

Point Loma High School

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

Focus on Learning Midterm Progress Report

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San Diego Unified School District

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 second largest district in California, it serves approximately 131,000 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 most 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 are now able

to compete and practice under outdoor stadium lighting and have a safe, resurfaced 400m track. Although off-campus, our baseball field received a huge remodel/upgrade and our brand new softball field (also off-site) is scheduled to finish construction in August of 2018.

The size of our campus, however, still requires our baseball, golf, tennis and aquatics programs to practice and play their games off-campus. Our track will also never be able to expand to the standard nine lanes required for most big high school invitationals. 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
- 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

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.

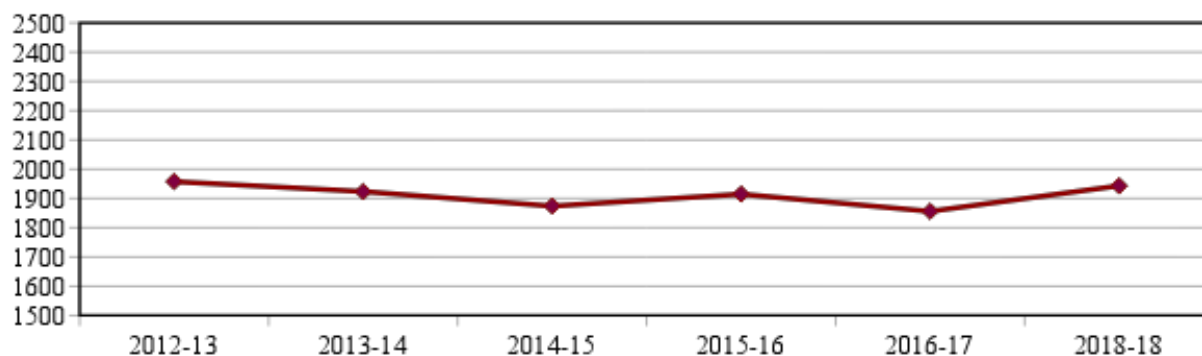
WASC History

The last full accreditation visit was in 2015 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.

Enrollment

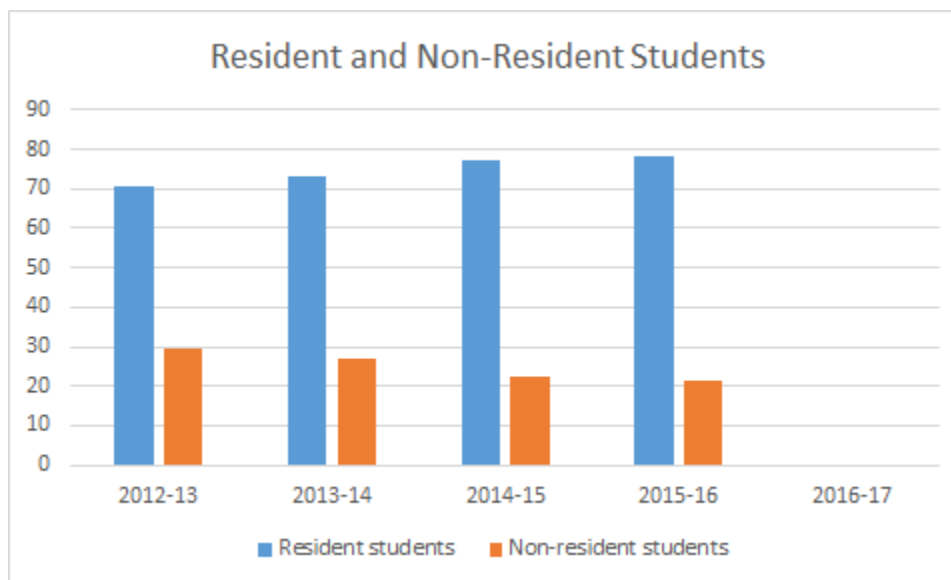
Point Loma High now serves 1943 economically and ethnically diverse students. Since 2012-13, our total population has fluctuated between 1856 and 1958. In 2017-18 the student population is 52% percent male and 48% percent female.

Total Enrollment

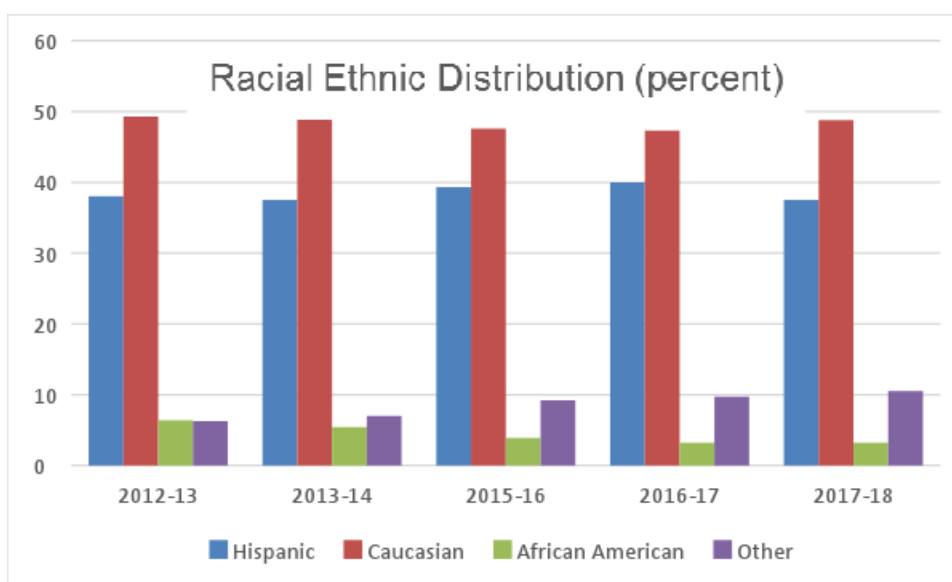


	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Total Enrolled	1958	1923	1874	1915	1856	1943

The number of resident students attending Point Loma High School in 2-14-15 increased by 7% from the 2012-13 school year. In 2014-15, approximately 78 of students were neighborhood residents. The balance of the student population that year, approximately 21 percent, attended Point Loma High via the Choice program or is transported to the site through the Voluntary Ethnic Enrollment Program (VEEP). Neighborhood enrollment data is no longer available to us, and therefore we do not have any information about enrollment in more recent school years.



The ethnic make-up of the student body in 2017-18 (both resident and nonresident) includes Caucasian (48.8 percent), Hispanic (37.5 percent), and African-American (3.2 percent) as the three largest ethnic groups. Since 2012 the enrollment of African American students has decreased by more than 50%. There have not been any other significant changes in the ethnic distribution of the student body.



