



PACIFIC HIGH SCHOOL

**ACS WASC/CDE MID-CYCLE VISIT
SCHOOL PROGRESS REPORT**

**1020 PACIFIC STREET
SAN BERNARDINO, CA 92404**

OCTOBER 25-26, 2021

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

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I: Student/Community Profile Data

Pacific High School is one of seven comprehensive high schools in the San Bernardino City Unified School District (SBCUSD) in San Bernardino, California. Pacific High School is located south of Perris Hill Park in the northeastern section of the city. The 46-acre campus boasts a spectacular view of Perris Hill and the San Bernardino mountains. Pacific High School first opened in 1953 and was the second high school in the district. It closed thirty years later in 1983 due to decreasing enrollment and reopened in the fall of 1990.

Pacific has four administrators and 132 teachers and support staff who serve a culturally diverse population of approximately 1,224 students. The school is currently undergoing a huge [modernization and remodel](#), which consists of nearly every building on campus being significantly remodeled (down to studs) and or completely rebuilt. This project will continue for approximately 4 more years before completion.



PACIFIC HIGH SCHOOL NEW ADMINISTRATION



For the current school year, 100% of the student population qualify for the Free and Reduced Lunch program. Pacific participates in the Community Eligibility Program (CEP). CEP allows the nation's highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students. Students may also attend our after school program and receive an afternoon snack as well. We are currently transitioning from the snack program to the evening dinner program for students that participate in after school programming. Through the pandemic, Pacific High School continued to serve our students meals through the Grab "N" Go Meals

program. Students had breakfast, lunch, and dinner available for pick up every Monday, Wednesday, and Friday, even through school breaks, including summer vacation, which provided them enough food for every day of the week. In addition, twice-monthly community food distribution service hosted at Pacific provided families with nutritious groceries, including produce and milk. Now that we are back to in-person instruction, all students have access to hot breakfast and lunch during the day and our after-school program provides hot dinner service as well.

Staff Demographics and Information

The most recent data available on California Department of Education data sources for certificated and classified staff ethnicity and certificated years of experience is from the 2018-2019 school year. The SBCUSD Human Resources Department stated that this is the most recent reporting.

Certificated Staff by Ethnicity 2018-2019*

Name	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
Pacific High School	62	4.8%	0.0%	0.0%	1.6%	17.7%	0.0%	30.6%	0%	45.2%
San Bernardino City Unified School District	3,147	6.7%	0.4%	1.8%	1.1%	19.6%	0.3%	34.0%	0.1%	36.0%
San Bernardino County	22,513	5.5%	0.7%	2.7%	1.0%	22.3%	0.2%	60.0%	0.7%	6.8%
Statewide	364,759	4.3%	0.5%	5.7%	1.6%	21.5%	0.3%	60.5%	1.0%	4.6%

*Latest data available

Classified Staff FTE by Ethnicity

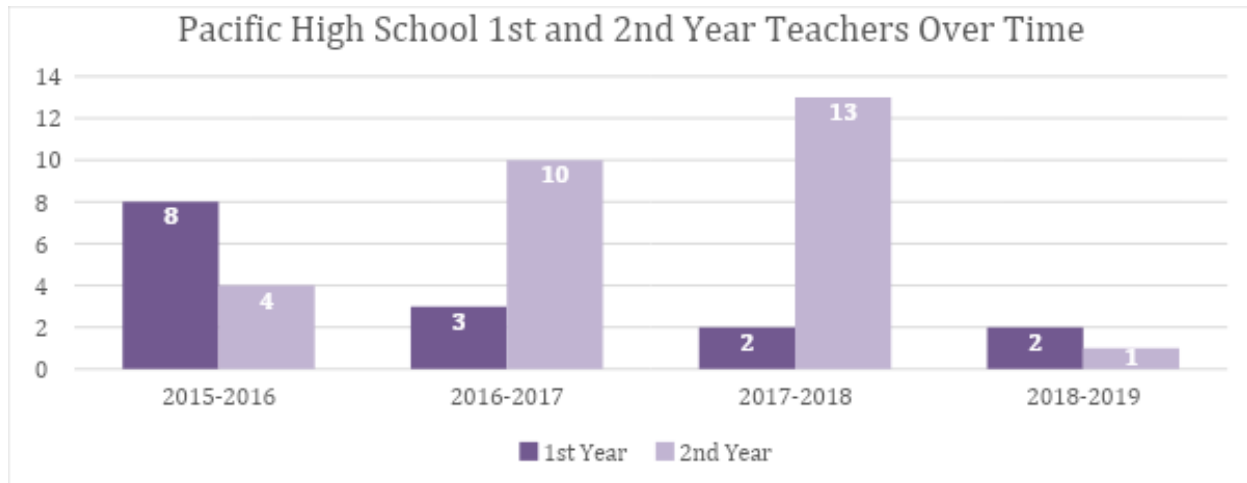
Name	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
Pacific High School	37.3	4.7%	0.0%	07.4%	0.0%	18.1%	0.0%	4.7%	65.1%	0.0%

2018-2019 Certificated Experience *

Pacific High School's certificated years of service and years in district is slightly below the District average. However, when looking at Pacific's data from previous years, our first and second-year teacher numbers have been significantly reduced, see bar graph. We attribute having fewer early career teachers to our own two-year onboarding program, which includes professional development, one-on-one coaching, and observation time. The Pacific High Onboarding program is in addition to the District Onboarding program, which also provides a first year teacher with coaching and professional development. In addition, the District Human Resources Department has made great strides in promoting district benefits and the positive culture, which has brought us high-quality candidates.

	Avg Years of Service	Avg Years in District	# First Year Staff	# Second Year Staff
Pacific High	11	10	2	1
District	14	12	52	240

*This is the most recent data available.



Family and community trends

San Bernardino has an estimated population of 215,784 with a median age of 31.1. Typical of many large cities in California, San Bernardino is composed of an ethnically diverse population. It is currently estimated that 30.4 percent of individuals below the age of 18 are living at or below the poverty level. The unemployment rate as of February 2021 was 13.1% indicating a significant increase from March 2017 when it was 6.6%. The unemployment rate in the city of San Bernardino is slightly higher than the county and state unemployment rates which were 9% as of February 2021. The elevated unemployment rate contributes to higher levels of poverty and students in need of assistance than similarly sized schools within San Bernardino County and the state of California.

The San Bernardino current median household income is \$33,445 in the area, compared to \$62,203 for all U.S. households. Median household income is projected to be \$35,991 in five years, compared to \$67,325 for all U.S. households. Fifty percent of our residents are homeowners, with the median home listing price at \$285,100. Housing costs accounted for an average of 23.8 percent of total household income for homeowners but an average of 39.6 percent of total household income for renters. The portion of income our families earn that is dedicated to housing costs also influences our student body and contributes to less disposable income available for students to participate in opportunities outside of school that contribute to their development.

The biggest factor impacting our community has been the coronavirus pandemic.

