



Mid Cycle Progress Report

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

San Pedro High School

1001 W. 15th Street

San Pedro, CA 90731

Los Angeles Unified School District

March 22, 2017

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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I: Student/Community Profile Data

Include the following:

- An updated student/community profile that includes the following: a brief, general description of the school and its programs; the school's vision, mission, and learner outcomes; student and faculty/staff demographics; and student achievement data for a three-year period.
- An updated summary of data with implications, identified critical learner needs, and important questions for staff discussion.

→ **Note:** Use the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports. (See Task 1 of the Focus on Learning manual.)

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

A school steeped in tradition, San Pedro High School is part of the Los Angeles Unified School District (LAUSD) and is managed by Educational Service Center South. SPHS is a four-year comprehensive high school with the unique distinction of having two campuses. The original campus, called the Flagship campus, is over one hundred years old and is located on a rise of 15th Street that overlooks the Los Angeles harbor. The Flagship campus houses four small learning communities (SLCs): Pedro Action League (PAL), Business, Global, and Pirate Health and Fitness. Each SLC has an administrative center that acts as the contact point for students, families, and teachers in need of academic counseling, attendance, or discipline support. In the fall of 2012, the San Pedro High School John and Muriel Olguin campus (Olguin) opened approximately nine blocks from the Flagship campus on an area of the closed Fort MacArthur Upper Reservation. Like the Flagship campus, Olguin has a fantastic view- of the Pacific Ocean and Catalina Island. It too has an administrative center located in the center of campus that services not one, but two magnet small learning communities: the Marine Science Magnet and the Police Academy Magnet. In addition, our newcomer English Learners (EL) and our special education Intellectually Disabled (ID) programs are located on this campus. Since both campuses are part of San Pedro High School and because many students take classes on both campuses, buses are provided to take students back and forth.

School Programs

Small Learning Communities (SLCs)

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

Magnets

There are two magnet schools located at the SPHS Olguin campus. Both the Police Academy and Marine Science Magnet follow the SLC model and hold similar types of events as the SLCs at the Flagship campus. This year, in an effort to make the instructional program more in line with the theme of each magnet, teachers in the magnets are working in Professional Learning Community (PLC) groups to develop interdisciplinary project based learning units. These units will focus on allowing students to apply content knowledge outside of the classroom and to explore both civic and environmental advocacy issues.

Starting in the 2017-2018 school year, San Pedro High School will open a third magnet which will be housed on the Flagship campus. This magnet will be a highly gifted magnet with a STEAM focus that vertically articulates with the programs offered at the local middle schools in San Pedro.

School for Advanced Studies (SAS)

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

Special Education Services

San Pedro High School has approximately 350 students receiving special education services. There are three types of academic based special education services (listed in least restrictive to most restrictive) in place on campus: Resource Specialist Program (RSP), Special Day Program (SDP), and Intellectually Disabled (ID). Student may receive RSP services on either campus. Students in SDP attend classes at the

Flagship campus while ID students are at the Olguin campus. In addition to academic services, special education students have access to a variety of services designed to teach students the life skills that will allow them to become more independent in the transition from high school to adult life.

In an effort to address the low academic performance of the population and in conjunction with Local District South, SPHS formed a Communities of Practice group at the start of the 2015-2016 school year. Communities of Practice pairs general and special education teachers to examine instructional issues and collaborate on developing an action research plan to address them. Participating teachers are given additional planning time and professional development to integrate this focus into their schedule.

English Learner Services

San Pedro High School has approximately 150 English Learners. All English learners receive an appropriate form of English Language Development (ELD). Students new to the United States receive ELD levels 1-4 at the Olguin campus while Long Term English Learner (LTEL) students are provided ELD instruction at the Flagship campus. There are three LTEL courses to address the varying needs of EL students: Strategic Literature, L&L, and Advanced ELD; placement is primarily determined by their reading level.

Career Technical Education (CTE)/Perkins

The Carl Perkins program is a federally funded education act established to enhance high school students' experience and training. The goal of the program is designed to offer an integrated sequence of career technical and academic classes that will prepare students for worthwhile employment. SPHS offers its students courses in the following career pathways: computer technology, health careers, and industrial arts.

JROTC

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

Marymount California University (MCU)

In recent years, San Pedro High School formed a unique partnership with a local private college, Marymount California University. As part of the partnership, students who are in specific Advanced Placement courses are permitted to be concurrently enrolled in MCU classes in order to receive college credits at no cost. In order to qualify for concurrent enrollment, students must take the Accuplacer test and meet the minimum requirements. Depending upon the type and number of AP classes taken, SPHS students have the opportunity to leave high school with a significant number of college credits.

National Math and Science Initiative (NMSI)

In the spring of 2016, San Pedro High School learned that it was the only school in Southern California to be awarded the National Math and Science Initiative Grant. NMSI was created to address the declining number of students who are prepared to take rigorous math and science courses in college. As such, NMSI has provided extra training to teachers to improve the quality of math, science, and English instruction while providing Advanced Placement (AP) students with weekend test preparation and mock sessions. Both teachers and students are also provided a financial incentive for passing AP Exams in NMSI supported classes.

Vision

All stakeholders of SPHS comprise a learning community that effectively prepares students to be college and career ready in the competitive 21st century global economy and environment.

Mission

SPHS integrates communication, collaboration, critical thinking, creativity, citizenship, and leadership in Common Core aligned courses that have been collaboratively developed to guide students in realizing their full potential.

Demographic Information

Faculty Demographics

Currently students at SPHS are served by 94 teachers. According to the California Department of Education, teachers at the school have an average of 19 years of experience. In the last two years, SPHS has added a total of ten new teachers (New teachers are defined as anyone teaching less than two years). In addition to the emphasis on graduation rates, one of the outcomes a REED Investment school is to maintain a stable faculty. As part of the settlement, the school was provided with funds to pay

three experienced teachers to act as mentor teachers to new teachers. This cohort of mentors hold monthly meetings and provide in classroom support. An additional benefit is that new teachers are allotted an extra conference period to allow for extra preparation and conferencing time.

In addition to the mentor program SPHS also has a variety of out-of-classroom support staff. As part of the settlement, the school was given an additional administrator to oversee the implementation of the program as well as increased student achievement. The school has also used its Local Control Accountability Plan (LCAP)/Targeted Student Population (TSP) funds to purchase a TSP Coordinator and a TSP Counselor to work and intervene with its most at-risk students. These positions are in addition to the full-time Pupil Services and Attendance counselor, Math Coach, Literacy Coach, Deans, paraprofessionals, and classified staff. Also, in an effort to meet the superintendent’s goal of graduating all students college and career ready, the district, at the beginning of this school year, gave SPHS two full-time A-G counselors to work with students not on track to meet graduation requirements.