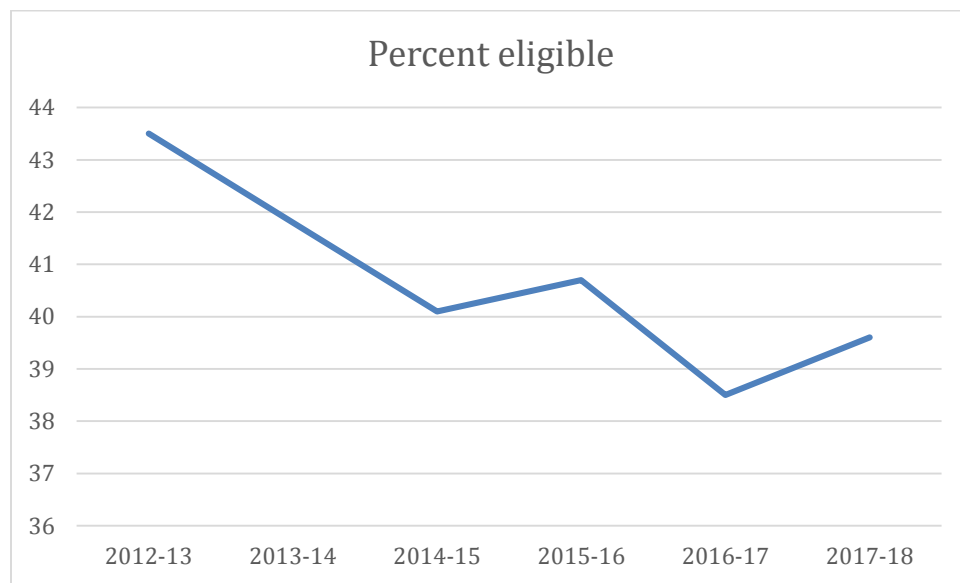
	2012-13	2013-14	2015-16	2016-17	2017-18
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Hispanic	38.0	37.5	39.3	40.0	37.5
Caucasian	49.3	50.1	47.6	47.3	48.8
African American	6.4	5.4	3.9	3.2	3.2
Other	6.3	7.0	9.2	9.7	10.5

Socioeconomic Status:

Since the 2012-13 school year, the demographics at PLHS have changed slightly, with students qualifying for free and reduced lunch decreasing from 43.5% in 2012-13 to just under 40% in 2017-18, qualifying Point Loma High as a Title I school beginning in the 2006-07 school year, and continuing to the present. However, our Title 1 status will end at the culmination of this school year.

Free and Reduced Lunch Student Population



	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Percent eligible	43.5	41.8	40.1	40.7	38.5	39.6

Language Proficiency

There has been a slight decline in the percentage of students whose primary language is not English. In the 2017-18 school year, 22% of our students were classified as something other than “English only.” This is a significant change from 2012-13, during which time we had 32.1% in this category.

Attendance

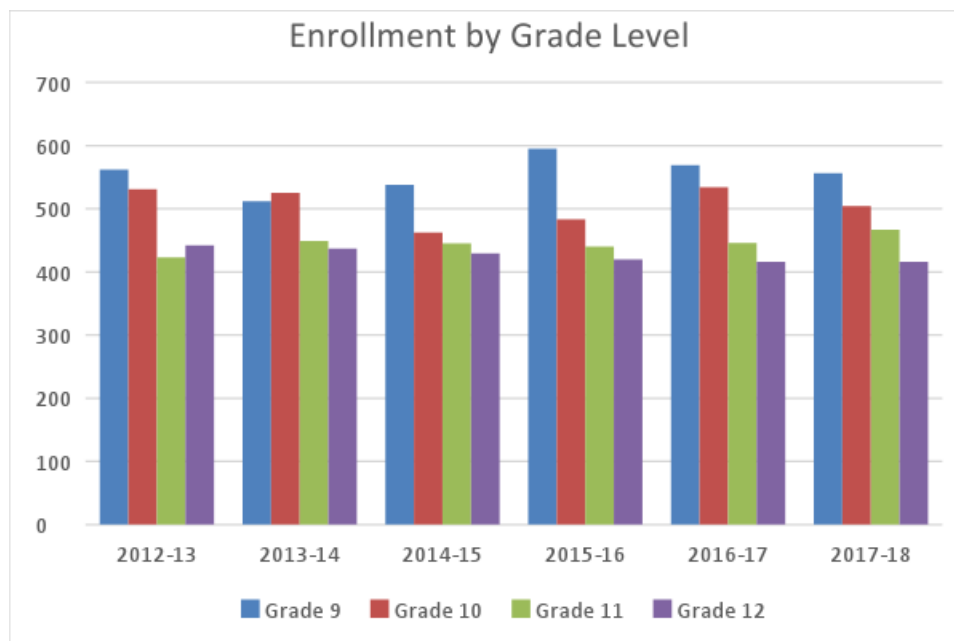
Point Loma High School's attendance rate exceeds the district average among high schools. With the exception of 2013-14, attendance has remained consistently high, thanks to the cooperation of all stakeholders. The parents and students of Point Loma High value the educational process. The office staff and teachers make regular parent contacts to students who are missing school and the administration follows through on consequences for truancies and other unexcused absences.

Percentage Actual Attendance

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Attendance	95.73	95.75	85.8	95.6	94.67	94.01

Enrollment by grade level shows grade-level group sizes are consistently larger for 9th and 10th grade and then decrease each year. The 2017-18 senior class is approximately 416 students. When that class entered as freshmen there were 538 students, which is a decline of 23%. 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 78.5 percent of the 15-16 freshman class is still with us and 88.6 percent of the 16-17 class is still enrolled.

The overall decline in enrollment at Point Loma High reflects the similar trend seen within most 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.



	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Grade 9	562	512	538	595	569	556
Grade 10	531	525	462	483	534	504
Grade 11	423	449	445	440	446	467
Grade 12	442	437	429	420	416	416
Total Enrolled	1958	1923	1874	1938	1965	1943

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, 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 914 students taking at least one AP class. The AVID program includes 114 students. NJROTC includes 157 students. There are 192 special education students at Point Loma High, and the Gifted and Talented Education (GATE) program serves 142 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 and/or they have a teacher's recommendation. 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 and tutorials.

Link leaders are junior and senior students who tutor and mentor freshmen during this time, primarily during the first grading period. 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. Extended lunch students have the option of going to a classroom or the library during this time, if they choose to. Students who do not meet the extended lunch criteria are enrolled with one of their own teachers during the advisory period – placements are adjusted at the end of each grading period to ensure that students are placed in an area of need, according to their grades. 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, AVID, Book Club, Black Student Union, Career Club, Cesar Chavez Club, Cheer, Chess Club, Christian Mingle Club, Circle of Friends, Creativity Networking Club, CSF, Dance Club, Drama Club, Environmental Club, Fashion Club, Film Club, Freshman Baseball, Future Doctors of America, General Analysis of Classical Work, Geocaching Club, Homeless Outreach Club, Improv Club, Interact Club, JROTC, Key Club, Math Club, Medical Research Charity, Model United Nation, Performing Arts Club, PLHS Rugby, PLHS Sailing Team, Poetry Club, Point Loma Beach Volleyball Club, Point Loma Chess, Real Talk Club, RISE Club, Robotics Club, Rocky Road Club, Space and Aeronautics Club, Speech and Debate Club, ST. Jude Dudes Club, The Honourable Entomology Society, the Point Loma Vexillogical, Historical, and Geographic Society, Vocal Point, Water Uganda Do?, Winter Baseball, and the Young Entrepreneurs of America.