“It’s been more than 200 days since March 12, 2020, the last day our SBCUSD students were at school. As of October 12, [2020] San Bernardino City Unified students have been out of school for 214 days. Today, we begin a campaign aimed at informing our families, employees, and the community about all the groundbreaking work that has gone on behind the scenes in the 200 some days since the coronavirus pandemic forced the closure of our schools. Since that day seven months ago, hundreds of District employees, from custodians to police officers, have continued working on large-scale preparations to ensure our schools are clean and safe and ready to welcome students back for in-person instruction, whenever it is safe to do so. Improvements like hospital-grade HEPA filters in every classroom, hundreds of hand sanitizing stations, and new, state-of-the-art equipment will play a key role in helping us combat the spread of illness in our schools and offices. This essential work is a testament to the Board of Education’s vision and

unwavering commitment to providing a safe learning environment for all students and staff”.¹

In person instruction resumed on August 2, 2021, for the start of the 2021-2022 school year. Pacific High School welcomed back more than 1,200 students. Following [SBCUSD safety protocols](#), staff and administration opened the school following the most current safety guidelines recommended by the CDPH. Although classrooms generally look the same, we are still under some restrictions, which change along with changing conditions. For example, large gatherings, such as rallies and assemblies are not allowed at this time. Indoor sports spectators are restricted to family members living in the same household, and indoor sport athletes are required to wear masks.

Each school in the district also has a full-time COVID Liaison, who can provide rapid tests and supports with contact tracing. Our schoolwide rates of COVID-19 cases has been very low. The district publishes these rates on a [dashboard](#) that is updated daily.

Parent/community organizations

We welcome parents as partners in their children's education. There are many opportunities for parents to be involved on campus whether through attending meetings, volunteering, or monitoring their child's progress through the Aeries Parent Portal. The school community and parents are informed as to how they can participate in the school's governance and district LCAP through several methods such as Back to School Night, School Site Council (SSC), the Pacific African American Advisory Council (PAAAC), and English Learner Advisory Council (ELAC) monthly meetings, District LCAP review nights, townhall forums, up-to-date social media resources and postings, and the Family Engagement Center. Stakeholders are made aware of complaint policies and procedures, and the site safety plan during ELAC and SSC meetings at the site.

Pacific High School has three parent advisory groups - School Site Council (SSC), English Learners Advisory Council (ELAC), and Pacific African American Advisory Council (PAAAC). Monthly parent and stakeholder meetings of [SSC](#) and [ELAC](#) and PAAAC are scheduled and the yearly calendar of meetings is published and shared at the start of each new school year. Calendar dates of all meetings are available on the school website. All meetings are promoted on our social media sites, through our Parent Square app, and emailed to staff and stakeholders. We have also done significant work to make our website easier to navigate, although this is a never-ending work in progress.

The School Site Council (SSC) is a decision-making body that represents all stakeholders at Pacific High. The SSC comprises the school principal, vice principals, classified employees, teachers, parents and students. The primary responsibility of the SSC is to identify common goals and work in tandem with the leadership team to craft a plan to achieve the goals of student achievement for all students. The SSC meets on a monthly basis with a planned agenda to review achievement data, to plan and approve the year's expenditures, to deal with school community issues and to approve professional development expenditures and activities. There is a need to increase the involvement of parents on our campus and our Program Facilitator is working with parents from SSC to plan ways to bring more parents to the site.

The English Learner Advisory Committee (ELAC) advises school administration and the

¹ Ready SBCUSD [Website](#)

SSC on matters that pertain to English Learners. The ELAC is composed of the school principal, vice principals, teachers, parents and students. The parents of English Learners are informed about academic issues that pertain to their students as well as the educational system in the United States. Some topics of interest for ELAC parents are knowledge of college entrance requirements, financial aid, the school's AVID program, how to use the Aeries Parent Portal and other school-wide procedures.

The Pacific African American Advisory Council (PAAAC) meets monthly to review school programs, student outcome data and planned actions including reviewing the SPSA, with a purposeful eye towards equity for our African American students. PAAAC is open to all and is composed of administration, teachers, community partners, parents, and students. Our Black Student Union (BSU) sends student representatives to participate in PAAAC and collaboration between the two groups occurs to plan and execute quarter events. The mission of PAAAC is to have a safe open space for our school community, specifically our African American students, parents, families, and community members to focus on increasing outcomes for our African American students.

Community Foundation Programs

Pacific High provides resources to support student learning by collaborating with community agencies and local businesses. College access programs such as [Upward Bound](#) and the [Educational Talent Search](#) program are targeted to serve student populations that are underachieving. At Pacific High these programs provide services and support to students to bridge the gap in access to post-secondary educational opportunities.

Two **Educational Talent Search (ETS)** programs serve students at Pacific High School. One program is sponsored by the University of California, Riverside and the other is sponsored by California State University, San Bernardino. ETS seeks to help low-income high school students and potential first-generation college students pursue a higher education. ETS provides free programs and services designed to motivate, encourage and prepare students to graduate from high school and continue on to pursue their postsecondary education.

Upward Bound is a program sponsored by California State University, San Bernardino that is designed to help provide high school students with educational and personal support services. These interventions help to increase high school graduation rates and increase college enrollment. Upward Bound provides students with services such as academic tutoring, assistance in preparing for college entrance exams, assistance in completing college admissions applications and guidance in scholarships and financial aid.

San Bernardino Valley College partners with Pacific High School to provide students an opportunity to enroll in free college classes through the Valley Now! program. Beginning in Fall 2020, the classes have been taught online asynchronously. Students who take classes are able to earn high school credits and college credits and the courses are completely free. For Fall 2021, there are over 20 college classes that students can choose from and nearly 100 students enrolled in at least one class.

Young Visionaries is a community-based organization that provides our students with the opportunity to participate in their Employment Development program. In this two-month program, students learn how to create resumes and cover letters, how to fill out job applications, interviewing skills and how to talk to potential employers. Students participate in this program

3-4 days per week and they gain hands-on work experience by volunteering at a non-profit organization.

Young Women Empowerment (YWE) works with female students in grades 9 - 12 with a focus on African American students. In addition to their curriculum, YWE provides workshops, guest speakers, field trips, tutoring, mentoring, and an annual conference. Seniors also have the opportunity for a scholarship for YWE participants who exhibit exemplary progress and a determination to succeed. YWE serves to strengthen the character of young women of high school age in the San Bernardino City region of the Inland Empire in Southern California. The mission of the program is to empower these young women to achieve at their highest potential, particularly in education, and to instill in them a commitment to return to their community as leaders and mentors.

Community organizations provide scholarships to our graduating seniors who complete a senior portfolio and who participate in scholarship interviews. Participating organizations include: San Bernardino School Managers, Kiwanis Lyman and Elizabeth Rich, Nancy King Memorial, Edward Montana Memorial, Schools First Federal Credit Union, Rotary Club of San Bernardino and the San Bernardino Police Officers Association.