Student Demographics

With increased competition from local charter high schools, total student enrollment at SPHS has decreased by approximately 250 students over the past three years.

2013-2014	2014-2015	2015-2016	Current Enrollment
2,734	2,668	2,489	2,494

Based on current enrollment, it appears that enrollment totals have begun to stabilize somewhat. Regardless of the total student enrollment numbers, the ethnicity and socioeconomic makeup of the school has remained mostly constant with the exception of the number of socioeconomically disadvantaged students. From 2015-2016 the total number of socioeconomically disadvantaged students increased by 7%. The most recent student ethnicity and other relevant demographic data are as follows:

Latino	White	African American	Asian	Filipino	American Indian	Pacific Islander
68%	19%	7%	2%	1%	1%	1%

Gifted Students	Students with Disabilities	English Learners	RFEPs	Economically Disadvantaged	Foster Youth
22%	13%	6%	22%	61%	1%

Attendance

San Pedro High School and LAUSD recognize that neither faculty nor students can be successful unless they are present. As such, the district has set a goal that students and staff have a 96% or higher attendance rate. That means that one cannot have more than seven days absent during the entire school year. The percentage of students meeting this proficiency rate are as follows:

2013-2014 70%	2014-2015 80%	2015-2016 74%
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In addition, the district defines a chronic absence as someone with 16 or more days absent. With the effective intervention by PSA and TSP counselors, the number of chronically absent students has been in line with the district average of 16% for the last three years.

Percentage of Chronically Absent Students

2013-2014 17%	2014-2015 11%	2015-2016 14%
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Student Discipline

In a similar approach to the rest of LAUSD, in 2013, SPHS began the process of implementing Restorative Justice as its cornerstone approach to student discipline. Since then, the percentage of students suspended has remained consistent at 0.5%, just slightly below the district average of 0.7%. Due to the low suspension rate, the number of instructional days lost is relatively stable as well, fluctuating from 43 in 2013-2014 to 44 the next year, ending at 38 for the 2015-2016 school year.

Student Performance Data

Smarter Balanced Assessment Consortium (SBAC) Data

Not only did the transition to the Common Core State Standards (CCSS) require that students and teachers adapt to a new set of standards, but both stakeholders had to adjust to a new testing format. The first formal year of SBAC testing commenced in spring of 2015. Baseline data results are listed in the charts below.

English

Standard Exceeded 15%	Standard Met 28%	Standard Nearly Met 31%	Standard Not Met 23%
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Math

Standard Exceeded 3%	Standard Met 8%	Standard Nearly Met 26%	Standard Not Met 63%
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Although this was considered baseline data, SPHS teachers were not satisfied with the initial results. During the 2015-2016 school year, teachers were provided more information about the test components and student interface. Math and English teachers received extended in-services on the Performance Task and the implications that this type of assessment might have on their instruction. All departments used knowledge of the test components and the CCSS as the foundation for their PLC Inquiry Cycle work. In addition, students were provided with two additional opportunities to take formative Interim Assessments in both math and English using the Smarter Balanced platform, thus making them more familiar with the process and structure of computer based testing.

As a result of these implementations, the 2015-2016 SBAC administration saw large gains in English and math in the number of students meeting or exceeding the standard and a significant drop from the “standard not met” category. This result suggested that even if the students did not achieve “met the standard”, that the gap between that threshold was diminishing for more students.

English

Standard Exceeded 26%	Change +11	Standard Met 38%	Change +10	Nearly Met 25%	Change -6	Not Met 12%	Change -11
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Math

Standard Exceeded 8%	Change +5	Standard Met 17%	Change +9	Nearly Met 32%	Change +6	Not Met 43%	Change -20
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In addition to the work done by individual departments to improve student performance outcomes during the Inquiry Cycle, in PLC groups the Communities of Practice group worked on improving reading and writing scores for special education students. The change in special education SBAC scores are as follows:

'15 Standard	'16 Standard	Change	'15 Standard Met	'16 Standard Met	Change
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Exceeded 4%	Exceeded 0%	-4%	7%	17%	+6%
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'15 Nearly Met	'16 Nearly Met	Change	'15 Not Met	'16 Not Met	Change
32%	27%	-5%	56%	56%	-

Although there are more students meeting the standards, the number of students not meeting the standards remained the same. Going forward, the Communities of Practice group, and the school at large will need to continue to develop and refine effective approaches to serve and meet the needs of this population.

English Learner Data

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

Reclassification Criteria	2013-2014	2014-2015	2015-2016
Score 4 or 5 on CELDT	31%	27%	30%
Pass English with a “C” or better	63%	53%	65%
Score Basic on the Reading Inventory	8%	18%	19%

Evidence from the chart would indicate that while students are able to pass English, they are doing so despite having difficulty reading. While SPHS met their goal of reclassifying 17% of ELs for the 2015-2016 school year, there will need to be more professional development work done around how to improve their reading scores so that more of them are able to meet the criteria.

Graduation Data

For the last three years, San Pedro High School has been making steady progress towards meeting the district goal of 100% graduation. In each of those three years, SPHS has been above the 75% LAUSD average

	2013-2014	2014-2015	2015-2016
Four Year Graduation Rate	83%	85%	86%

The 2015-16 graduation rate of 86.1% is significant because this was the first class required to meet the LAUSD A-G graduation requirements. All students in LAUSD are now required to take A-G courses to earn their diploma. The increased graduation rates can be credited to the collaborative effort of SPHS teachers, the professional development foci in PLCs on use of common assessments, dialogues/conversation on grading practices, awareness of the importance of Habits of Mind, academic counselors who provide guidance to students to meeting LAUSD A-G graduation requirements, PSA counselor who works to make sure that students are in school, the Targeted Student Population (TSP) Counselor and TSP Coordinator who make sure that the most needy student populations get the services that they need. Another factor that is significant is the introduction of the Edgenuity credit recovery program. While it is true that SPHS has always offered some type of credit recovery, the online Edgenuity courses allow students to work at their own pace while receiving support from a credentialed teacher. Three classes are offered during the school day (primarily for seniors) and after school four days a week with the addition of 2 to 3 Saturdays a month. SPHS also offered students the opportunity to recover credit via the Edgenuity program in the summer. From 2009-2013 the program was only available to seniors, but became fully available to all students in 2014. This along with funding from the California Office to Reform Education (CORE) Waiver program provided supplemental funding for summer school classes for students. Currently, SPHS has the second highest completion rate of comprehensive high schools in LAUSD.

Despite the evident gains through Edgenuity, there are a number of students, who are in need of credit recovery. To address this need, SPHS was provided two A-G PSA counselors by the District, with the goal of dropout prevention, A-G intervention, and credit recovery supporting transition and articulation, and college and career readiness. The new A-G counselors at SPHS service over 600 students who are deficient in three or more classes. Academic counselors oversee students who are 1-2 classes deficient.

