admission

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the University of California website at admission.universityofcalifornia.edu/.

California State University

Admission requirements for the California State University (CSU) include three factors to determine eligibility: specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University website at www.calstate.edu/admission/admission.shtml.

This table displays, for the most recent year for which data are available, two measures related to the school’s courses that are required for UC and/or CSU admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE website at dq.cde.ca.gov/dataquest/.

Measure	Percentage
2013–14 students enrolled in courses required for UC/CSU admission	76.6
2012–13 graduates who completed all courses required for UC/CSU admission	58.4

State Priority: Other Pupil Outcomes

This section provides information relevant to the Other Pupil Outcomes State Priority (Priority 8): student outcomes in English, mathematics, and physical education. The results of the California High School Exit Examination (CAHSEE) provide the outcomes in English and mathematics. The results of the California Physical Fitness Test provide the outcomes in physical fitness.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in English-language arts and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind Act (NCLB). Detailed information regarding CAHSEE results can be found at the CAHSEE website at cahsee.cde.ca.gov/.

Note: No group score is reported that would deliberately or inadvertently make public the score or performance of any individual student. Scores are not shown when the number of students tested in a particular student group is 10 or fewer, either because the number of students is too small for statistical accuracy or to protect students' privacy. Such cases are indicated by an asterisk (*).

CAHSEE Results for All Grade 10 Students by Performance Level: Three-Year Comparison

This table displays the percentage of grade 10 students achieving the Proficient or Advanced level in English-language arts and mathematics. Data on students receiving migrant education services are not available.

Subject	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	71.0	79.0	71.0	59	60	58	56	57	56
Mathematics	71.0	77.0	75.0	62	63	62	58	60	62

Note: Percentages are not calculated when the number of students tested is 10 or less, either because the result is too small for statistical accuracy or to protect student privacy.

2013-14 CAHSEE Results by Grade 10 Student Group

This table displays the percentage of grade 10 students, by student group, who achieved each performance level in English language arts and mathematics for the most recent (2013-14) CAHSEE testing period. Data on students receiving migrant education services are not available.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	29.0	22.0	49.0	25.0	37.0	38.0
African American	44.0	21.0	35.0	44.0	35.0	21.0
Asian	—	—	—	—	—	—
Filipino	27.0	18.0	55.0	36.0	27.0	36.0
Hispanic	46.0	25.0	29.0	38.0	46.0	16.0
Indochinese	—	—	—	—	—	—
Native American	—	—	—	—	—	—
Pacific Islander	16.0	21.0	63.0	13.0	32.0	55.0
White (not Hispanic)	26.0	5.0	68.0	21.0	26.0	53.0
Two or More Races	32.0	26.0	43.0	25.0	37.0	38.0
Male	27.0	18.0	55.0	25.0	37.0	38.0
Female	50.0	20.0	30.0	36.0	44.0	20.0
Socioeconomically Disadvantaged	86.0	10.0	3.0	72.0	28.0	—
English Learners	83.0	8.0	8.0	80.0	6.0	14.0
Students with Disabilities	—	—	—	—	—	—
District Totals	40.0	24.0	36.0	34.0	36.0	30.0

Note: Percentages are not calculated when the number of students tested is 10 or less, either because the result is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (2013-14)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percentage of students tested who met the fitness standards for the most recent testing period. Data on students receiving migrant education services are not available. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE website at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percentage of Students Tested Who Met Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	15.8	22.8	53.7

Note: Percentages are not calculated when the number of students tested is 10 or less, either because the result is too small for statistical accuracy or to protect student privacy.

Engagement

State Priority: Parental Involvement

This section provides information relevant to the Parental Involvement State Priority (Priority 3): efforts the school district makes to seek parent input in making decisions for the school district and each school.