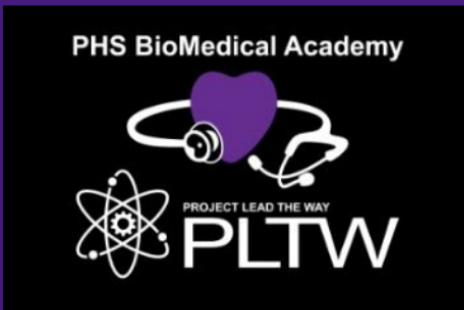
Pacific High students can participate in **Creative After School Programs for Success (CAPS)**. In person, the after-school CAPS program operates each school day from dismissal until 6:00 pm. CAPS provides a daily dinner meal, and students access tutoring and enrichment programs by attending this program. In distance learning CAPS provided extended learning time (including Saturday School) and virtual events such as movie nights. CAPS sessions begin at 2:35pm Monday-Friday with enrichment activities and homework assistance.

Special education students who are over the age of 17 have the opportunity to participate in the **Workability** program. The Workability program gives students exposure to a variety of job sites and helps to train students with job skills. Students receive a paycheck from the district for their participation in the program. Students enrolled in the special education program are also connected to local businesses to focus on vocational skills, engage in job tours, and receive community training. **Brewing Independence** is a vocational program for students with special needs and provides them with hands-on experience in the service/restaurant industry. This program teaches both work skills and money skills.

An on-site Probation Officer is assigned to Pacific through the **Probation Department**; the officer assists with prevention and intervention services for our students and families and works alongside school administration to help diminish truancy and delinquency by working with youth at risk, or any student in need of supports to be more productive in school. Services include meeting with parents, teachers, counselors, and administration to help connect students to both on-site and outside services for parents and students through the Youth Justice Center for Tier II and Tier III interventions. The Probation Department also offers many services to our students on-site, including 1:1 tutoring, drug and alcohol interventions, Girls Circle, Boys Council, fork lift training and certification, and other job preparation programs.

School/business relationships.

Pacific High provides resources to support student learning by collaborating with community agencies and local businesses. Pacific High School offers two [Gold Certified](#) Linked Learning Academies which were developed to implement college, career and technical approaches to learning. Our academies include cross-subject skill building (with an emphasis on our SLOs) with strong postsecondary pathways. You can read about our [Digital Design and Communication Academy](#) (DDC) and the Project-Lead-the-Way [BioMed Academy](#) on our website. Additionally, clicking the hyperlinks in the images below will take you to our [BioMed](#) and [DDC](#) program overviews.



PLTW Biomed Tiers

- Year 1: Principles of Biomedical Science Honors
- Year 2: Human Body Systems Honors
- Year 3: Medical Interventions Honors
- Year 4: Biomedical Innovations Honors



Linked Learning Alliance

Gold Certified



Academy Flier



Each Academy has an advisory board which consists of community, business, and industry partners. They evaluate and provide feedback and recommendations on the curriculum and labor market conditions to ensure that academies are preparing students to enter continued education and careers. The Board helps support student learning by providing guest speakers, job speakers, job fairs, field trips to local employers, and evaluation of projects and classroom presentations. The academies also work with business and community partners to provide project-based learning opportunities for students; our partners include: Thinkwise Credit Union, San Bernardino Valley College, San Bernardino Dept. of Behavioral Health and Garner Holt.

Working with our business and community partners, Pacific hosts an annual Career Day, organizes opportunities for student community service, and schedules guest speakers to come in to speak with our students. Our partners at Thinkwise Credit Union also provide a financial decision-making and literacy event called [Bite of Reality](#) for our students each year. It is a fun event, but student reflections after show that the experience leaves a lasting impression.

Enrollment & Demographics

Enrollment by Ethnicity

Enrollment by ethnicity is reported above in the table. Pacific's demographics are very similar to the district's, with the majority of our students being Hispanic or Latino. The next largest subgroup is our African American student population. Pacific has had declining enrollment since the opening of Indian Springs High School in 2012; however, between the full self-study and the current year our enrollment has stayed between approximately 1,100 and 1,200. Our Latino/Hispanic population has increased 1 -2% each year since 2018, while our African American population has decreased from 14.6% in 2018-2019 to 10.7% in 2021-2022.

	2021-2022		2020-2021		2019-2020		2018-2019	
Ethnicity	Enrollment	%	Enrollment	%	Enrollment	%	Enrollment	%
African American	131	10.7	148	12.5	138	12.7	177	14.6
American Indian or Alaska Native	5	0.4	8	0.7	7	0.6	3	0.2
Asian	13	1.1	11	0.9	10	0.9	9	0.7
Filipino	9	0.7	7	0.6	7	0.6	5	0.4
Hispanic or Latino	993	81.1	938	79.0	846	78.0	926	76.5
Pacific Islander	7	0.6	7	0.6	10	0.9	9	0.7
White	42	3.4	45	3.8	50	4.6	61	5.0
Two or More Races	17	1.4	16	1.3	8	0.7	16	1.3
Not Reported	7	0.6	8	0.7	8	0.7	4	0.3
Total	1,224		1,188		1,084		1,210	

Enrollment by Language Status

Enrollment by language status has stayed relatively stable since 2018 with a slight decline in total numbers of English Learners (nearly 4% decrease). As the English Only population has hovered between 45-47%, the change in the numbers of English Learners is likely due to reclassifications done prior to entering the high school or to reclassifications done at Pacific High. Additionally, the district helped us refine processes for reclassifying students with disabilities, which enabled us to reclassify students that may not have met the criteria due to their disability, which is why we have increased reclassifications over the last two years. There is still quite a bit of work to do with our Long Term English Learners (LTEL). As you can see the numbers of LTELs are quite high. Typically our LTELs are not able to be reclassified due to our district required Renaissance Learning STAR Reading test, which a score of “on watch” or higher is needed. The district is looking to replace this exam with the new NWEA assessment suite; however, as it is a new system, this change will probably not take place until next year.

Language Status	2021-2022	2020-2021	2019-2020	2018-2019
English Only	45.3%	47.1%	45.9%	46.6%
Initial Fluent English Proficient	2.3%	2.2%	1.9%	1.7%

English Learner	13.1%	14.9%	18.3%	17.0%
Reclassified	38.0%	35.6%	33.9%	34.4%
TBD	0.1%	0.2%	0.0%	0.3%

English Learner Growth	2018-2019	2019-2020	2020-2021
EL Reclassification Rate	2.4%	4.4%	5.6%
Number of LTEL Students	167	122	92
English Learner Progress Indicator	39.1	N/A	N/A

Enrollment by Student Group

Numbers of students across student subgroups has remained relatively stable with the exception of our foster youth population. There has been a significant increase in the numbers of foster youth at Pacific High School from a small handful of students to 41 in 2021-2022. A significant number of the foster youth are members of our [International Academy](#) a program for new to the country English Learners. Many of these students are unaccompanied minors and are living with foster families.