College and Career Readiness Data

A-G Data

As with most schools, San Pedro High School wants to ensure that graduates are prepared for the professional world whether they go to college first or start a career. Beginning with the 2014-2015 class, the district wanted to make the option of going to a four-year college available to all students, so it instituted a graduation policy that required all students (with certain, specific exceptions) to meet the

University of California and the California State University System’s A-G coursework requirements. That means that students would have to pass their A-G courses with a “C” or better in order to be eligible for both graduation and entrance to either university system. For the last three years, the number of students on track to pass all A-G courses with a “C” or better has fluctuated somewhat, but has mostly kept pace with the district average.

SPHS 2013-2014 40%	LAUSD 2013-2014 41%	SPHS 2014-2015 46%	LAUSD 2014-2015 46%	SPHS 2015-2016 48%	LAUSD 2015-2016 48%
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As evidence from the chart indicates, requiring all students to pass with a “C” or better is rather daunting. In response and in order to improve graduation rates, in 2015, the district revised the “C” requirement and began allowing “D”’s to count towards graduation. Despite this change in policy, SPHS is still committed to making sure that more students meet this important benchmark. In an attempt to address this, in spring of 2016, discussions began in departments around the concept of mastery grading which would allow students to achieve a “C” or better by demonstrating progressive mastery rather than by being penalized for poor test performance or for missing work that may or may not demonstrate content mastery.

Advanced Placement Course Data

Students at San Pedro High School have access to approximately fifteen different Advanced Placement courses. The data shows that more and more students are taking advantage of this opportunity with the percentage of students taking at least one AP class increasing each of the last three years. In the 2013-14 school year, 22% took at least one AP class, the following year it was 28%, and this past year 35% took at least one class. With California college admissions becoming ever more competitive, the availability of these courses and the potential to earn college credit through Marymount California University puts these students in a good position to gain admission to some of the state’s most coveted schools. In fact, last year, SPHS had a record number of students admitted to UCLA. With the addition of the NMSI grant and the support and training that comes with it the number of students being successful as well as the pass rate should continue to grow.

	2013-2014	2014-2015	2015-2016
Total AP Students	269	292	396
Number of Exams	437	420	613

Number of students with 3+ scores	151	160	223
% Total of AP Students with 3+ scores	56.1	54.8	56.3

PSAT/SAT Data

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

PSAT

	2013-2014	2014-2015	2015-2016
Participation Rate	100%	93%	85%
% Met Composite Benchmark	19	24	20
% Met ERW Benchmark	n/a	49	28
% Met Math Benchmark	n/a	45	22

Even though the tests are different, the percentage of students meeting both benchmarks has remained relatively constant. The same trend holds true for both the English Reading and Writing (ERW) and the math portions despite the fact that SPHS appears to be testing a smaller percentage of its students. In comparison SPHS' scores were slightly higher than the District's.

SAT

Over the course of any given school year, the SAT is administered seven times to juniors and seniors. In the percent met columns, please understand that the percentage is an average of all seven administrations. As with the PSAT data, the table attempts to reflect the change in tests as noted by the two columns for the 2015-2016 school year.

	2013-2014	2014-2015	2015-2016 Old Test 4 Tests	2015-2016 New Test 3 Tests	2016-2017 In progress 3 Tests
Number of tests administered	217	474	227	272	195
% Met Composite Benchmark	30	25.7	46.5	44.6	29.3
% Met ELA/ERW Benchmark	35.4	37.5	55	73.3	66.3
% Met Math Benchmark	41.5	39.5	53	46.3	32
Mean Scale Score	n/a	n/a	n/a	1040	1001

With the exception of the 2015-2016 school year, it appears that the percentage of students meeting the benchmark for both tests is relatively consistent. What is interesting to note is that the school has increased the number of tests administered, and if the 2016-2017 trend holds out, San Pedro High School will have improved the number of students meeting the ERW benchmark even though most teachers and students will concur that the new SAT is much more difficult than the Old SAT. Regardless, in an effort to improve both our PSAT and SAT scores in English, the School for Advanced Studies teachers has formed a PLC group that focuses on SAT Writing. The challenge for the school going forward will be to present information and lessons learned from this group to the rest of the staff and students so that all students receive proper preparation for the test.

II: Significant Changes and Developments

- **Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.**
- **Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.**

Beginning as a district initiative, San Pedro High School’s WASC goals enjoy support from the implementation of Restorative Justice (RJ) to enhance the social and emotional climate of classrooms in conjunction with our WASC goals of providing social and emotional support, as well as promoting a sense of belonging for all students. Whereas in the past discipline was more reactive and was weighted with a negative consequence, it is now proactive, viewed in a

positive light and noted for its support of the student. Restorative Justice works by providing immediate interventions to help students assess and self-monitor their behaviors. It also allows for time to provide tier 1 localized support between teacher, student and family/guardian accountability before requiring tier 2 and 3 support provided to targeted student populations by staff outside the classroom. SPHS is continuing this work of building this multi-tier support for all students via building staff capacity with the framework and practices of restorative justice.

Many teachers have reported experiencing a shift in their own thinking about their responsibilities resulting from a growth mindset. In the past, a likely scenario would involve a student being sent out immediately to a dean in reaction to a behavior. The same situation today presumes a positive outcome through collaborative team-building between the teacher, student and family. With this outcome, RJ promotes the sense of value that all stakeholders should experience in school and in the spirit of community.

Curriculum maps have been revised and clarified using data generated by departmental PLC groups and the data determined by student needs that resulted from several inquiry cycles. Additionally, Habits of Mind was implemented school-wide as a product of Reed professional development activities along with school-wide incorporation of Kagan Strategies to meet our objective of purposeful and productive groups. While ongoing growth is needed in establishing and maintaining productive groups, the tools for meeting this growth objective are in place.

District Graduation Requirements have also changed to allow students to recover credit for classes they may have failed previously when they take a subsequent course that provides content in the area previously failed. While it does not fulfill UC credit, A grade of D now counts towards A-G graduation requirements. However, the Los Angeles Unified School District has defined preparing students as “college ready” as those students meeting A-G requirements with a C or better. This was fully implemented with the class of 2016.

San Pedro High School has shown an increase in the percentage of students earning a C or better in A-G class during the past 3 years. Additionally, the avenues a student can take to meet the requirements have been changed to support all students. After implementation, the grade rate increased to 86.1% in 2016, an increase of 3% from the previous year (non A-G) compared with 2016 (A-G requirements).

In 2016, the faculty was introduced to 16 Habits of Mind contracted through UCLA. This theme has continued with professional development being focused on Growth Mindset. As a school, SPHS realized that to implement positive changes on behalf of the student populations, the faculty needed to assess their own habits of thinking, and where needed, be willing to transform a fixed mindset into a growth mindset.