Opportunities for Parent Involvement

Parents and other relatives are encouraged and welcomed to become involved in the formal education of their children. Educational research validates that support at home is critical to a child's academic success. There are many opportunities to be involved at their children's school site, including: governance committees, special events, fundraising events, parent organizations, and in classrooms, and at the district level by participating in cluster councils, district advisory councils/committees, Parent University, and special events. Parents are encouraged to support their children at home by making their expectations about school clear and creating a positive learning environment at home.

Parent, alumni, and community involvement is extremely high at Point Loma High School. Some of our active organizations include the Pointer Association (formerly the Parent Teacher Student Association, Point Loma High School Foundation, and Alumni Association), Instructional Governance Council, School Site Council, Point Loma Cluster Schools, and several Partnerships in Education alliances.

If you want to get involved, please contact Kevin Gormly at (619) 223-3121, ext. 1103.

State Priority: Pupil Engagement

This section provides information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates
- High school graduation rates

Dropout Rate and Graduation Rate

This table displays the school's "cohort" dropout rates and graduation rates for the most recent three-year period for which data are available. (A *cohort* is the group of first-time grade 9 students in a given school year, plus students who transfer in, less students who transfer out, emigrate, or die, during that and the following three school years. A *graduate* is a cohort member who earns a regular high school diploma by the end of the cohort's fourth year.) For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the *DataQuest* website at dq.cde.ca.gov/dataquest/.

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate (cohort)	2.9	2.0	0.9	6.3	6.1	5.2	14.7	13.1	11.4
Graduation Rate (cohort)	94.0	92.5	95.0	85.3	87.0	87.9	77.1	78.9	80.4

Completion of High School Graduation Requirements

Since the graduating class of 2007, students in California public schools have been required to pass both the English-language arts and mathematics portions of the California High School Exit Exam (CAHSEE) to receive a high school diploma. This table displays, by student group, the percentage of students who began the 2012-13 school year in grade 12 and who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE website at www.cde.ca.gov/ta/tg/hs/.

Group	Graduating Class of 2013		
	School	District	State
All Students	100.00	86.2	84.6
African American	93.75	79.9	75.9
Asian	111.10	94.8	92.9
Filipino	100.00	95.2	92.2
Hispanic	101.20	82.3	80.8
Native American	100.00	80.0	77.8
Pacific Islander	100.00	86.2	84.1
White (not Hispanic)	99.10	89.5	90.2
Two or More Races	116.60	95.4	89.0
Socioeconomically Disadvantaged	104.70	85.0	82.6
English Learners	81.25	57.0	53.7
Students with Disabilities	69.05	45.0	60.3

Note: Percentages are not calculated when the number of students is 10 or less, either because the result is too small for statistical accuracy or to protect student privacy.

State Priority: School Climate

This section provides information relevant to the School Climate State Priority (Priority 6):

- Student suspension rates
- Student expulsion rates
- Other local measures to ensure safety

Suspensions and Expulsions

The following table shows the numbers and rates of suspensions and expulsions. Rates per 100 students are the total number of incidents divided by the school's enrollment for the given year, multiplied by 100. The district comparison rates are the expected rates for the school's enrollment and grade-level composition, based on actual districtwide rates. Because suspension and expulsion rates vary greatly by grade level, and since any given two schools are not likely to have identical enrollment numbers per grade, schools will have different district comparison rates. District figures include charter schools.

Type of Action		2011-12			2012-13			2013-14		
		School	District	State	School	District	State	School	District	State
Suspensions	Number	100	12,693	n/a	108	10,362	n/a	105	9,222	n/a
	Rate/100 students	5.03	9.58	n/a	5.52	8.56	n/a	5.46	6.76	n/a
Expulsions	Number	0	210	n/a	3	207	n/a	0	212	n/a
	Rate/100 students	0.00	0.22	n/a	0.15	0.25	n/a	0.00	0.18	n/a

School Safety Plan (2014-15)

Last Review/Update: February 2014

Last Discussed with Staff: September 2014

Campus safety is the district's top priority. Principals, teachers, support staff, school police services, and community organizations work together to prevent, prepare, and respond to emergency situations. To ensure safety and security, each school has a state-mandated individual emergency response plan that is updated annually and posted on the school's website. School staff members participate in regular emergency-preparedness drills and response training. Substance abuse prevention programs are presented to students regularly. Policies and procedures are in place to address safe entry and exit of students; serious disciplinary problems; discrimination, harassment and bullying; mandated child abuse reporting procedures; and school dress codes.