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.

Point Loma High School offers more athletic teams than any other public high school in the city. In addition to the standard CIF sports offerings, Point Loma also boasts a number of ASB Club Sports (including, but not limited to: Beach Volleyball, Winter Baseball, and Rugby). Schoolwide pep rallies are lively, and spirit is high because of our teams' success and our ASB leadership.

Community College Courses: Students 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). For those students not ready for Calculus but still interested in Mesa College classes, we offer Math 96 and 119. High school seniors have the option of taking their Senior English class through Mesa College as well. Community college

instructors teach these courses on the Point Loma High campus. They require a special application for admittance. Students completing these courses earn college credit as well as weighted credit (for all courses that are 100 or higher).

English Learners: Students with a primary language other than English and who have not yet developed proficiency in their English language skills, are designated as English learners. Their core content instructors are informed of the language needs of these students 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 ESL 5-6 for students who are not yet ready for a traditional English course. 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.

IHigh and Credit Recovery

Point Loma High offers two types of online, Internet-based classes for our students – credit recovery and first time. These courses utilize the Edgenuity platform and are offered through IHigh, a district online high school. 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 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 as well as for students who are trying to graduate on time and/or attend community college.

The Credit Recovery option also offers elective classes for students who are credit deficient. Credit Recovery is designed for mastery-based learning. Students are able to move through the course more quickly if they have already mastered the skill or concept taught for each lesson. The teacher supports students with one on one tutoring as needed. Students are typically able to make up 1-2 classes during a one-semester period. Most students taking a math credit recovery course are placed with one of our math teachers as their mentor. She is able to help them with the content as needed.

Students who are planning to be college athletes are not eligible for credit recovery and must take their IHigh courses as “first time” courses – due to the fact that the credit recovery version is not recognized by the NCAA.

This is the ninth 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. Five of our campus teachers currently serve as IHigh mentors, and collaborate as needed to discuss best practices and how to overcome the challenges present in the online learning environment.

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.

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 many 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).

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; Applied English classes which offer intensive basic reading and writing skills; 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 or Certificate of Completion. 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.

Eighteen 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. We have two moderate to severe classrooms at PLHS, with at least a dozen paraprofessionals who work in those rooms.

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 12 Case Managers who support students with IEPs. This includes a designated Resource Teacher who is not a classroom teacher but rather does pull-out consultations with students, as well as small-group and individualized instruction. 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. Case managers write and implement IEPs that meet district and state standards for IDEA for caseloads that average 20 students. Case managers also teach in general education classrooms, supporting

students with special needs to help them access the general education curriculum. 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. AVID tutors work with students after school as well, and each of them specializes in different content areas. PLHS also offers an Advisory period twice a week for students who are struggling and gives them this 25 minute study hall period to help award them extra tutoring time.

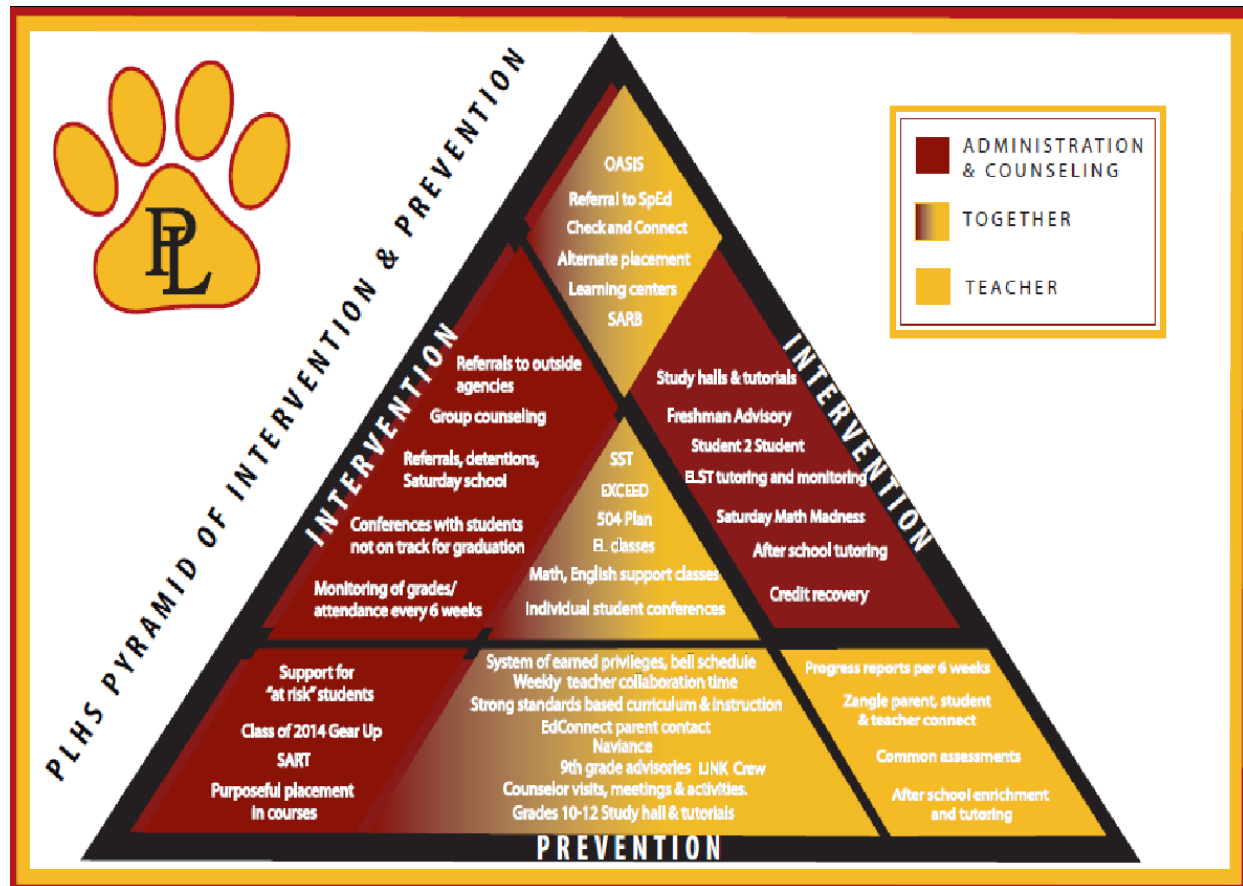
UCSD

Point Loma High School is one of three high schools that offers college courses taught by UC San Diego professors on their campuses. This the result of a collaboration between the San Diego Unified School District and UC San Diego Extension. The goal is to give students a chance to earn university credits and demystify higher education while cutting the time and cost of college once they get there. The UCSD program is the first to give students free access to UCSD classes on their campuses. The courses offered at PLHS are Organismic and Evolutionary Biology (BLID 3) and Human Nutrition (BILD 22). UC San Diego Extension offers oversight of the curriculum and the instruction. It also ensures that course units earned are transferable at all 10 university of California campuses.