Photo from September 2018 ribbon cutting ceremony for the PHS International Academy

We have also had a slight decrease in the numbers of students with disabilities. This is due to the district opening up additional programs for students at other local high schools. For example, Pacific used to have the only Emotionally Disturbed program on the east side of the district; however, now the program is available at all comprehensive high schools. Additionally, our Moderate to Severe Special Day Class program also was much larger as we hosted students from two other high schools. Although we continue to have a higher-than-average number of students in the program, nearly all the students reside in our attendance boundaries. The latest

numbers of socioeconomically disadvantaged students were not available at the time this report was published. The income surveys are still being processed and collected. However, the percentage of students who qualify as socioeconomically disadvantaged has stayed stable for over a decade.

	2021-2022		2020-2021		2019-2020		2018-2019	
Student Group	#	%	#	%	#	%	#	%
English Learners	160	13.1%	177	14.9%	198	18.3%	206	17.0%
Foster Youth	41	3.3%	6	0.5%	1	0.1%	6	0.5%
Homeless Youth	135	11.1%	163	13.7%	150	13.8%	142	11.7%
Socioeconomically Disadvantaged	*	*	1,122	94.4%	1,002	92.4%	1,128	93.2%
Students with Disabilities	207	17.0%	216	18.2%	210	19.4%	241	19.9%

*not available at the time of this report

Stability/Mobility rates are measures created by SBCUSD to measure student movement in and out of schools in the District. The given rates summarize the number of students who are considered stable (enroll within the first two weeks of school and stay until the end of the school year) and the number of students with late enrollments and early exits from school. Rates are expressed as a percent of the CBEDS Enrollment. For the 2018-19 school year, 78.8% of the students (2,010) enrolled within the first two weeks of school and stayed enrolled until the end of the year (stability rate). There were 210 seats occupied by mobile students. There were 579 late arrivals and early exits from the school, which is 44.1% of the school enrollment. The 210 seats used by “mobile” students turned over 2.8 times. This high rate of mobility makes it difficult to provide a high-quality education and makes it difficult for students and teachers to maintain positive and meaningful relationships. Some of the mobility is due to students leaving for charter schools and then returning later in the year.

Pacific High School Stability and Mobility Report*							
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	*2018-2019
CBEDS Enrollment	1792	1588	1368	1350	1314	1237	1210
Stability Rate	78.9%	83.4%	83.8%	81.1%	84.0%	75.3%	78.8%
Mobility Rate	58.5%	44.6%	46.4%	45.4%	44.1%	55.2%	47.7%

*This is the most up-to-date information available

Student Outcome Data

The most recent California Dashboard was published in 2019. Due to the pandemic and the lack of SBA testing, the state has not produced a more recent Dashboard color diagram for schools. The two most recent Dashboard outcomes are available in full in the appendix.

2019 Dashboard Successes Summary



Graduation rate, College and Career Readiness (CCI) and English Language Arts (ELA) SBA scores all increased bringing us two green indicators and one yellow indicator in 2019, which represented a big improvement. In 2018, the ELA Dashboard color was Red and the CCI indicator was Orange, while graduation rate was a Yellow with a graduation rate of 87.2%.

2019 Dashboard Areas of Need Summary

Although we had improved suspension rates in 2018, bringing us a yellow indicator (no subgroup red), the following year, 2019, we saw an increase in suspensions for drug violations and fighting. In 2020, no dashboard indicators were posted due to school closures in March of 2020; however, we were on track for a significant decrease in suspensions. The full CA Dashboard reports for 2018 and 2019 are in the appendix.

All dashboard measures in 2019 for Students with Disabilities (SWD) were Red with the exception of ELA, which was orange. Because of this, Pacific was identified by the CDE as an

ATSI school for SWD—Additional Targeted Support and Improvement. As an ATSI school, we do not receive any additional funding; however, we are required to ensure that our School Plan for Student Achievement calls out specifically how we are addressing our SWD population.

2017 – 2019 SBA ELA and Mathematics Scores

Because full dashboard reports were not published for the last two school years, we have compiled the data that would have been presented with the exception of SBA, as it was not administered. Data are analyzed below for schoolwide outcomes as well as for our three focus groups—African American students, English Learner students, and Students with Disabilities.

ELA SBA – In 2018-19, our 11th grade students scored 39 points away from standard with a 18.6 point *increase*.

- African American students scored 63.8 points away from standard with a 55.7 point *increase*.
- Students with Disabilities scored 116.3 points away from standard with an 28.4 *increase*.
- English Learners scored 99.6 points away from standard with a 0.6 point decrease.

ELA/ Literacy SBA	2017-2018	2018-2019
	Difference from Standard	Difference from Standard
Overall	-57.7	-39.0
Hispanic	-49.5	-38.9
African American	-119.5	-63.8
White	*	-7.4
English Learner	-99.0	-99.6
Socio-economically Disadvantaged	-61.6	-42.2
Students with Disabilities	-144.8	-116.3
Foster Youth	*	*

Math SBA– In 2018-19, our 11th grade students scored 133 points away from standard with a 12.3 point *increase*.

- African American students scored 152.8 points away from standard with an 18.3 point *increase* in Math.
- Students with Disabilities scored 200.1 points away from standard with a 1.5 point decrease.
- English Learners scored 184.2 points away from standard with a 0.2 point decrease.

Mathematics SBA	2017-2018	2018-2019
	Difference from Standard	Difference from Standard

Overall	-145.4	-133.1
Hispanic	-143.0	-135.5
African American	-171.0	-152.8
White	*	-95.2
English Learner	-184.2	-184.0
Socio-economically Disadvantaged	-148.5	-137.8
Students with Disabilities	-198.6	-200.1
Foster Youth	*	*

Graduation Rates

Graduation Rate	Class of 2018	Class of 2019	Class of 2020
	% of Cohort	% of Cohort	% of Cohort
Overall	87.3	91.1	82.6
Hispanic	90.1	92.2	81.6
African American	80.0	82.6	87.5
White	78.9	*	83.3
English Learner	78.5	79.5	72.4
Socio-economically Disadvantaged	87.2	90.9	81.7
Special Education	66.7	64.5	53.7
Foster Youth	*	*	*

Prior to the pandemic we had increased graduation rates from 87.3% to 91.1% (inclusive of the 5-year recalculation). In the spring of 2019-2020, we lost track of some students during the closure. We continued working to find them during the summer, including the use of our community resources in doing home visits. District staff were not allowed to conduct home visits during the start of the pandemic. Some of the students we tracked down will graduate or have graduated and will count in the 5-year graduation re-calculation for 2020; however, some are now working and have declined returning to complete their diploma. Some surrounding districts reduced graduation requirements for the class of 2020 to the State graduation requirements. However, our district did not do this until the class of 2021.

Although rates have not yet been published for 2021, our internal calculations, including our

CALPADS dropout reports indicate that our graduation rate will likely be around 90% for 2021. We have also continued to try to find students from the class of 2021 to return as 5th year seniors. To date we have located 4 students (3 of whom are students with disabilities) to come back to school to complete their diploma.