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Under the direction of the principal or site administrator, school staff members implement specific school-building security procedures. In addition, district offices support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance.

Other Information

This section provides information that is required by law to be included in the SARC but is not included in the state priorities for the LCFF.

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percentage proficient on the state's standards-based assessments in ELA and mathematics
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP website www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria (2013-14)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	
Participation Rate—English—Language Arts	Yes	
Participation Rate—Mathematics	Yes	
Percentage Proficient—English—Language Arts	No	
Percentage Proficient—Mathematics	No	
Met Graduation Rate	Yes	

Federal Intervention Program (2014–15)

Schools that receive funding from the federal government under Title I must enter federal Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification and status can be found at the CDE website at www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009–10	2009–10
Year in PI*	5	3+
Number of Schools Currently in Program Improvement†		154
Percentage of Schools Currently in Program Improvement†		68.4

* A determination waiver (DW) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

† Includes charter schools.

Average Class Size and Class Size Distribution (Secondary)

This table displays the average class size for each subject area and the number of classrooms that fall into each class size category.

Subject	2011–12				2012–13				2013–14			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1–22	23–32	33+		1–22	23–32	33+		1–22	23–32	33+
English	25	–	–	–	28	15	30	29	29	11	18	40
Mathematics	29	–	–	–	30	7	18	34	30	9	19	30
Science	31	–	–	–	29	9	20	29	33	1	14	34
History–Social Science	29	–	–	–	31	3	24	24	33	4	5	37

Academic Counselors and Other Support Staff Members (2013–14)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff members who are assigned to the school. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The table also displays the average number of students for each academic counselor.

Position	Number of FTE Assigned to the School	Average Number of Students per Academic Counselor
Academic Counselor	5.0	384.60
Counselor (Social/Behavioral or Career Development)	0.0	
Library Media Teacher (Librarian)	0.0	
Library Media Services Staff (Paraprofessional)	1.0	
Psychologist	2.0	
Social Worker	0.0	
Nurse	1.0	
Speech/Language/Hearing Specialist	1.0	
Resource Specialist (Non-Teaching)	0.0	
Other (Specify)	0.0	

Expenditures per Pupil and School-Site Teacher Salaries (Fiscal Year 2012–13)

This table displays this school's expenditures per student from basic (unrestricted) sources, from any supplemental (restricted) sources, and its total per-pupil expenditures. The table also provides a comparison of the school's per-pupil expenditures from basic sources with other schools in the district and throughout the state. Finally, it compares the average teacher salary at the school with average teacher salaries in the district and the state.

Basic or unrestricted sources are funds that, except for general guidelines, are not controlled by law or by a donor. *Supplemental or restricted sources* are funds whose use is controlled by law or by a donor. Money that is designated for specific purposes by the Board of Education is not considered restricted.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education and Per-pupil Spending webpage: www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries and Benefits webpage: www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data website at: www.ed-data.org.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5,603	\$938	\$4,665	\$66,752
District (excludes charter schools)			\$5,047	\$66,082
Difference: School Site and District (%)			-7.6	1.0
State			\$4,690	\$70,720
Difference: School Site and State (%)			-0.5	-5.6

Types of Services Funded (Fiscal Year 2013-14)

The district's general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations
- District administration

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teachers and administrative salaries as a percentage of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website at www.cde.ca.gov/ds/fd/cs/.