Behavior Interventions

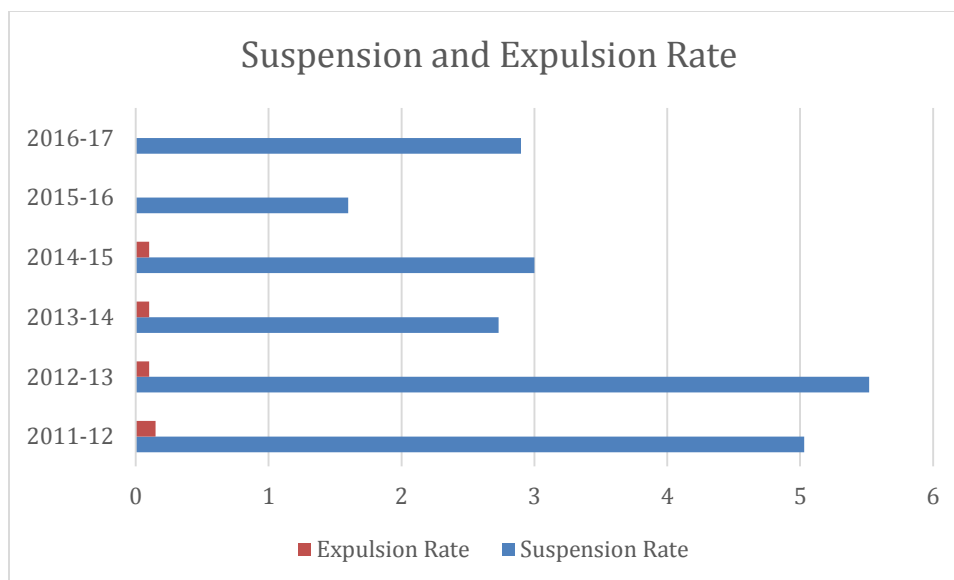
We continue to emphasize the importance of regular school attendance as being a critical link to student achievement. A strict attendance policy ensures a consistent message regarding expectations of students and parents. Tardy detentions occur twice each week, and Saturday school is held at least once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

We have developed a three-tiered Pyramid of Intervention to address attendance issues as follows (note that the OASIS program is no longer offered):



Suspensions

The number of students who were suspended from Point Loma High School has declined since the 2011-12 school year, dropping from over 5% to 2.9% in 2016-17. Systems of intervention include counselor/admin monthly attendance meetings, the School Messenger 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 utilize In School Suspension (ISS) that is held as needed, providing the vice principals with one more option before suspending a student.



	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Suspension Rate	5.03	5.52	2.73	3.0	1.6	2.9
Expulsion Rate	0.15	0.1	0.1	0.1	0	n/a

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 8 years, the Point Loma staff has voted to implement an “Advisory” class, which includes a 25-minute tutorial twice 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 2015, PLHS has seen significant changes in its staffing due to budget constraints, illness, and retirement. Kevin Gormly, a beloved vice principal who served PLHS for over 10 year, became ill with brain cancer in fall 2015, and died in June of 2016. This had a tremendous impact on the staff and students at the school, as Kevin was extremely popular, well-liked, and hard-working. We had several interim vice principals over the course of that

year, filling in while staff and students tried to find ways to deal with the impending and ultimate loss of such a significant presence at our school. His loss is still felt by many of us today.

Since the 2015 visit, the counseling team has also experienced much change. While we've had 2 counselors who have been here for several years, the remaining 3 counseling positions have been filled by 8 different people in the past 3 years. The frequent transitions have been a challenge for staff, parents, and the students affected by those changes.

In the spring of 2017, the district offered a retirement incentive to offset budget concerns. PLHS had 10 staff members retire, both certificated and classified. The 2017-18 year therefore has been a year with many new faces among our staff.

In 2017-18, there are 85 certificated staff teaching and supporting students. All are teaching within their subject areas, 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, 78% are Caucasian, 8% are African American, 8% are Hispanic, and 3% are Asian, and 3% declare other. 96% of our certificated staff are fully credentialed teachers, of which 3 are currently working toward their National Board Certification, and 74% have advanced degrees. The staff at PLHS offers the Point Loma Community 1,063 years of experience in education in the SDUSD and 171 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 and to the administration. Department representatives participate in monthly Instructional Leadership Team meetings, where they determine areas of focus and monitor PLC progress.

In addition to on-campus, teacher-driven professional development through PLC's, Point Loma High staff members also regularly participate in district-sponsored trainings to include adoptions of new texts, updated curricula, 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. Many English, history, and science teachers are part of the Capacity Builders team - which meets 5 times each year on release days to discuss the implementation of the common core, subject-specific framework requirements, and the implementation of the districts' vision for 2020. The English department has also participated in training geared toward using performance assessments. With the adoption of the Common Core State Standards in California, there has been an increase in standards-based 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

Smarter Balanced Assessment Test Results

	ELA – Standard Met or Exceeded	Math – Standard Met or Exceeded
2015	49	25
2016	62	39
2017	65.78	34.71
% Change	3.78	-4.29

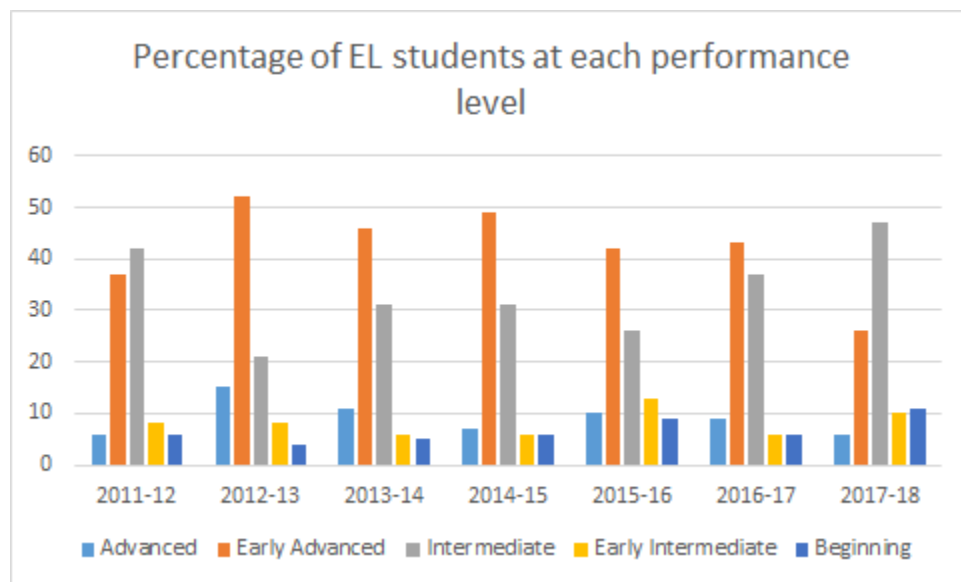
The change in assessment practices in California means there is not very much current data to examine. In 2015, over 50% of our junior students “opted out” of testing, and we therefore do not have reliable test data from that year. For the two years since then, we have actively encouraged all students to test, and have only had a handful opt out in 2016 and in 2017. While we were encouraged to see our ELA scores increase by almost 4% in those two years, we were discouraged by the decline in math scores of just over 4%.