Graduation rates for our three focus groups—African American students, English Learner students, and Students with Disabilities are as follows:

- 87.5% of our African American students graduated in 2020, which was 3.9 percentage points higher than our schoolwide rates and 4.9 percentage points higher than the 2019 graduation rates for our African American students. We attribute this to our mentoring and monitoring program focused on African American student achievement, which included a significant number of additional duty hours for school staff.
- 72.4% of our English Learners graduated in 2020, which was a 6.9 percentage point decrease from 2019. When analyzing the student records of those that did not graduate, we found that many of the students that did not graduate were from our newly immigrated group of students. We believe that many of these students were impacted even more significantly due to the early closures during the pandemic. Some students moved out of the area to double up with other family members. Some we believe moved out of the country, but we could not contact the student or family to confirm. We also have a significant mentoring and tutoring program for our English Learners. One group of staff focus on our long-term English Learners and another focuses on the needs of our newcomers as their needs are quite different.
- 53.7% of our students with disabilities graduated in 2020, which was a 10.8 percentage point decrease. Because we are a small school and have a large Moderate to Severe Special Day Class program, which is a Certificate of Completion program, not a diploma-track program, our graduation rates for students with disabilities are always impacted. Students in the Certificate of Completion program are working on basic skills, such as grooming and self-care. The goal for these students is to provide them support to build skills for them to be as independent as they can be based on their abilities. For an example of the impact of the Certificate of Completion program on our graduation rates, see the chart below. In 2020, only 31 of the 38 students were in a diploma-track program, which means that it is impossible to get a 100% graduation rate. The maximum possible was 83.7%. In 2018, 66.7% of our students with disabilities graduated. In the chart below you can see that was the maximum number possible to graduate, so it was actually a 100% graduation rate for our diploma-track students that year. Now that the district has opened Moderate to Severe Special Day Classes at all the comprehensive high schools, our ratio of diploma track versus certificate of completion students is much better.

	Class of 2018		Class of 2019		Class of 2020	
	#	% of SWD	#	% of SWD	#	% of SWD
Diploma Track SWD	12	66.7%	25	75.6%	36	83.7%
Certificate Track SWD	6	33.3%	8	24.4%	7	16.3%

Total Graduating Class SWD	18	33		43
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For the class of 2020 SWD non-graduates, we did significant work with students in the 2020-2021 school year to help these students graduate in a fifth year. Ten of the 36 students did not graduate on time to count as 2020 4-year graduates. Three graduated in 2021 with Pacific, three graduated with the alternative high school in 2020, one graduated in 2021, and three we could not find or refused to return (6.9% of the total SWD in the 2020 graduating class).

A-G Completion Rate

Although we have made great strides in graduation rates over the past ten years, we have struggled with A-G rates. The biggest reason for this is the high numbers of D's in core courses. All students at Pacific High School, with the exception of Special Day Class students, are placed in A-G course work starting in the ninth grade. Even our CTE Linked Learning courses are A-G approved electives. Our BioMed classes are approved lab science courses. At the conclusion of the 2021 school year, our district provided an "on-track" A-G calculation for our graduating senior class, which was estimated to be 33.2%. Although short of our goal of 40%, we would be happy with this step back in the right direction (where we were pre-pandemic). A-G rates for our three focus groups—African American students, English Learner students, and Students with Disabilities are as follows:

- 14.3% of our African American students graduated with A-G criteria met in 2020, which was an improvement over 2019 but still quite below our schoolwide rates.
- 14.3% of our English Learner students graduated with A-G criteria met in 2020, which was a decrease from 2019.
- 15.4% of our SWD graduated with A-G criteria met in 2020, which was a significant increase over 2018 and 2019. Although quite a bit below our schoolwide rates, this increase was due to our RSP teachers working diligently with their caseloads to maintain grades, to continue taking A-G courses (rather than diploma track credit recovery), and family outreach and communication.

A-G Completion Rate	Class of 2018	Class of 2019	Class of 2020
Overall	27.7	33.9	28.4
Hispanic	28.5	35.3	29.2
African American	20.0	5.3	14.3
White	26.7	*	35.7
English Learner	12.0	20.0	14.3
Socio-economically Disadvantaged	27.9	34.1	28.1

Students with Disabilities	5.1	0.0	15.4
Foster Youth	*	*	*

College Career Readiness Indicators (CCI)

We have made gains with our CCI outcomes over the past three years. 2021 data is not yet available; however, we do know that Pacific had the highest number of students that completed dual enrollment classes in the district among the comprehensive high schools (96 courses successfully completed in 2021). These completions will help increase our CCI rates, and we look forward to the final results. Our approach has been to start with A-G and CTE Pathway completions as a minimum expectation along with at least one dual enrollment course. Without the administration of the SBA tests, students were unable to be CCI prepared via the Military Leadership option, which our Cadet Corps program qualifies students for. Counselors have received extensive training and the team works together to make sure we make every effort that every student is on-track to be prepared under the CCI criteria.

In 2020, 32.2% of students were CCI Prepared, with 28% Approaching (total of 60.2%), which was a decrease from 2019 but continued to be an increase over 2018's 23.4%. Of our focus groups:

- 16.7% African American students were CCI prepared, with 58.3% Approaching (total of 75%), which is not only an increase over the rates of 2018 and 2019 but also an opportunity. With 58.3% approaching, it is a matter of one more additional indicator to help this student group potentially have more than the school average CCI Prepared.
- 15.7% of Students with Disabilities were Prepared, with 15.7% Approaching (31.4% total). This was an increase over 2018 and 2019.
- 19% of English Learners were Prepared, with 31% Approaching (50% total). This also was an increase over both 2018 and 2019.

CCI Level	All Ss	AA	Latx	WH	EL	SED	SWD	HL
2018 Prepared	23.40%	9.10%	24.60%	26.30%	6.30%	23.20%	0%	28.40%
<i>2018 Approaching</i>	<i>22.60%</i>	<i>15.90%</i>	<i>25.70%</i>	<i>15.80%</i>	<i>14.10%</i>	<i>22.80%</i>	<i>15.30%</i>	<i>17.30%</i>
2019 Prepared	35.00%	4.30%	37.90%	*	10.50%	34.70%	0%	31.10%
<i>2019 Approaching</i>	<i>27.60%</i>	<i>34.80%</i>	<i>27.60%</i>	*	<i>23.70%</i>	<i>27.60%</i>	<i>36.70%</i>	<i>18.00%</i>
2020 Prepared	32.20%	16.70%	31.20%	58.80%	19.00%	31.30%	15.70%	28.80%
<i>2020 Approaching</i>	<i>28.00%</i>	<i>58.30%</i>	<i>26.50%</i>	<i>5.90%</i>	<i>31.00%</i>	<i>28.60%</i>	<i>15.70%</i>	<i>24.70%</i>

Attendance

Attendance is a key focus area for Pacific High School and our district as a whole. During distance learning, attendance dropped off quite a bit. Some students completely disengaged the whole year and some students were not even in the area, which meant that they had inadequate access to technology despite being given hotspots and Chromebooks. Additionally, although we typically drop no-show students the first month of school, we kept them on our rosters nearly the whole year in the hopes of bringing the students back to school online. Once we dropped the true no-shows, our attendance rate went up to 95.9% during distance learning, but at that point in time it brought our average attendance down to the numbers you see on the chart below.