Position	District Amount	Statewide Average for Districts in Same Category
Beginning Teacher Salary	\$38,347	\$41,761
Mid-Range Teacher Salary	\$58,269	\$66,895
Highest Teacher Salary	\$78,416	\$86,565
Average Principal Salary (Elementary School Level)	\$108,101	\$108,011
Average Principal Salary (Middle School Level)	\$109,653	\$113,058
Average Principal Salary (High School Level)	\$119,228	\$123,217
Superintendent Salary	\$245,192	\$227,183
Percentage of Budget for Teachers' Salaries	40%	38%
Percentage of Budget for Administrative Salaries	5%	5%

Advanced Placement Courses (2013-14)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered, by subject, and the percentage of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE website at dq.cde.ca.gov/dataquest/.

Subject	Number of AP Courses Offered	Percentage of Students in AP Courses
Computer Science	0	
English	15	
History-Social Science	21	
Mathematics	1	
Science	7	
Visual and Performing Arts	1	
World Languages	4	
Total	49	0.8

Professional Development

The district and the Board of Education have set a high priority on professional development, with the goal of providing targeted professional development to build capacity and knowledge to support student learning success. The Office of Leadership and Learning collaborates with other departments to provide teachers and administrators with ongoing professional development, including improving teaching and learning related to the Common Core State Standards, educational technology, advanced studies, and leadership development. Sessions offered at various times throughout the year focus on a wide variety of professional development aimed at strengthening content knowledge to meet the needs of all learners, with an emphasis on targeting the needs of our English language learners, students with disabilities, and other struggling learners.

In addition to district-provided professional development, principals identify a schoolwide focus each year for professional development and also determine areas of individual need. Throughout the year, teachers participate in school-based professional learning communities (PLCs) to encourage best practices and shared problem solving. Teachers are provided with useful data systems that allow them to improve the learning of each student. Principals also provide the ongoing training needed to be professional site managers. Staff release for professional development is organized in a variety of ways on a site-by-site basis throughout the year.