Reed Investment Schools

In the spring of 2014, the Los Angeles Unified School District, United Teachers Los Angeles, and the Partnership for Los Angeles Schools entered into the Reed Investment School agreement to provide additional supports to improve staff retention and student outcomes. Reed Investment Schools were identified due to high student dropout rates, high teacher turnover rates, and an API rank of 3 or below. Additional supports included:

- 40 hours of paid specialized professional development (*Investing in Teacher Practice to Maximize Student Learning*) to all certificated staff designed and implemented to meet the needs of SPHS teachers and students. Primary focus of the PD was best practices to support 16 Habits of Mind in all classrooms.
- Additional conference period for all new teachers that are District Interns or Probationary 1 & 2.
- Three mentor teachers with stipends of \$10,000 annually to support all new teachers.
- Two Special Education Advisors to support special education teachers in good first instruction, differentiated-instruction, classroom management and IEP process
- A secondary intervention counselor to support Targeted-Student Population
- An Assistant Principal to coordinate REED program goals and objectives paid A-basis salary (year round)
- Principal paid A-basis Salary (year round) with annual bonuses if school meets goals and objectives of increased student achievement, higher graduation rates, and staffing stabilization.

TLC:

This is a referral process that allows teachers and other staff members to refer student that they believe are struggling in specific areas to get help in resolving the issues that they may be struggling with. This system especially targets socio-emotional difficulties that are impeding academic progress for those students. This process involves school staff/teachers filling out a referral form and providing as much detailed information as possible regarding which area the student is struggling with.

A-G PSA Counselors:

At the beginning of this school year, San Pedro High School started with two full-time A-G counselors to work with students not on track to meet graduation. These A-G counselors collaborate with community programs and provide a range of services that address psychosocial/educational needs of at-risk students and students that have dropped out of school. They also assist staff and administrators with the completion of the school's Attendance & Dropout Prevention plan and provide intensive case management services to identified potential dropouts or at-risk students, including counseling, on-going monitoring, and District or community referrals. An integral part of their work is with parents and students to develop action plans to clearly communicate goals and objectives. Their other duties and responsibilities include conducting trainings for school staff related to dropout prevention, intervention, credit recovery opportunities and college and career readiness. Since implementation they have been working successfully to link students to appropriate resources and credit recovery programs in the District and community, focused on strengthening students' capacity for successful high school completion as well as leveraging community partnerships, parent connections and alternative educational pathways to re-engage students.

Foster Youth PSA Counselor

The primary roles of the Foster Youth PSA counselor is to ensure that all foster youth have individualized graduation plan and provide comprehensive assessments that incorporate attendance, academic achievement, and behavior for all foster youth. Furthermore, they provide intensive case management services by monitoring progress, resource coordination, graduation requirements aligned to AB167/216 and AB 1806. SPSHS has two Foster Youth PSA counselors; one for our Group Home students (approximately 3 to 8 students), and one for foster youth in residences of youth care or extended family (approximately 15 to 20).

SSPT:

The SSPT (Student Support and Progress Team) is a new district-wide initiative that was also recently implemented here at San Pedro High School. The SSPT builds upon the foundation of the Coordination of Services Team (COST), Student Study Team (SST) and Language Appraisal Team (LAT). These student review teams have similarities in design, function and purpose, with slight variations in content. The SSPT was designed to combine the aforementioned teams into a practical and easy to understand approach for meeting the needs of all students. It is designed to integrate the different teams into a practical and easy to understand approach that is streamlined for meeting the needs of all students.

A fully functioning SSPT has replaced the COST, SST, and LAT here at San Pedro High School.

The purpose of the SSPT is to provide meaningful intervention supports to raise student

achievement for ALL students (struggling as well as high achieving, gifted and talented, and students with disabilities).

National Math and Science Initiative (NMSI):

In 2016, San Pedro High School was the only school in Southern California to be awarded the National Math and Science Initiative Grant (NMSI).

Success in today's global economy requires a higher level of education than ever before, but the educational system has not always kept pace with the workforce demands of the 21st century. NMSI was formed to address one of this nation's greatest economic and intellectual threats – the declining number of students who are prepared to take rigorous college courses in math and science and are equipped for careers in those fields. NMSI's mission is to improve teacher effectiveness and student performance in the critical subjects of science, technology, engineering and math (STEM).

NMSI's College Readiness Program is addressing this critical gap by partnering with schools to increase the number of students taking and earning qualifying scores on Advanced Placement math, science and English exams, while expanding access to rigorous coursework to traditionally underrepresented students.

San Pedro High School WASC goals promote a culture in which every student graduates ready for college and career. In this system, all students want to succeed, and they have the tools they need to achieve now and in the future. The Homeroom Advisory can best support these goals.

The purpose of the College Advisory (Homeroom) is to support the expectation that all students, regardless of their background and economic status, can become college and career ready. *The Eight Components of College and Career Readiness* from College Board are the road map for leading SPHS in developing a college/career-going culture that includes all students. The Eight Components are about focusing on critical issues and making sure all of SPHS decisions and actions are directly linked to helping *all students* prepare for success in college and their chosen careers. The Eight Components are as follows:

1. College Aspirations

Build a college-going culture based on early college awareness by nurturing in students the confidence to aspire to college and the resilience to overcome challenges along the way. Maintain high expectations by providing adequate supports, building social capital and

conveying the conviction that all students can succeed in college.

2. Academic Planning for College and Career Readiness

Advance students' planning, preparation, participation and performance in a rigorous academic program that connects to their college and career aspirations and goals.

3. Enrichment and Extracurricular Engagement

Ensure equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.

4. College and Career Exploration and Selection Processes

Provide early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.

5. College and Career Assessments

Promote preparation, participation and performance in college and career assessments by all students.

6. College Affordability Planning

Provide students and families with comprehensive information about college costs, options for paying for college, and the financial aid and scholarship processes and eligibility requirements, so they are able to plan for and afford a college education.

7. College and Career Admission Processes

Ensure that students and families have an early and ongoing understanding of the college and career application and admission processes so they can find the postsecondary options that are the best fit with their aspirations and interests.

8. Transition from High School Graduation to College Enrollment

Connect students to school and community resources to help the students overcome barriers and ensure the successful transition from high school to college.

The mission of the monthly Advisory (Homeroom) meetings is to promote a college and career going culture, wall to wall at San Pedro High School. Activities are developed by the Counseling Department to engage students in each of the eight components. These activities are vetted by SLC/Magnet lead teachers and ACC prior. Homerooms are programmed by SLC/Magnet and grade level. The SLC/Magnet support for example; service hour's promotion and collection, SLC announcements, honor roll, assemblies, etc. The goal is to differentiate the lessons to better meet the needs of each grade level and SLC/Magnet.