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.

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 as well.



CELDT: Percentage of EL Students at Each Performance Level

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Advanced	6	15	11	7	10	9	6
Early Advanced	37	52	46	49	42	43	26
Intermediate	42	21	31	31	26	37	47
Early Intermediate	8	8	6	6	13	6	10
Beginning	6	4	5	6	9	6	11

SAT

All students at Point Loma High School are encouraged to take the SAT if that matches their college plans. Approximately two-thirds 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.

SAT scores

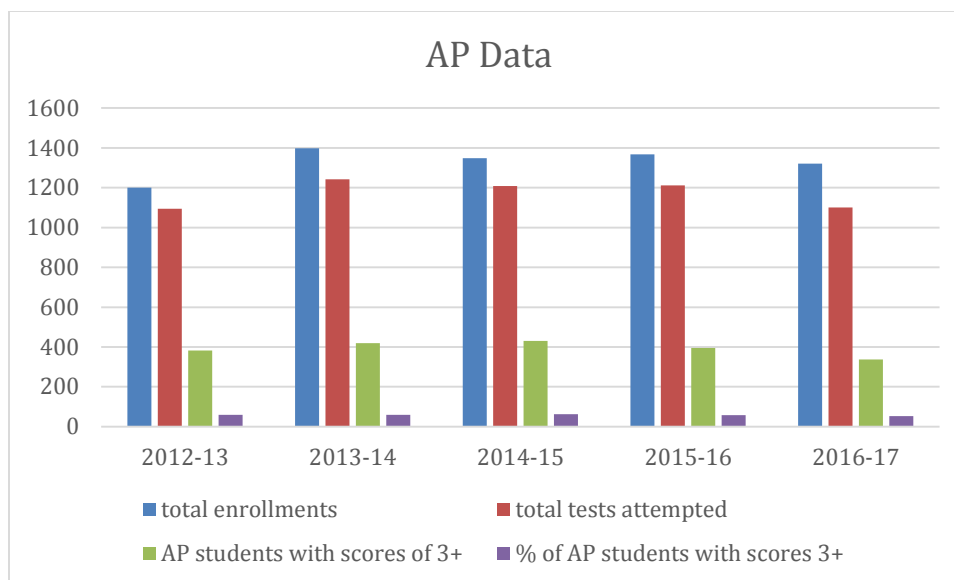
Subject	2012	2013	2014	2015	2016
Gr. 12 Enrollment	412	442	436	459	430
Number tested	250	285	315	311	275
% tested	60.68	64.48	72.25	67.8	64
% of test takers scoring 1500 or above	48.8	55.4	50.16	56.27	55.27

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/

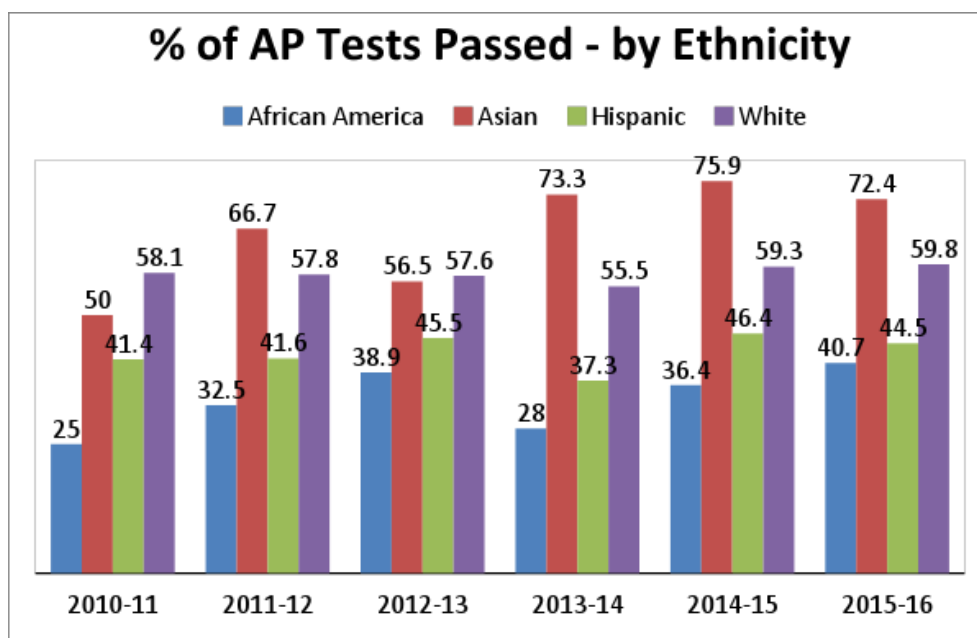
Advanced Placement Courses

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.

Over the past five years, the AP numbers have increased in two categories – number of students enrolled and number of tests taken, as we have made an effort to increase accessibility to AP courses for all students. However, the overall percentage of passing scores has decreased by 6% since the 2012-13 school year. This data is not unexpected as it corresponds with increased enrollment in AP courses as well as significant changes in several AP exams.



	2012-13	2013-14	2014-15	2015-16	2016-17
total enrollments	1200	1399	1349	1367	1321
total tests attempted	1094	1243	1208	1212	1101
AP students with scores of 3+	382	420	430	395	337
% of AP students with scores 3+	59	59.8	62	57.6	52.4



% of AP Tests Passed – By Ethnicity	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
African American	25.0	32.5	38.9	28	36.4	40.7
Asian	50.0	66.7	56.5	73.3	75.9	72.4
Hispanic	41.4	41.6	45.5	37.3	46.4	44.5
White	58.1	57.8	57.6	55.5	59.3	59.8

The increase in passing AP scores school-wide is a trend that is reflected in all major ethnic subgroups. The ethnicity data for the 2016-17 AP tests is not yet available.

University of California a-g Requirements

Over the last five years, the number of students completing the a-g course requirements for UC admission increased from 51.5% in the graduating class of 2013 to 98.6% in the graduating class of 2017. While this is due in part to the requirement starting in 2016 that all courses align to the UC's a-g requirements, it is nevertheless a tremendous increase, and one we are very proud of.