In 2019-2020, we were on track for attendance improvements for all subgroups except Foster Youth, which was only a small decline of .5%. Now that we are back in-person, we are back to our usual attendance procedures, including our attendance team that meets monthly. Our attendance rates thus far in the year are not at our typical rates. For example, we were barely at 90% the first month of school when typically it is the best attended month of the year. The reason for this is there is a group of students that have not yet shown up to school as the parent is fearful of sending the student due to the pandemic. While our district offers a virtual school option, they currently have a waiting list due to a lack of sufficient staff. We believe that once these students transfer from our rosters to the virtual school, our attendance rates should look more similar to the 2019-2020 rates, pre-pandemic.

Attendance Rate	2018-2019	2019-2020*	2020-2021
Overall	91.7	92.8	86.1
Hispanic	92.3	93.2	86.8
African American	89.4	90.8	79.8
White	88.5	91.3	86.1
English Learner	92.2	92.5	85.2
Socio-economically Disadvantaged	91.6	92.7	85.6
Students with Disabilities	88.3	90.2	83.9
Foster Youth	87.5	87.0	81.5

**Overall rate for 2019-2020 reported through March 13, 2020 due to COVID-19 schools closure*

We made a significant dent in our Chronic Absenteeism rates in 2019-2020 through the work of our attendance team supported by our district's Positive Youth Development Department. However, rates of chronic absenteeism increased significantly during distance learning.

Chronic Absenteeism Rate	2018-2019	2019-2020**	2020-2021
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Overall	30.5	25.4	35.4
Hispanic	27.4	23.4	33.6
African American	41.5	32.5	50.3
White	40.3	38.5	31.9
English Learner	28.4	25.5	36.0
Socio-economically Disadvantaged	30.6	25.7	36.5
Students with Disabilities	41.8	32.0	41.7
Foster Youth	47.1	*	50.0

Suspension Rates

When we shutdown in March of 2020, we were on-track to get a Green dashboard rating again for our improvements in suspension rates. In 2019-2020, we implemented a series of interventions focused on fighting and drug offenses as those were the main reasons we had an increase of suspensions in 2018-2019. We created a system of other means of correction for fights and a restorative justice conflict mediation protocol that reduced the number of repeat offenses and fights stemming from the original conflict. In addition, we deepened our SEL work in our advisory period and staff-wide professional development on the importance of relationship building with special focus on the advisory class as a kind of home period.

Chronic Absenteeism Rate	2017-2018	2018-2019	2019-2020	2020-2021
Overall	9.6	13.2	8.2	0.0
Hispanic	8.5	10.4	6.1	0.0
African American	15.2	27.4	16.7	0.0
White	4.7	9.9	13.8	0.0
English Learner	10.7	14.5	7.5	0.0
Socio-economically Disadvantaged	9.7	13.4	8.4	0.0
Students with Disabilities	12.2	22.8	12.6	0.0
Foster Youth	25.0	30.0	21.4	0.0

School Climate Survey – Panorama

Along with the reductions in suspension rates, the students also rated Sense of Safety, Knowledge and Fairness of Rules and Academic Climate increasing higher throughout our work on the Advisory period, SEL competencies, PBIS and restorative practices, and relationship building. Sense of Belonging increased slightly in 2021, but not significantly. We are working to increase Sense of Belonging through our Welcome Back to In-Person Learning plan that we developed in the spring of 2021. The plan includes increased activities, rewards, events, and a more robust after school program. In addition, we are revamping our Principal's Student Forum event that we host 6 times a year. In the past the forum was a voluntary after school event. Instead, we have now turned it into a class representative model that is held during Advisory 6 times a year. Each Advisory Class elects a representative. The representative then comes to the forum ready to be the voice of their classmates. We believe that through listen voice and agency, this will increase school climate outcomes.

Climate	All Students	AA	Latx	WH	EL	SED	SWD	HL
2018 Sense of Safety	64% 20-39 PR	64%	64%	61%	68%	64%	63%	61%
2019 Sense of Safety	69% 60-79 PR	66%	69%	64%	74%	69%	67%	66%
2020 Sense of Safety	67% 40-59 PR	62%	68%	59%	71%		63%	70%
2021 Sense of Safety	83% 80-99 PR	77%	84%	80%	79%	83%	75%	78%
2018 Know Rules / Fairness	56% 0-19 PR	51%	56%	61%	59%	57%	62%	51%
2019 Know Rules / Fairness	68% 0-19 PR	73%	68%	66%	67%	69%	70%	63%
2020 Know Rules / Fairness	71% 20-39 PR	73%	72%	73%	70%		70%	72%
2021 Know Rules / Fairness	82% 60-79 PR	78%	83%	81%	82%	82%	77%	81%
2018 Academic Climate	63% 0-19 PR	60%	64%	61%	66%	64%	71%	62%
2019 Academic Climate	68% 0-19 PR	70%	68%	63%	72%	69%	73%	70%
2020 Academic Climate	71% 20-39 PR	67%	72%	67%	72%		73%	77%
2021 Academic Climate	81% 60-79 PR	78%	81%	80%	88%	80%	81%	84%
2018 Sense of Belonging	43% 0-19 PR	40%	43%	54%	50%	44%	49%	41%
2019 Sense of Belonging	48% 0-19 PR	49%	48%	48%	54%	48%	60%	45%
2020 Sense of Belonging	46% 0-19 PR	50%	46%	48%	52%		56%	56%
2021 Sense of Belonging	49% 0-19 PR	46%	49%	52%	58%	49%	58%	54%

Identified Learner Needs Schoolwide

- Standards-based, high-quality first instruction alongside Tier I interventions in all courses
- Consistent daily practice of the Pacific High School 5 C's (SLOs) alongside [CASEL](#) SEL Competencies, which together are inclusive of the 6 C's of 21st Century Learning
- Reliable and consistent tier I interventions in the classroom and outside the school day (tutoring, Saturday School, Intersession)
- Tier II academic interventions for students that need additional instructional time or support
- Tier II behavioral interventions, including cognitive and social skills development
- Tier II physical and mental health interventions
- Credit recovery programs focusing on A-G coursework
- Frequent monitoring of grades to reduce the numbers of D's and F's across courses
- Recognitions and celebrations for attendance, behavior, academic achievement, and improvement (collective and individual)

Additional Identified Learner Needs Focus Student Groups

- African American Students
 - Additional more frequent progress monitoring and application of appropriate supports (tutoring, mentoring, counseling, peer support)
 - Relationship building between staff and students to increase Sense of Belonging
- English Learners
 - Additional more frequent progress monitoring and application of appropriate supports (tutoring, mentoring, counseling)
 - High-quality designated and integrated language development for English Learners
 - Support for Long Term English Learners to meet reclassification criteria (reading scores, ELA grades, ELPAC)
- Students with Disabilities
 - Additional more frequent progress monitoring and application of appropriate supports (tutoring, mentoring, counseling)
 - Strong scaffolding with standards-based, high-quality instruction alongside accommodations and modifications as appropriate

Establishing Pacific's Schoolwide Learning Outcomes – 5 C's

The 5 C's in their original form, were adopted by Pacific Staff in 2015. The 5 C's connected the 4 C's of 21st Century Learning (now 6 C's) with the Pacific stakeholder's commitment to

civics learning and community participation. In the 2018-19 school year, staff collaborated on a document describing how students demonstrate the 5 C's (our SLOs) in their content area and across grade-levels. The purpose of the document was to use this document in the Advisory Period for students to evaluate their progress throughout the year on mastering the 5 C's. This activity helped both students and staff connect their daily classroom practice to the 5 C's.