Appendix: Adopted Texts and Instructional Materials

Subject Area	Grade Level	District Course (for secondary courses)	Instructional Material or Textbook	Copyright Date	Adoption Year
High School Level					
ELA	9	English 1,2	<i>Literature for California</i> , Grade 9, McDougal Littell	2009	2008-09
ELA	10	English 3,4	<i>Literature for California</i> , Grade 10, McDougal Littell	2009	2008-09
ELA	10	English 3,4 Advanced	<i>Prentice Hall Literature: World Masterpieces</i> , Pearson Prentice Hall	2009	2008-09
ELA	11	American Literature 1,2	<i>Language of Literature, American Literature</i> , McDougal Littell	2006	2003-04
ELA	11	American Literature 1,2 Honors	<i>Language of Literature, American Literature</i> , McDougal Littell	2006	2003-04
ELA	11-12	Contemporary Voices In Literature 1,2	<i>Contemporary Reader</i> , 7th ed., Prentice Hall —or— <i>Legacies</i> , 2nd ed., Thomson Learning	2004 2002	2003-04 2003-04
ELA	11-12	World Literature 1,2	<i>The Language of Literature, World Literature</i> , McDougal Littell	2003	2003-04
ELA	11	English Language & Composition AP 1,2	<i>Readings for Writers</i> , Thomson Learning <i>Norton Reader</i> , Norton	2004 2005	2004-05
ELA	12	English Literature 1,2	<i>Timeless Voices, Timeless Themes—The British Tradition</i> , Prentice Hall	2005	2004-05
ELA	11-12	English Literature & Composition AP 1,2	<i>Reading Fiction, Poetry, and Drama</i> , Glencoe/McGraw-Hill	2010	2009-10
ELA	12	Expository Reading and Writing	Teachers of this course receive instructional materials during specialized training.	—	—
ELA	11-12	Writers Workshop 1,2	<i>Steps to Writing Well, with Additional Readings</i> , Thomson Learning <i>Writers INC</i> , Great Source	2002 2001	2003-04
ELA	12	Contemporary Communications 1,2	<i>Elements of Literature Sixth Course: Literature of Britain with World Classics</i> , Holt, Rinehart & Winston	2003	2003-04
ELD	9-12	ESL Newcomers 9th-12th	<i>Word by Word Basic Picture Dictionary</i> , Longman	1995	2002-03
ELD	9-12	ESL 1-2	<i>Champion—Red Level</i> , Ballard & Tighe <i>Keys to Learning</i> , Pearson Longman	2008 2005	2008-09 2008-09
ELD	9-12	ESL 3-4	<i>Champion—Blue Level</i> , Ballard & Tighe	2007	2008-09
ELD	9-12	ESL 3-4	<i>Quest: Introduction</i> , McGraw-Hill ESL/ELT	2007	2008-09
ELD	9-12	ESL 5-6	<i>Quest 1</i> , McGraw-Hill ESL/ELT	2007	2008-09
H-SS	10	Modern World History & Geography 1,2	<i>Modern World History: Patterns of Interaction, California Edition</i> , McDougal Littell	2006	2008-09
H-SS	10	World History 1,2 Advanced	<i>World History: Modern Times, California Edition</i> , Glencoe	2006	2005-06
H-SS	10	World History 1-2 AP	<i>The Earth and Its Peoples</i> , McDougal Littell	2008	2008-09
H-SS	10-12	European History 1,2 AP	<i>Western Civilization</i> , Thomson	2003	2004-05
H-SS	10-12	Psychology 1,2 AP	<i>Introduction to Psychology: Gateways to Mind & Behavior</i> , Thomson or <i>Psychology</i> , Bedford, Freeman & Worth	2004	2003-04
H-SS	11	U.S. History & Geography 1,2	<i>The Americans: Reconstruction to the 21st Century, California Edition</i> , McDougal Littell	2006	2008-09
H-SS	11	U.S. History & Geography 1,2 Honors	<i>A People and a Nation</i> , McDougal Littell	2008	2008-09
H-SS	11	U.S. History 1,2 AP	<i>American History: A Survey</i> , Glencoe/McGraw-Hill	2007	2008-09