- 2013 – 51.5 percent of graduates were UC completers
- 2014 – 58.4 percent of graduates were UC completers
- 2015 – 64.6 percent of graduates were UC completers
- 2016 – 96.4 percent of graduates were UC completers
- 2017 – 98.6 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.

Graduation Rates

We are encouraged by the fact that graduation rates have increased by 4.3% since 2012.

Graduation Rates by Percentage

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Percentage	92.5	95	97.08	96.8	96.4	98.6

Trends in student performance from 2014-15 to 2017-18:

- Increased graduation and attendance rates
- Maintaining the low rate of suspensions and expulsions
- Maintaining high SAT scores
- Maintaining the high AP pass rate reflected in major ethnic subgroups and school-wide
 - However, 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.

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 2018 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 II

Significant Changes and 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.

Staffing

- 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. Since the last visit, we have had 10 different counselors filling 5 positions.
 - In addition, the support staff in the front office has changed considerably. We have had several administrative assistants, finance clerks, attendance clerks, counseling secretaries, and vice principals' secretaries. Positions have been eliminated and hours have been reduced.
- In the past 3 years, we have had several different vice principals. As mentioned in Chapter 1, one vice principal died, resulting in several interim vice principals filling in that spot for the remainder of the year while he was sick. While we only have 2 vice principal positions, we have had a total of 8 different people work as vice principals since the last WASC visit.

Curriculum

- 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.
- Science course sequence changed to offer 9th grade biology, 10th grade physics, and 11th grade chemistry. Earth Science was eliminated as a course and the content has been dispersed throughout the other science courses. The advanced science course offerings have not changed.
- Capacity Builders professional development training - teachers in all core content areas have attended. The focus is on the district's vision for increasing engagement and literacy, closing the achievement gap, and integrating the Common Core Standards.
- Significant training integrating Common Core Standards
- PLC work in math and English has focused on the implementation of Common Core Standards. These departments have worked systematically to standardize department policies and assessments. Math is working to align pacing, content, and grading policies.
- AP writing in AP History PLC formed and focuses on instructional strategies to improve writing to reflect the changed AP tests.
- Cross curricular work with American Literature and US History.
- AVID is in the early stages of implementing school-wide use of AVID strategies.
- The OASIS program (a one-on-one student peer support class for highly at-risk 9th and 10th graders) was eliminated in the 2016-17 school year due to budget cuts.

Facilities

- We completed our project to add lights to our stadium and football field. This is the first time PLHS has had lights in its almost 90 year history. It is an exciting improvement to the school and adds needed flexibility to the athletic game and practice schedule.
- The district's transportation policies have changed. Many students who depended on free school transportation are now required to find their own transportation. Those who do ride the school buses have found that their commutes to school take longer than before.

Technology

- Technology has increased vastly at Point Loma High in the past several years. Most classrooms are equipped with Promethean Boards and accompanying laptop/iPad carts.

Chapter III

Ongoing School 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 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.

At the beginning of each school year, the administration shares data with the teaching staff. The data is broken down by content area, AP passing scores, and which groups are most at-risk. The data is then used by individual teachers and PLCs to drive instruction. Data is also examined more frequently by the Instructional Leadership Team and Admin Team to make decisions about staff development and staff meetings throughout the year. These data reviews are also used to monitor the progress toward the action plan.

In the spring of 2015, 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. This report was prepared by the WASC chairpersons, in collaboration with the administration, and with the input of our staff from several staff meetings and online surveys. 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.

Chapter IV

Progress on Critical Areas for Follow-up/Schoolwide Action Plan

From 2015, the last full study, the following areas were identified as Critical Areas for Follow-up:

- Close the achievement gap by increasing academic growth of students with disabilities, English learners, Hispanic and African-American students, and by removing barriers that currently exist to enter Advanced and AP courses.
- Increase students' capacity for communication, critical literacy, analysis, synthesis, and problem-solving.
- Prepare students to graduate on time with the University of California a-g requirements as new requirements for graduation.
- The leadership cultivate connections and outreach with Spanish-speaking parents so that they are involved in the school, as evidenced by their attendance and participation at school events, parent meetings, and by their connections with counselors and teachers.
- The guidance department and administration promote communication of college and career information to students and parents, the development of student educational plans, and address the problems with student scheduling.
- The leadership, department chairs, and teachers strengthen the professional learning community implementation in all departments. This will be characterized by the focus on achievement data and discussion of the implementation of curriculum and instructional strategies.
- The leadership and faculty create consistency among subjects relative to course honors designations and college-preparatory status.

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 2015 Action Plan. The following goals were outlined as major focus points at that time:

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

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

Progress, Evidence, Impact on Student Learning for Action Plan Items

The 2015 Action Plan goals tie-in directly to the identified Critical Areas for Follow-Up. We have shown positive progress toward achieving the three goals mentioned above, as evidenced by data presented in Chapter 1.

Critical Area for Follow-Up #1: Close the achievement gap by increasing academic growth of students with disabilities, English learners, Hispanic and African-American students, and by removing barriers that currently exist to enter Advanced and AP courses.

Tasks	Evidence Positives/Negatives Further work to be done	Explanation Additional Information Impact
Identify incoming 9th graders who are likely to struggle in high school	<ul style="list-style-type: none"> • 8th grade articulation visits • Ravitch – transitions for students with IEPs • PLC – identifies students of concern • SRI – reading inventory in 9th grade English • Data from Correia placement test in math • Student communication form - counseling • Transcript analysis - counseling • Identifying students for AVID 	
Evaluate and strengthen OASIS program	This program was cut due to budget cuts	
Evaluate and strengthen ARC program (after-school tutoring and programs)	<ul style="list-style-type: none"> • More students participate in ARC activities each year • Teachers tutoring M-F Math, M, T, Th English in library (includes snacks) • Cultural opportunities • Community building • Math program allows for test re-takes during or after school once students have attended tutoring 	<p>ARC offers students who might not otherwise be involved in school activities a chance to participate. It is a safe, fun environment after school that also encourages academics.</p> <p>The math test re-take program is new this year - it is too early to comment on impact.</p>

Continue and strengthen advisory program	<ul style="list-style-type: none"> ● Planners for all 9th graders checked by AVID students ● LINK program exists to support 9th graders ● Concerns about Advisory truancies 	LINK program has been modified to focus on the first 12 weeks of the school year - getting freshmen oriented to high school
Increase sub-group enrollments in advanced and AP courses	<ul style="list-style-type: none"> ● EOS Survey to identify students ● common Language of AP Readiness across some AP courses ● some content areas, such as history, focus on scaffolding at the lower grades in preparation for higher intensity AP courses 	Teachers have a chance to identify students who might be successful in AP classes but are not currently taking any - this increases opportunity and access to those courses.
Provide Professional development to all teachers for QTEL, Differentiation, and AVID strategies	<ul style="list-style-type: none"> ● AVID training ● AP by the Sea ● Performance Task training – English teachers ● TPRS Language Training - Rubio ● General all-staff developments have decreased - but math and English have attended extensive professional development and trainings 	More focus has been on smaller group training (PLC, department) that is specific to those individuals and the needs of their students
Additional training opportunities for teachers to learn more about the unique needs of diverse learners	CABE – CA Bilingual Ed LGBTQIA – training provided by district	
Systematic outreach to parents of identified struggling students	<ul style="list-style-type: none"> ● IM 1 – test retake policy and systematic parent contacts ● Senior letters – at-risk letters ● Auto calls for tardy/absent students ● School messenger usage - available to all teachers and office staff 	Math scores have declined - IM1 is the first high school math course for most students so policies have changed to support greater student success. Students can re-take math tests after attending tutoring. Communication with parents is critical to working toward student success, also.