III: Ongoing School Improvement

- **Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the schoolwide action plan.**
- **Describe the process used to prepare the progress report.**

Engagement of Stakeholders

San Pedro High School's WASC schoolwide action plan helps to drive instructional and budgetary goals to benefit all students at SPHS . All stakeholders were invited to review student achievement data and contribute to the implementation and monitoring of the schoolwide action plan in a variety of ways.

SSC (School Site Council) consists of elected stakeholders including teachers, students, parent/community representatives in addition to the Title I Coordinator and Principal. SSC meets monthly and uses SBAC assessment results as well as the School Progress Report to drive budgetary decisions, including purchasing of class size reduction teachers, purchasing technology for students' use, and additional PSA counselors to target our low performing student population.

SBM (School Based Management) meets monthly and reviews SBAC data, School Report Card data as well as WASC department reflections. SBM includes teachers, administration, parents and students and uses data to drive decisions regarding bell schedules, and calendars.

ACC (Academic Curriculum Council) utilizes student achievement data to drive important curricular decisions which determine necessary Professional Development, including PLC work, (inquiry cycle, data and reflections).

SWPBIS (School-Wide Positive Behavior and Support) Team meets monthly consisting of various stakeholders and aims to build multi tiered supports for positive behavior intervention and support along with restorative practices to inform school discipline policies.

SPHS has also invited the active participation of community members and parents. SPHS has frequently hosted “Coffee With the Principal”, College Prep nights, ELAC (English Learner Advisory Council) meetings, SAS (School for Advanced Studies) parent meetings, Magnet parent meetings, Open House, and Parent Conferences. These meetings allow for more input from parents, students and community members and have helped to promote a more open line of communication among all stakeholders.

Preparation for the Progress Report

The preparation for this Mid Cycle Progress Report was initiated by the Academic Curriculum Council (ACC). The Council was asked to look at the School Wide Action Plan. As this is a mid cycle report, the Council looked to analyze what part of the plan has been implemented, what has yet to be implemented, along with new significant initiatives that were outside the purview of the School Wide Action Plan. The findings borne out of this work were presented to Content Department teams for feedback, which was brought back to ACC for another round of analysis. This led to an initiative for Department teams to reflect on 4 specific areas that were professionally developed in the past few years;

- I. Close Reading
- II. Implementation of Common Core State Standards (CCSS)/Next Generation Science Standards (NGSS)
- III. Writing
- IV. Structured Engagement Activities

Most departments reported feeling comfortable with having these elements in their instruction along with implementation.

Towards the preparation of this progress report, a WASC Writing Team was assembled, consisting of administrators, teachers, coaches, and special education support providers. Using data and findings from the work mentioned, along with the Single Plan for Student Achievement (SPSA), school-wide action plan, original WASC write up, SBAC data, LAUSD’s School Report Card, and School Experience Survey, the WASC Writing Team synthesized all the information to inform the Mid Cycle Progress Report.

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

- Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.
- If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement.

→ *Note: The school's schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.*

There are four critical areas/goals for follow-up from the last WASC visit. Each goal will be addressed by examining the progress made on several school data points mentioned in the Single Plan for Student Achievement and other relevant documents.

Goal #1: Improve Student Achievement: Assist students in seeing the link between instruction, assessment, and demonstration of proficiency in Common Core State Standards in order to increase grades of C or better in A-G courses, in all subgroups.

Several school data points mentioned in the Single Plan for Student Achievement as well as school programs can be used to address this goal. These data points are graduation rates, SBAC tests scores, and EL data.

Graduation Rate

The graduation rate increased from 70% in June 2014 to 86.1% in June 2016. The causes of this steady increase can be attributed to four areas: the opportunity for credit recovery classes both during and after school, a consistent in the in-seat attendance rates, staff professional development, and support counseling.

1. An 8-period schedule has allowed students to not only take a variety of AP Courses but also make up courses during the day either in a regular subject matter classroom or with an online program (Edgenuity). Edgenuity offers a variety of classes from core subjects such as Math and ELA to History, Biology, and Chemistry. These classes are offered during the school day as well as after school and on Saturdays. Continued academic support is also

offered to incoming 9th graders to help them pass their A-G core subjects with the double blocking of Algebra 1 and English 9 classes. In previous years, Geometry and Algebra 2 were double blocked. Teachers and counselors observed that students were transferring out of the double blocked classes to take the single block classes for Geometry and Algebra 2. Given this scenario, these classes are now single blocked with a tutorial class for those students that struggle with mathematics.

2. Student attendance is an important factor in academic success. The PSA Counselor works to maintain attendance rates above 95%. She actively informs and acknowledges students of their attendance status with announcements, posters, certificates, activities supporting attendance, and raffles as well as seeking students that need attention to improve their attendance.

3. The professional development of the teachers has helped to meet students' needs both academically as well as emotionally. The Reed Training for the teachers in 2014-2015 centered around the socio-economic/psychological needs of students by focusing on incorporating the Habits of Mind in curriculum presentations. The professional development from 2015-2016 to the present has been the inquiry cycle focusing on identifying students' needs and using common activities and/or assessments to address these needs. Over the past three years, SPSHS teachers have received extensive Kagan training. Using Kagan structures in the classroom has allowed teachers to build community, differentiate lessons, and foster greater student engagement.

4. The Reed funding has provided Intervention Counselors to identify and support high need students (foster care, probation, & homeless) for the past three years. These counselors have played a vital role in helping students stay on track to graduate, informing them of important resources and advocating for them in both the classroom and at home. This year, the District has provided two additional A-G Diploma Counselors who identify, monitor, and support students that are missing 3 or more A-G classes.

It is anticipated that SPSHS will maintain or improve on this graduation figure due to a continuation of this comprehensive focus as well as with the aid of the additional support counselors.

SBAC

The 2016 SBAC scores showed a marked improvement from the previous year. A comparison of the 2015 and 2016 SBAC scores and the change is shown in the tables below.

English (expressed as percent)

Standard Exceeded '15	Standard Exceeded '16	Change	Standard Met '15	Standard Met '16	Change	Standard Nearly Met '15	Standard Nearly Met '16	Change	Standard Not Met '15	Standard Not Met '16	Change
15	26	+11	28	38	+10	31	25	-6	23	12	-11

Students that achieved proficiency (Standard Exceeded and Standard Met categories) in ELA went from 43% in 2015 to 64% in 2016. Another notable change is that the percents in Standard Nearly Met and Standard Not Met decreased. These changes demonstrate an overall increase in student achievement as the non-proficient categories decreased and the proficient categories increased.