Subject Area	Grade Level	District Course (for secondary courses)	Instructional Material or Textbook	Copyright Date	Adoption Year
H-SS	12	Principles of Economics 1	<i>Economics: Principles In Action</i> , Prentice Hall	2003	2003-04
H-SS	12	Government 1	<i>United States Government: Democracy In Action</i> , Glencoe	2003	2003-04
H-SS	12	American Government in World Affairs	<i>World Politics in the 21st Century</i> , Prentice Hall	2004	2004-05
H-SS	12	Government & Politics: United States AP	<i>Government in America</i> , Prentice Hall	2002	2003-04
H-SS	12	Micro Economics 1 AP	<i>Economics</i> , Glencoe/McGraw-Hill	2005	2004-05
H-SS	12	Macro Economics 2 AP	<i>Economics</i> , Glencoe/McGraw-Hill	2005	2004-05
Math	9-12	Integrated Math I	<i>Mathematics I: Integrated CME Project</i> , Pearson.	2013	2014-15
Math	9	Advanced Integrated Math I	<i>Mathematics I: Integrated CME Project</i> , Pearson.	2013	2014-15
Math	9-11	Integrated Math II	<i>Mathematics II: Integrated CME Project</i> , Pearson.	2013	2014-15
Math	9-10	Advanced Integrated Math II	<i>Mathematics II: Integrated CME Project</i> , Pearson.	2013	2014-15
Math	10-12	Integrated Math III	<i>Mathematics III: Integrated CME Project</i> , Pearson.	2013	2014-15
Math	9	Algebra Exploration 9th	<i>Algebra Connections</i> , CPM.	2006	2007-08
Math	9-12	Algebra 1-2	<i>Prentice Hall Mathematics: Algebra, California Edition</i> , Prentice Hall	2009	2009-10
Math	9-10	Geometry Advanced 1-2	<i>Geometry</i> , McDougal Littell	2004	2004-05
Math	9-12	Geometry 1-2	<i>Prentice Hall Mathematics: Geometry, California Edition</i> , Prentice Hall	2008	2009-10
Math	10-12	Unifying Algebra & Geometry 1-2	<i>MathMatters Book 3</i> , Glencoe	2001	2002-03
Math	10-12	Intermediate Algebra 1-2	<i>Algebra 2</i> , Holt	2004	2005-06
Math	10	Intermediate Algebra 1-2 Advanced	<i>Algebra 2, California Edition</i> , Glencoe	2005	2005-06
Math	11-12	Precalculus 1-2 Honors	<i>Precalculus: Graphical, Numerical, Algebraic</i> , Prentice Hall	2004	2004-05
Math	11-12	Precalculus 1-2	<i>Precalculus</i> , Prentice Hall	2004	2004-05
Math	11-12	Statistics and Data Analysis 1-2	<i>Workshop Statistics: Discovery with Data and the Graphing Calculator</i> , Key Curriculum Press	2002	2003-04
Math	11-12	Statistics 1-2 AP	<i>The Practice of Statistics</i> , Bedford, Freeman and Worth	2003	2003-04
Math	11-12	Topics in Discrete Mathematics 1,2	<i>Finite Mathematics and Calculus with Applications</i> , Prentice Hall	2002	2003-04
Math	12	Calculus AB 1,2 AP	<i>Calculus: Graphical, Numerical, Algebraic</i> , Pearson Prentice Hall	2003	2004-05
Science	9-12	Earth Science 1,2	<i>Holt Earth Science, California Edition</i> , Holt Rinehart Winston	2007	2007-08
Science	9-12	Physics 1,2	<i>Conceptual Physics</i> , Pearson Prentice Hall	2006	2007-08
Science	9-12	Physics 1,2 Advanced	<i>CA Physics: Principles and Problems</i> , Glencoe/McGraw-Hill	2008	2007-08
Science	11-12	AP Physics 1 A,B	<i>Wilson and Buffa, Physics</i> , Prentice Hall	2003	2005-06
Science	11-12	Physics C 1,2 AP	<i>Physics for Scientists and Engineers</i> , Cengage	2008	2008-09
Science	9-12	Chemistry 1,2	<i>Chemistry, California Edition</i> , Prentice Hall	2007	2009-10
Science	9-12	Chemistry 1,2 Honors	<i>Principles of General Chemistry</i> , Glencoe McGraw-Hill	2010	2009-10
Science	11-12	Chemistry 1,2 AP	<i>Chemistry: The Central Science</i> , Prentice Hall	2009	2009-10
Science	9-12	Biology 1,2	<i>BSCS Biology: A Human Approach, 2nd ed.</i> , Kendall Hunt	2003	2004-05
Science	9-12	Biology 1,2 Advanced	<i>Biology: Concepts and Connections</i> , Pearson Prentice Hall	2003	2005-06
Science	11-12	Biology 1,2 AP	<i>Biology</i> , Pearson Prentice Hall	2005	2005-06
Science	11-12	Marine Science ,2	<i>Oceanography: An Invitation to Marine Science</i> , Thomson	2007	2007-08
Science	11-12	Physiology 1,2	<i>Principles of Anatomy and Physiology</i> , Wiley	2006	2005-06
Science	11-12	Environmental Science 1,2 AP	<i>Environmental Science: Earth as a Living Planet</i> , Wiley	2005	2005-06

Note: ELA = English Language Arts; ELD = English Language Development; H-SS = History-Social Science; VAPA = Visual & Performing Arts; WL = World Languages