Create a committee, PLHS (People Linked to Help Students), composed of admin, counselor, and teachers to identify, support, and monitor struggling students	This committee was not formed.	However, the counseling department created a monitoring system to track and support struggling students with regular teacher input.
Create a mentor program, using community and parent resources	This does not exist, was never implemented	
Implement annual student survey/feedback in each course in June	<ul style="list-style-type: none"> Spanish, Athletics and 9th grade English teachers implemented student surveys This was not systematically implemented schoolwide. 	The ILT is currently developing an end of course evaluation that will be used by all classes at the end of this year. PLCs will be able to modify this survey to fit their course.

With the change to the Common Core Standards and the accompanying Smarter Balanced Assessment, we no longer have several years of data to call upon to make data-driven decisions. It has taken time for the standards to be fully integrated into instruction across affected content areas. Students also have needed time to adjust to the new style of testing online. Therefore, we not only don't have many years of data, but the data may also not be as accurate as it was in the past, when we had several different types of assessments to gauge progress.

We have also found it more challenging than before to gather data in many areas. Power School replaced Zangle several years ago as our pupil accounting, attendance, and grade system. It does not offer the same flexibility in accessing archived data. In addition, the WASC data page of the San Diego Unified School District does not have the most recent, updated data for many categories. It is more difficult than before to attain the data we need to review our programs and our students' progress.

Critical Area for Follow-Up #2: Increase students' capacity for communication, critical literacy, analysis, synthesis, and problem-solving.

Tasks	Evidence Positives/Negatives Further work to be done	Explanation Additional Information
<p>Common Core Professional Development opportunities for all core classes:</p> <p>History: close reading and annotating text</p> <p>Math: constructing mathematical models</p> <p>ELA: evidence-based analysis</p> <p>Science: implement next-generation science standards</p>	<ul style="list-style-type: none"> Teachers have introduced close reading and text annotating in most history classes IM 1 is doing modeling, justification, generalization, and collaborative learning groups. Annotating taught, ties in to Q2 on AP Language NGSS training Project Lead the Way 	<p>The SDUSD has many district-mandated trainings that PLHS teachers attend in an effort to continue integrating the common core standards.</p>
<p>Identify and train content area coaches within the faculty to lead the Common Core PD</p>	<ul style="list-style-type: none"> Capacity Builders in CORE classes Department share out from science trainings Representatives from each department participate in ILT 	<p>Content area coaches have not been specifically designated – however, specific department members attended Capacity Builders (district training) in the expectation that they would disseminate that information to their individual departments</p>

Increase opportunity for peer classroom observation – designate one week each semester just as we did in 10/2015	<ul style="list-style-type: none"> ● Room to improve as opportunities are provided but not utilized enough ● Math did this in spring 2017 	
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	<ul style="list-style-type: none"> ● Common PLCs continue to meet ● Shared/common assessments ● Student work and needs are discussed ● Common policies and syllabi in some departments/courses ● Admin requires regular updates on PLC work via a Google Doc ● Teachers select primary PLC according to their needs (rather than assigning teachers to specific areas) 	PLC participation has increased in 2017 – this may be due to the fact that teachers can focus on a single PLC of their choosing, and also that we now have to report PLC work/findings/progress at regular intervals throughout the year.
Analyze Smarter Balanced future data to find areas of strength and growth in critical thinking and problem solving – need at least 2 years of data for comparison purposes	<ul style="list-style-type: none"> ● Data is shared with staff but not on an individual basis or with departments ● Scores available in Illuminate ● Data is not always broken down into more specific categories that would be useful for instructional purposes 	Changes in statewide testing and evaluation has made it difficult to find and utilize current data.
ELA and History PLCs meet in cross-curricular teams to plan curriculum and discuss instruction	Cross-curricular teams are meeting (world history and English 10; US History and American Lit)	

<p>Expand vertical teams with feeder middle schools to include additional content areas</p>	<ul style="list-style-type: none"> ● Special Ed, math, and English teachers have met with feeder schools. ● PLHS science teachers met with Correia science teachers in 2016 ● Band and VAPA meet with Correia ● Students visit from feeder schools ● Circle of Friends exists at both Correia and PLHS ● AVID teachers organize activities where high school students mentor middle schoolers. 	
<p>Increase collaborative conversation in all classrooms</p>	<ul style="list-style-type: none"> ● Think-pair-share is used in some classes ● Collaborative thinking and sharing in some classes ● There is room for improvement, as this is not happening in all classes 	

Critical Area for Follow-Up #3: Prepare students to graduate on time with the University of California a-g requirements as new requirements for graduation.

Tasks	Evidence Positives/Negatives Further work to be done	Explanation Additional Information
Identify students not on track to graduate	<ul style="list-style-type: none"> ● 6-week at risk letters, excel spreadsheets of at-risk students. Counselors report to principal. ● Meetings with students and parents ● At-risk meetings with teachers ● Advisory classes ● PLHS communication form ● one-on-one meetings with counselors and all student 	
Offer support classes for all students not meeting A-G	<ul style="list-style-type: none"> ● Power-Up support classes ● OASIS through 2016 ● Advisory ● IHigh ● 8th period ● Pre-AVID (at-risk students who are supported by AVID program) 	
Add credit recovery options	<ul style="list-style-type: none"> ● IHigh classes available for students to recover credits ● Summer school ● Students can re-take classes they have failed during future school years 	
Create system for tracking progress of students at-risk of not graduating	<ul style="list-style-type: none"> ● Counselors maintain at-risk spreadsheet ● Credit-check software ● Google Docs ● Communication forms 	
Explore mentoring system for students who don't qualify for other supports	<ul style="list-style-type: none"> ● Tutoring – IMIN (ARC) ● LINK Leaders in Advisory ● AVID working in Advisory ● Mentoring Program ● Writing Center – soon ● Trusted Adults (EOS) 	

Conduct articulation meetings with feeder middle schools for underperforming student groups	<ul style="list-style-type: none"> ● High School counselors give articulation presentations and meet one on one with 8th graders in March ● Correia – pre-meetings with D/F students ● SPED – parent/student meetings at Correia ● AVID, Band, and Athletics 	
Targeted counseling outreach with students, and their parents, that are at risk of not graduating	<ul style="list-style-type: none"> ● Representatives from alternative sites on campus 2 days/week to meet with at-risk students and discuss options ● 6 week letters ● Parent/student emails, meetings, phone calls 	
Continue to offer and strengthen relevant curriculum through CCTE courses	<ul style="list-style-type: none"> ● Pathways ● Articulation with SDSU ● Expanded college courses ● More students in CCTE classes 	
Counselors conference with every student on their caseload annually, not including articulation days. Meet with seniors, then freshmen, sophomores, juniors.	One-on-one meetings occur in fall and spring with every student to discuss progress, attendance, and post high school plan.	