Math (expressed as percent)

Standard Exceeded '15	Standard Exceeded '16	Change	Standard Met '15	Standard Met '16	Change	Standard Nearly Met '15	Standard Nearly Met '16	Change	Standard Not Met '15	Standard Not Met '16	Change
13	18	+5	18	25	+7	26	22	-4	43	20	-23

Students that achieved proficiency (Standard Exceeded and Standard Met categories) in Mathematics went from 31% in 2015 to 43% in 2016. Another notable change is the large decrease for the Standard Not Met category. This shows an overall increase in student achievement as the Standard Not Met category decreased and the proficient categories increased.

SPHS is proud of this improvement and has been reflecting on what factors could have contributed to this. In fact, this question was a focus on a school professional development that discussed the SBAC scores and how the school will utilize its professional development time, PLC/Inquiry Cycle, in the Spring semester to build off of this student success growth.

There are three possible overall areas of contributing factors: the manner in which the SBAC was administered in 2016, the professional development focus for the faculty, and the school-wide teaching initiatives.

1. The 2016 SBAC test administration used the feedback from students and teachers about the 2015 test administration to improve testing conditions.
 - a. With SPHS acquiring more electronic devices at the end of 2015, all 11th graders were tested at once versus testing smaller sub groups of 11th graders over several days for the same test.
 - b. In 2015, students were exhausted from taking both the Computer Adaptive test and Performance Task on the same day. In 2016, students took only one test per day in the morning after Breakfast in the Classroom.
 - c. In 2016, Positive Message posters (e.g. What you do matters and You can make the difference) and information about the relevance CSU's Early Assessment Program that is imbedded in the SBAC supported the students to take the tests more seriously.
 - d. Professional development also made a difference. The ELA and Mathematics teachers had a training about the structure of the SBAC tests (Claims – Targets – Standards, DOK, Structure of questions) and then the Building Educators Assessment Literacy (BEAL) training that looked in depth at Performance Tasks and practice scoring. The implementation of the Fall and Spring Interim Assessment Blocks to 9th, 10th, and 11th for ELA and Mathematics classes further exposed the teachers and students to the SBAC platform.
2. School-wide initiatives also contributed to the scores improvement. Although SPHS was on the forefront of training teachers about the Common Core State Standards (CCSS), the District

provided the school with CCSS textbooks in the Fall semester of 2015. This helped unify subject-matter teachers. SPHS has also focused on Writing Across the Curriculum. In the end of professional development cycle reflection last November, teachers reported that more reading and writing were happening in classrooms. Continued professional development using the inquiry cycle and Close Reading training is expected to help the teachers continue to give students the skills to be successful for this year’s SBAC tests.

English Learners

On the recently released School Report Card for 2015-2016, the data shows a decrease of percentages from 3 years ago to 2 years ago but an increase of those percentages to last year. From 2013-2014 to 2014-2015, there was a decrease in all the percentages. (Note the decrease in “ELs who have not yet reclassified (LTELs)” is good.) Then there was an increase in percentages from 2014-2015 to 2015-2016. These increases can be attributed to all the extra programs and attention given to ELs last year to present. For instance, Advanced EL classes have been consolidated, more preparation is given to the students before taking the CELDT, and tutoring specifically for ELs is available. The ELA teachers are also targeting reading skills for all students with the programs “Read 180” and “Accelerated Reader.”

English learners who...	2013-14*	2014-15	2015-16	LAUSD Average
...are making progress on the CELDT	50%	40%	44%	34%
...have not yet reclassified in 5 years (LTELS)	72%	68%	59%	59%
...have reclassified as RFEP	No data	15%	14%	12%
...score Early Advanced or Advanced on CELDT	31%	27%	30%	22%

...pass ELA with 'C' or better	63%	53%	65%	54%
...score at Basic or higher on the SRI	8%	18%	19%	15%

* Data taken from the 2014-2015 School Report Card

Another viewpoint is to look at three years of CELDT data for a cohort of students. The CELDT data below has been rearranged so that one can see the progress of a class of students. The first table starts with the 9th grade CELDT data and follows up with the 10th grade CELDT data from 2014-15 and then the 11th grade data from 2015-16. Similarly, the second table starts with the 10th grade CELDT data and ends with the 12th grade CELDT data. This display of data is meant to show the progression of a group of students through the last three school years.

	2013-2104	2014-2015	2015-2016
Level	9 th Grade	10 th Grade	11 th Grade
Advanced	6 (8%)	4 (9%)	6 (15%)
Early Advanced	15 (19%)	7 (15%)	15 (38%)
Intermediate	28 (35%)	15 (32%)	5 (13%)
Early Intermediate	10 (13%)	7 (15%)	3 (8%)
Beginning	21 (26%)	14 (30%)	10 (26%)
Total Number	80	47	39

	2013-2104	2014-2015	2015-2016
Level	10 th Grade	11 th Grade	12 th Grade
Advanced	6 (11%)	1 (4%)	2 (10%)
Early Advanced	13 (25%)	8 (29%)	4 (20%)
Intermediate	20 (38%)	10 (36%)	6 (30%)
Early Intermediate	0	3 (11%)	2 (10%)
Beginning	14 (26%)	6 (21%)	6 (30%)
Total Number	53	28	20

Some observations from these tables is that

1. The total number of students in each cohort of students decreases as the students progress to the next grade.
2. In general, it would appear that students are moving up in levels as the Intermediate, Early Intermediate, and Beginning percentages are decreasing.

The SBAC ELA scores for ELs also give some insight into how well our EL population is doing. The majority of 11th grade ELs in both 2015 (93%) and 2016 (94%) are in the Nearly-Met and Not-Met groups. Dismal as these percentages seem, there is improvement

: notice the increase in the Nearly Met group in 2016 and a decrease of the Not Met group in 2016 as well as the increase of 5% in the Met group in 2016.

Standard Exceeded '15	Standard Exceeded '16	Change	Standard Met '15	Standard Met '16	Change	Standard Nearly Met '15	Standard Nearly Met '16	Change	Standard Not Met '15	Standard Not Met '16	Change

7	0	-7	0	5	+5	20	26	+6	73	68	-5
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The interventions mentioned above have shown and will continue to better meet the needs of the EL students resulting in more EL students possessing the skills to score at higher levels.

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

Connecting all state, district, school initiatives and plans at SPHS can be likened to being air traffic controllers: it takes planning, communication, community, and focus to make it happen. There's been a lot of new initiatives these past three years: new standards; new testing; new programs; and new technologies.

Over the last four years, new standards have been created and rolled out for mathematics and ELA (Common Core State Standards), for science (Next Generation Science Standards), and for English Learners (LAUSD's English Language Learners Master Plan (2012) and the CA English Development Standards). The emphasis is now on more writing, more reading, and deeper thinking for students. Professional development for teachers has not only focused on familiarizing oneself with the new standards but also understanding how these new standards connect a common thread of reading and writing between all subjects. In addition to understanding what subject topics are being emphasized, it is important to understand how to infuse these topics with opportunities for more writing, reading, and deeper thinking. Writing across the curriculum, close reading, and Depth of

Knowledge trainings have provided the faculty with strategies to develop more purposeful lessons that challenge and engage the students in their learning while better preparing them for SBAC.