In the 2019-2020 school year, staff continued to collaborate on small revisions necessary for our Mission, Vision, and SLOs. Staff were surveyed and some of the language was updated to include clarity on community participation by students. The agreed upon Mission, Vision and SLOs are listed below. Each year the Mission, Vision, and SLOs are reviewed with the Leadership Team and the staff as a whole to recommit and verify that they are still valid, relevant, and worthwhile. In the 2020-2021 and 2021-2022 school years, we have integrated the SLOs into our weekly Monday Advisory classes. Students revisit the SLOs frequently and the SLOs are the foundation of the [Pirate Portfolio](#).

PACIFIC HIGH SCHOOL

MISSION

Pacific High School provides meaningful, relevant, and rigorous opportunities to ensure all students graduate with the experience necessary to make a positive contribution in a global society. All students will be prepared to successfully think, act, and communicate in college, career, and life.

VISION

Pacific High School is an exceptional school, committed to preparing all students to be socially responsible, lifelong learners who will thrive in college and careers.



Student Learning Outcomes (SLOs) The 5 Cs

Effective Communicators who:

- ⚓ Develop effective presentation and communication skills
- ⚓ Convey ideas through coherent and focused writing
- ⚓ Defend positions with evidence-based statements that are appropriate in personal and professional settings

Complex Thinkers who:

- ⚓ Apply knowledge, skills, and experience to solve problems relevant to academic content and a broad spectrum of careers
- ⚓ Synthesize information, make connections, and draw conclusions
- ⚓ Persevere in solving problems

Collaborative Workers who:

- ⚓ Value the individual contributions made by each team member and understand how to build consensus for decision-making
- ⚓ Use social awareness and interpersonal skills to establish and maintain positive relationships
- ⚓ Demonstrate integrity, respect, and ethical behavior

College and Career ready Students who:

- ⚓ Participate in a Linked Learning academy to develop career readiness skills
- ⚓ Set and pursue realistic and challenging educational goals for learning, growth, and success
- ⚓ Exhibit regular attendance, appropriate appearance, and goal-driven behavior

Community Participants who:

- ⚓ Make a positive contribution in the school and community
- ⚓ Respect and encourage the contributions of others in learning and social interactions
- ⚓ Value diversity and demonstrate empathy

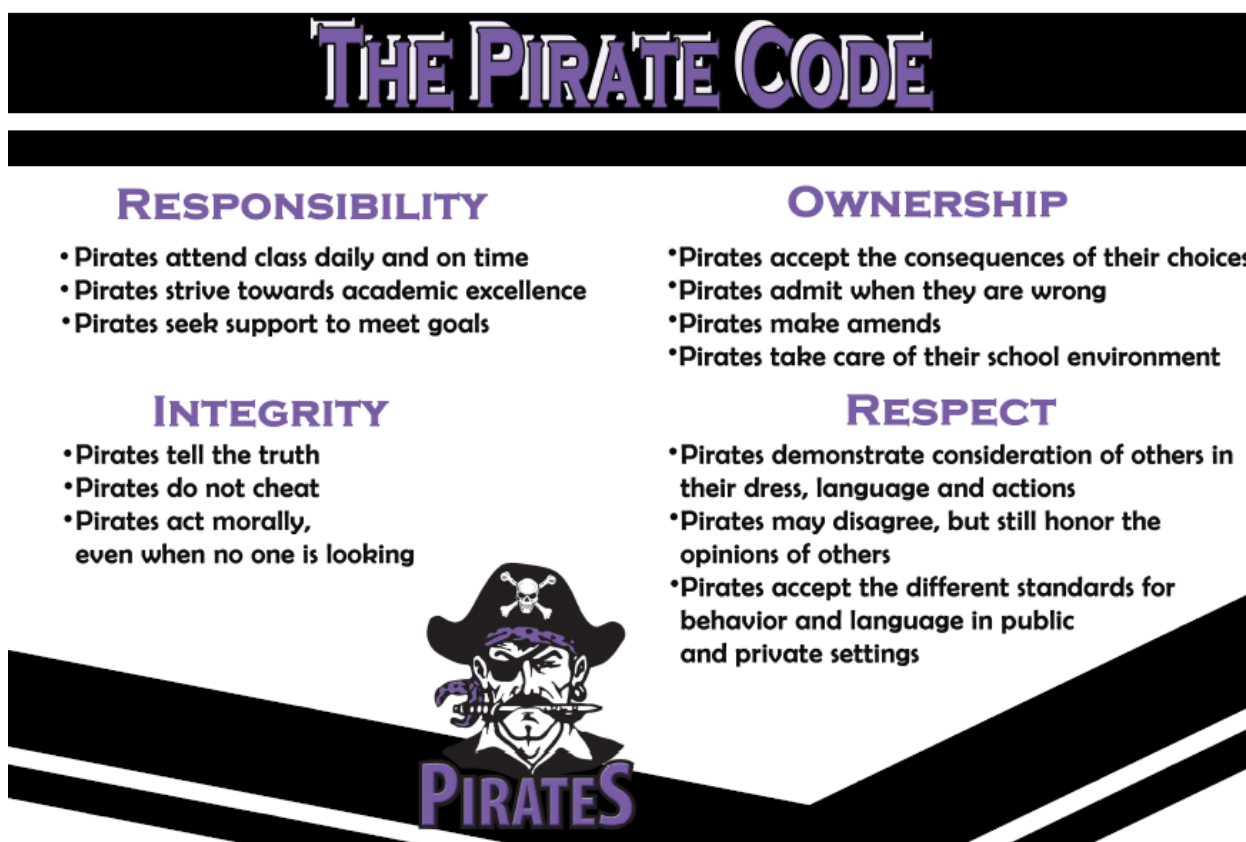


Schoolwide Positive Behavior Interventions and Supports (PBIS)

The Pirate Code

The **Pirate Code** is the code of conduct developed by staff and students in spring of 2017. The Pirate Code represents the universal school expectations (PBIS) for Pacific. The process began with a values activity with the certificated staff. We identified the top behavioral issues at the school and then identified the related value. The staff brainstormed values they felt were important for students and their future. Then students were given an opportunity for input on what the ideal and best high school would look like, sound like, and feel like. These responses (staff and students) were compiled and reviewed with a committee made up of approximately 30 students, teachers, administrators, and classified staff. A word frequency analysis (Wordle) was

created out of the student survey and analyzed next to the staff values activity to identify commonalities. A subcommittee met three times to create drafts of the Pirate Code. These drafts were shared with teachers, parents, and students for comment and review. The Pirate Code was adopted as the schoolwide expectations and code of conduct in May of 2017 for implementation in the 2017-18 school year. During the first week of each semester, schoolwide expectations lessons are delivered to students so that all are aware of the Pirate Code. Vice principals deliver expectations talks to each grade level annually where the Pirate Code is highlighted to students. Students are rewarded for following the Pirate Code through our Hero program (see below). Both the Pirate Code and the Hero program are discussed and reviewed with students, parents, and staff annually at various input events, such as Student Forum, School Site Council, and School Climate and Culture meetings.