Since the last WASC visit, Point Loma has worked diligently to improve attendance, timely arrival to class, and graduation rates. The programs and interventions that have been implemented at our school site have resulted in 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.

SART, the Student Attendance Review Team, monitors students with frequent absences. 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 IHigh, 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 IHigh. Offering IHigh on our school's campus allows for students to make-up classes online at an accelerated pace.

PLHS has continued to provide excellent tutoring opportunities including Upper Level Club, Advisory, and individual tutoring offered by all teachers, particularly math teachers.

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. 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. Other events hosted by the counseling staff include College Night in the fall and New Family Night in the spring.

We are pleased that the graduation rate for PLHS students has met and exceeded the California state goal of 90% since at least 2010. The graduation rate at PLHS is among the highest in our district and has remained at over 95% for the last five years.

The counselors have worked hard to increase the rate of graduates going on to college and ensure that every graduate of PLHS is able to succeed in post-secondary education and the workplace in this changing global economy. Their hard work has paid off as the college rate has increased from 73% in 2011 to 85% in 2017.

Critical Area for Follow-Up #4: The leadership cultivate connections and outreach with Spanish-speaking parents so that they are involved in the school, as evidenced by their attendance and participation at school events, parent meetings, and by their connections with counselors and teachers.

Tasks	Evidence Positives/Negatives Further work to be done	Explanation Additional Information
The leadership cultivate connections and outreach with Spanish-speaking parents so that they are involved in the school , as evidenced by their attendance and participation at school events, parent meetings, and by their connections with counselors and teachers.	<ul style="list-style-type: none"> ● ELAC – Open House – sending out letters to join (students and parents, in Spanish and English) ● AVID – tutoring and parent outreach ● Interpreters provided for meetings and teacher-parent conferences ● Bertha in attendance speaks fluent Spanish ● Have had Spanish-speaking counselors running ELAC for past few years ● Federal Survey Cards available in Spanish 	<p>Much progress has been made in these areas. Some ideas for additional improvement would be being able to post a Spanish version of our bulletin on our web site. It would also be ideal if we could send a Spanish version of our eblast to those who request it.</p> <p>Another area for improvement would be to offer transportation to evening events for those outside our neighborhood boundaries.</p>

This is an area in which there is always room for improvement. Our success in this area is somewhat dependent on our staffing – whether or not there is a funded position to organize ELAC and communicate with our second language population. In the 2016-17 school year, we had a counselor who actively embraced this role and made significant efforts to get Spanish-speaking parents to come to campus for meetings and to feel included. Unfortunately, that counselor was part of the 2017 “pink slip” problem and is no longer here. However, for the past 4 years, PLHS has had at least one or two Spanish-speaking counselors.

We previously had a staff member serve in the ELST (English Language Support Teacher) position. We went from having a full-time ELST in 2015-16 to a roving ELST in 2017, to not officially having anyone in the position in the 2017-18 school year. We do have one part-time staff member who works to fill this role to a certain extent by facilitating CELDT and ELCAP testing.

This Critical Area for Follow-Up #5: The guidance department and administration promote communication of college and career information to students and parents, the development of student educational plans, and address the problems with student scheduling.

Tasks	Evidence Positives/Negatives Further work to be done	Explanation Additional Information
<p>The guidance department and administration promote communication of college and career information to students and parents, the development of student educational plans, and address the problems with student scheduling.</p>	<ul style="list-style-type: none"> ● Post information online – Naviance, scholarships, college events ● College fair ● College visits ● Financial aid night ● CCTE ● AVID ● 4 Year review with students by counselors ● At-risk spreadsheet for all grades ● CAL-Soap advisor help with application process ● Parents are invited to all events ● Coffee with counselors ● Scheduled appointments ● Mesa College Ambassador meetings with seniors on Thursdays 	<p>During the last WASC visit, the team identified concerns regarding the effectiveness of the counseling department, based on comments made by staff and students in focus group meetings.</p> <p>Since that time, a concerted effort has been made to put in place systems that work to ensure student success and increase communication with students, staff, and parents.</p>

Critical Area for Follow-Up #6: The leadership, department chairs, and teachers strengthen the professional learning community implementation in all departments. This will be characterized by the focus on achievement data and discussion of the implementation of curriculum and instructional strategies.

Tasks	Evidence Positives/Negatives Further work to be done	Explanation Additional Information
<p>The leadership, department chairs, and teachers strengthen the professional learning community implementation in all departments. This will be characterized by the focus on achievement data and discussion of the implementation of curriculum and instructional strategies.</p>	<ul style="list-style-type: none"> ● Regularly scheduled PLC meetings ● Cross-curricular meetings ● Common assessments, data collection ● Common preps to discuss teaching strategies ● Common curriculum among Freshmen: English and IM 1 ● Tutoring for struggling students ● Documentation of PLC meetings submitted to admin (agenda, focus, meeting minutes, etc.) ● Google Forms ● Guide – Question/info from admin to teachers ● Aligned curriculum from district ● Students concerns list – all teachers have access to 	<p>Improving the PLC concept is consistently a focus for administration. The main focus of our Instructional Leadership team is to monitor and improve PLC experiences. Monthly ILT meetings are spent with department representatives reporting on individual PLC progress.</p> <p>At the beginning of each school year, we revisit the PLC program structure and make appropriate changes as needed.</p>

Critical Area for Follow-Up #7: The leadership and faculty create consistency among subjects relative to course honors designations and college-preparatory status.

Tasks	Evidence Positives/Negatives Further work to be done	Explanation Additional Information
The leadership and faculty create consistency among subjects relative to course honors designations and college-preparatory status.	<ul style="list-style-type: none"> ● PLC meetings ● Simplified course offerings - fewer honors courses offered – most are AP or college-level ● In math most PLCs strive to give common assessments and grade them similarly ● consistency across individual courses is in many cases due to the fact that there is only one teacher for that course ● 9th grade math and English – policies are aligned including tests, retakes, etc. ● EOS Survey 	Math and English have been most successful in achieving consistency across their content areas. Consistency exists in syllabi, course pacing, assessments, and policies.

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.

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

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

Chapter V

Schoolwide Action Plan Refinements

No official refinements have been made to the action plan since the 2015 visit. We anticipate possibly needing to make changes when we receive the feedback from the spring 2018 WASC visit.