Gone are the days of CST multiple-choice questions with one answer. The new tests, the Interim Assessments on the SBAC platform, the SBAC Summative tests, and the newly piloted California Science Test (CAST) prompt the students to demonstrate their knowledge by explaining their reasoning, justifying their answers, and synthesizing given information from varying sources. The faculty has been trained on this new format and how it differs both cognitively and structurally from the CST. ELA and Mathematics teachers have had trainings that go deeper into the components of the test; understanding how the Claims and Targets of the test relate to the CCSS standards and the expectations and scoring of the Performance Tasks. All of the faculty has been trained on Depth of Knowledge (DOK): what are the four levels and how to ask tiered DOK questions utilizing different stem prompts.

The medium on which these new tests are administered has been a major challenge to implement. The days of paper and pencil tests are rapidly fading into the past; everything is on a computer or an electronic device such as an iPad or Chromebook. With more technology available (the school has bought 8 iPad carts and chrome book carts in the last two years) teachers are starting to feel more accustomed to using technology not only to test, but also to enhance the interactivity of their lesson plans.

There were several professional development trainings for faculty on the rolling out of LAUSD's English Language Learners Master Plan and the new California English Language Development Standards.

SPHS has taken steps to get the message across to students and parents that SPHS students are college bound. There are parent meetings during Back to School Night and Open House to describe

the AP Courses and inform parents of the importance of the PSAT test all 10th grade students. Other evening meetings hosted by our College Center inform parents about financial aid (FAFSA) and other relevant information. College Advisory homerooms have been created during the school year for students to explore college options. In these homerooms, there are grade level activities that are teacher directed and use technology and cooperative learning groups to have students consider their college options. For example, 11th graders explored two-year versus four-year colleges, fast facts about community colleges, and received a college-planning guide for juniors during their homeroom time. The College Center on (both) campuses helps the students navigate getting into college by having Tier One Tutors SAT prep courses, "College Apply Day" sessions, SAT prep sessions, and supporting students writing their personal essays on the applications. A USC/Southern California College Advisory Corp. advisor is now available to support SPHS for additional information and resources. SPHS College center works hand in hand with Boys & Girls Club's College Bound program. Their advisors are in the college center four days a week meeting students' needs. SPHS has also partnered with Marymount College to offer college credit for AP courses taken at SPHS and Harbor College that offers one college class after school on the SPHS campus. The other SLC Houses also participate in promoting a college going mentality. For instance, The Global SLC has Student-to-Student (S2S) mentoring programs and the SAS House offers SAT prep work. In fact, some SAS teachers are having their PLC work focus on developing more SAT prep lesson plans.

This past summer some SPHS teachers took National Math and Science Initiative (NMSI) courses in mathematics, ELA, and science. This enabled SPHS to hold NMSI Saturday sessions that gave students an introduction to professionals in high-tech fields and offered advanced learning opportunities. SPHS is the only school in the South Bay area chosen to participate in the NMSI program. Northrop Grumman Corp. and the Department of Defense sponsored the program by not only funding it but also by providing speakers to attend events and field trips for the students. The implementation of the NMSI program complements the many AP courses offered by SPHS and

connects academic work with real-world application. The LAUSD Daily, a daily email that showcases great events in LAUSD, featured SPHS NMSI program in the Fall of 2016.

Another professional development for the faculty to increase student achievement through engagement was centered on Kagan Strategies. Kagan Strategies give teachers the tools to create structured cooperative activities for increased student engagement and community building. As every teacher embeds these structures within their lessons, students see the continuity across classes and glean the benefits from the structures.

The faculty has also reviewed LAUSD grading practices standards, worked on aligning grading within a subject (PLC work and common assessments), and considered the detrimental effects of zeros on student grades. This past summer school, teachers were asked to undergo a 4-hour online professional development on alternative grading practices and students being given opportunities to showing mastery. The summer-school teachers then had to commit to trying any three ideas from this training. These teachers then brought their experiences and the implications of these practices to their departments and to ACC for consideration.

Goal #3 Equity and Access: Provide Social-Emotional, and Cultural-Climate to lowest underperforming subgroups.

Much work and professional development has and is being done to identify and support SPHS' lowest underperforming subgroups. ELA, Mathematics, and Resource teachers have attended professional development trainings for co-teaching and differentiated instruction. The first couple of Reed professional development trainings focused on understanding the circumstances and challenges that high-need students (e.g. homeless, foster care, probation) face and how the teacher and school can help them. The remainder of the Reed professional development trainings demonstrated how teachers could infuse the Habits of Mind into their lesson plans to motivate and nurture resilience in all students. SPHS continues to use Title I funds to fund the PSA counselor.

Reed money has funded the Intervention counselor, two part-time school psychologists, and both Special Education Coordinators. The work these counselors do is invaluable. They have helped to identify, advocate for and meet the needs of SPHS lower performing subgroups. They have been able to integrate these high-need students into programs that not only support them but also help them progress towards graduation. With the induction of two A-G Counselors at the start of this school year, the counseling staff has been able to identify and focus on students with 3 or more fails in their A – G. All of the counselors have worked to support the different populations of struggling students helping them to get back on track to graduate instead of dropping out or falling through the cracks. Along with the teaching in the classroom, the counselors and services they provide has increased and enhanced equity and access to all students.

Restorative Justice is the new approach to student discipline. The idea of restorative Justice was introduced last year and is being implemented this year. The central idea of Restorative Justice is to create a community in the school with the staff, faculty, and student body treating each other with respect and implementing clearly stated rules and guidelines. The three-tier pyramid of student compliance is another way to help meet the needs of students that exhibit disruptive behaviors. The first tier accounts for 85% of the students that have little or no problem complying with the rules; the next two tiers are the remaining 15% of students that need more attention and resources. This is another means to identify high-need students. Not all teachers have jumped on the initial “band wagon” when Restorative Justice rolled out, but more teachers have started to embrace Restorative Justice ideas when they understood that many of the Restorative Justice ideas are protocols that already implementing in their classroom. As the faculty and staff continue to develop and apply Restorative Justice techniques, SPHS will be better able to foster student growth academically, socially and emotionally.

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

Unifying the two campuses is still an issue that SPHS is finding to be a complex challenge to address. Although there are some stereotypes of each campus that continue to linger, some

inroads have been made to start diminishing these misconceptions among some of the stakeholders.

At the last WASC visitation, a portion of the PAL SLC students were assigned classes at the Olguin campus. Some of these PAL students and teachers expressed dissatisfaction with their experience: feeling disconnected from the rest of the PAL house and inconvenienced by having to commute between campuses. Taking this feedback into account, ACC discussed other ideas to resolve some of these issues. Those students who wanted to remain on the Olguin campus were provided the opportunity to enter their names into a lottery to fill open spots. This accommodation allowed some of those students that weren't in the Magnets but wanted to be at the Olguin campus to remain there.

Other actions to unite the two campuses have been made through class offerings and the scheduling of classes, as well as the sharing of assemblies, staff meetings and staff-mixers on both campuses. The offering of classes is such that there are a variety of AP classes and athletic programs available on both campuses. If a student must travel between campuses, school counselors accommodate this by scheduling two concurrent classes so that students can take the buses at nutrition and lunch to minimize the inconvenience of commuting to the other campus. Some students are able to avoid commuting by having a full odd or even day of classes scheduled at the Olguin campus and the other day (even or odd) at the Flagship campus. Assemblies, such as the African American Assembly and Respect-Peace-Tolerance Day, that traditionally were held at the Flagship campus now is concurrently held on the Olguin campus. In addition the band is making special trips to the Olguin campus for pep rallies. School clubs are open to both campuses and each SLC House has its own leadership team. Teachers' professional development is also alternated between being held at the Olguin campus and the Flagship campus to create more equity of movement while also encouraging staff to become more familiarized and feel a sense of shared ownership of both campuses.

To address the perception over academic equity a Magnet for gifted students will begin next fall at the Flagship campus. This is an addition to the successful SAS program for advanced studies. More students will now have the opportunity to fill their schedules with Advanced Placement and Honors courses on both campuses

At the end of this Fall semester, the WASC writing team asked teachers to have their students take survey about student opinion about the two campuses. This non-scientific survey gives a glimpse into what students may be thinking. Six hundred ninety-six students responded (28% of the student body); 89% were from the Flagship campus and 11% were from the Olguin campus. The majority of the students that responded (79%) did not attend classes at both campuses. 12% of students responding felt comfortable at both campuses; 4% felt comfortable at the Flagship campus; and 5% felt comfortable at the Olguin campus. 71% of responding students agreed or strongly agreed with the statement that they have friends on both campuses. 28% of responding students agreed or strongly agreed with the statement that both campuses offer the same opportunities. And 64% of responding students agreed or strongly agreed that they know where to go to get information about campus events and/or news, for both campuses.

V: Schoolwide Action Plan Refinements

- **Comment on the refinements made to the single schoolwide action plan since the last self-study visit to reflect school-wide progress and/or newly identified issues.**
- **Include a copy of the school's latest updated schoolwide action plan.**

The following refinements have been made on the single schoolwide action plan.

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

The Growth Target has been updated from “Meet the target of four-year graduation on the LAUSD Performance Framework of 68%” to “SPHS graduation rate had steady growth over the last 3 years. This data is trending up with a projection of 90% for the graduating cohort of 2017.” This refinement is important in that it aligns with LAUSD’s achievement goal of “100%” graduation for all. The rationale for this goal focuses on the achievement gap impacting subgroups that historically underperform. More specifically, there is a focus on ensuring that teacher expectations and student achievement are not discrepant and classroom instruction aligns with supporting all subgroups.

In terms of the specific action steps, SPHS will continue to professionally develop teacher capacities in the areas of educator development and support and components of the CORE Waiver expectations. SPHS will also continue to focus on strategic development in instruction and curriculum to support student achievement. A refinement in the action plan includes more writing across the curriculum and providing academic counseling and support to all students so that they receive information about their Individual Graduation Plan (IGP). At risk students receive this in-service at least twice to ensure that they are on track to graduate.

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

The Growth Target: has been updated from “Meet the target of four-year graduation on the LAUSD Performance Framework of 68%” to “Meet the target of four-year graduation on the LAUSD graduation criteria of grades C or higher in A-G courses.”

The Steps to Achieve Action overall remains the same with a refinement of balancing professional development with new initiatives, specifically Restorative Justice, incorporation of Next Generation Science Standards as part of the shift for Science, utilizing more student

reflection to inform learning, and utilizing and refining writing rubrics that meet the need of students towards a college and career readiness path.

Goal #3: Equity and Access: Provide Social-Emotional, and Cultural-Climate Support to lowest underperforming subgroups.

SPHS will continue to implement the previous school-wide action plan with the following refinements. As a form of multi-tiered support, the Student Support and Progress Team (SSPT) will be utilized in lieu of Student Success Team (SST), Language Appraisal Team (LAT) and Coordination of Service Team (COST) to provide support. This team is comprised of various out of classroom support personnel, teachers, parent and student and is tasked with co-creating an action plan to support various student needs towards achievement. Ensure more access for credit recovery classes to at risk students (Edgenuity). SPHS will also be working on building multi-tiered systems for school-wide positive behavior and intervention and support along with restorative practices, which incorporate socio-emotional learning.

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

The Growth Target was refined from “Increase the number of activities and events that include students from both campuses. An integration of all academic, social-emotional and cultural events to strengthen the cohesiveness of the student populations of both campuses into one student body” to “*Build a ‘One School’ culture with staff using structured processes that help develop collaborative groups and communities. Increase the number of positive experiences with activities and events that include students from both campuses. Improve communication and integrate all academic, social-emotional and cultural events to strengthen the cohesiveness of the student populations of both campuses into one student body.*”

A major refinement towards this goal is approaching the action steps with two stakeholder systems. One of the Action to be taken approaches the staff system where the focus is to “Build a ‘One School’ culture with staff using structured processes that help develop collaborative groups and communities.” The Academic Curriculum Council recently went through an Adaptive School training, which can provide a framework and tools for developing better collaborative groups. The staff is also in the process of implementing the District initiative of Restorative Justice where the framework is built on ensuring that the focus is building more interconnected communities by fostering deeper relationships. This helps towards the goal of “One School” because adults who are united impact learning environments for students in this very same light.

On the student system level, the Action was refined to “increase the number of *positive experiences* with activities and events that include students from both campuses to build

identity of ‘One school, two campuses.’” With this refinement, SPHS is approaching the perception of “One School vs. Two Schools” by continue to solicit feedback from student focus groups to progress monitor and report where SPHS is relative to Goal 4. SPHS will consider as much as possible offering more course selections on both campuses. As much as possible, allow for both campuses to experience and have access to special events and activities. To ensure One School goal, both schools will receive the same message regarding calendared events through various channels of advertising (weekly bulletin, announcements, online calendar). Students from both campuses will provide welcome tours in both campuses. SPHS will also ensure that office staff members are aware of important activities and events to help create positive interactions with students towards a “One School” experience.