The Hero Program

To help with our behavior intervention plan, we reward students with *Hero* points for following our Pirate Code. [Hero](#) is an online point based incentive program that allows teachers to assign Hero Points for positive behaviors such as any of our four Pirate Code Pillars or being on time. Students can go to our virtual [Hero store](#) to turn in points for Pirate gear and swag.

Local Control Accountability Program (LCAP)

Local Control Accountability Program (LCAP) resources are allocated to sites on a per-pupil allocation, based on the following criteria: Consistent with the manner in which the district received LCFF supplemental and concentration funding, sites received a per pupil

allocation based on the unduplicated count of Foster Youth, English Learners, and Low-Income students. Based on analysis of District wide data, certain items in the LCAP are specific to additional student groups including African American, GATE, Hispanic/Latino, and Special Education.

Consistent with stakeholder transparency and budgetary alignment with the site-level needs assessment, student data, and identified academic priorities, the site LCAP plan (located in the SPSA) provides details as to the positions, programs, professional development, and parent engagement that support schoolwide and student group activities with the goal of making clear what the site is doing “specifically” for each student group above and beyond school wide activities and allocated cost for the school community. The site LCAP is developed collaboratively through the School Site Council (SSC) and is also reviewed by the English Learners Advisory Council (ELAC).

The following LCAP goals have been adopted by SBCUSD. The district uses the Key Performance Indicators (KPI) to monitor LCAP progress (see below).

1. Graduate from high school with a focus on A-G
2. All English Learner students will become proficient
3. All students will be proficient or better in ELA/Math
4. All students will be taught by highly qualified teachers
5. Engage, educate, and involve parents as partners
6. Student environment is safe, drug free, and conducive to learning

Pacific is also a Title I schoolwide assistance school. The federal government disburses money to Pacific based on the number of low-income families served as determined by income surveys. These federal monies are used to supplement and improve our education programs to support students' mastery of standards. The Title I budget is developed during the development of the School Plan for Student Achievement (SPSA) in the spring of the year prior to implementation. The SPSA is developed collaboratively with SSC. The SSC has voting rights over the use of Title I funds. The SPSA is located in the appendix of this document. The SPSA is inclusive of both the LCAP plan and Title I plan both of which are aligned to our WASC Action Plan.

The Pacific High School LCAP plan is alignment with district LCAP goals and the following focus areas:

1. ELA
2. Mathematics
3. English Learners
4. African American Students
5. Attendance
6. Suspension
7. Parent-Family Engagement
8. Graduation Rate
9. College and Career Readiness

We have consolidated these focus areas into four main goals:

1. Ensure a safe, welcoming, and inviting learning environment that promotes

- rigorous learning.
2. Increase student achievement in ELA
3. Increase student Achievement in Mathematics
4. All students will graduate and be college and career ready.

District Key Performance Indicators

The SBCUSD Key Performance indicators have made a transition based on the new [Community Engagement Plan 2.0](#). In addition, the LCAP plan has been adjusted to reflect the connection to the new priority strategies in the plan. The District's most recent KPI report to the board is located below (spring, 2021).

Priority Key Performance Indicators			
PRIORITY KPI	2019-20 RESULTS	2020-21 GROWTH TARGETS	LONG RANGE GOALS
1. CAASPP – ELA, Math (2018-19)	 ELA – 40.42% (Up 0.32%)  Math – 27.29% (Up 1.05%)	ELA – 50.4% (+10%) Math – 37.3% (+10%)	100% Higher than Comparable District, County or State Averages
2. Core Student Survey - School Connectedness	 Elementary – 70% (Up 2%)  Secondary – 55% (Up 1%)	Elementary – 74% (+4%) Secondary – 59% (+4%)	100%
3. Reclassification Rate (English Learners)	 22.6% (Up 4.9%)	28.3% (+5.7%)	All ELs eventually reclassified
4. English Learner Indicator (2018-19)	42%	TBD	All ELs proficient in ELA and Math
5. Graduation Rate	 86.8% (down 3.6%)	91.8% (+5%)	100%
6. Dropout Rate	6.0% (same as 2018-19)	3.0% (-3%)	0%
7. A-G Requirements Met	 38.4% (Up 1.6%)	48.4% (+10%)	100%
8. Attendance	 94.3% (Up 0.2%)	96.3% (+2%)	97% or higher
9. Suspension Rate	 3.7% (Down 1.8%)	1.7% (-2%)	3% or less Lower than Comparable County, State Averages
10. Citations	 151 (Down 5)	148 (-.3%)	0 1

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II: Significant Changes and Developments

School Closures/Distance Learning

Following a decision by the San Bernardino City Unified School District (SBCUSD) Board of Education all SBCUSD schools were closed on March 16, 2020, in response to COVID-19 concerns. Schools remained closed for in person instruction during the entire 2020-2021 school year and students and staff participated in distance learning. PHS staff created a distance learning bell schedule with each period meeting twice per week. Teachers used Google Classroom as their learning program and held live instruction meetings with students via Google Meets and/or Zoom. Communication methods between staff, students and parents included Aeries, email, Remind, Google Voice, school website and social media. Subscriptions were purchased for teachers so that they could use online programs to facilitate their instruction including Nearpod, Kami, PearDeck, Vocabulary.com, Newsela, Screencastify, EdPuzzle, and Common Curriculum. Trainings and coaching were provided for all programs. Now that we are back to in-person instruction we've begun evaluating the need for all subscriptions and the effectiveness of the program for in-person learning. For example, Pacific had purchased Nearpod and then the district purchased PearDeck for the whole district a couple of months later. Since the programs are similar, we did not renew our contract for Nearpod this year.

Stable Administrative Team

Since the March 2019 WASC Self-Study visit, the PHS Admin team has remained the same, which has helped the school maintain a consistency and momentum towards implementing our plans. This is the first entire administrative team that has remained through an entire accreditation cycle in decades. We are optimistic about the continued implementation of our plans despite the setbacks during the pandemic.

Linked Learning Program Development

Progress toward Linked Learning in education is a factor that is significantly impacting the evolution of our site as we work toward engaging all students in rigorous learning experiences. The school is in development of our [Pirate Portfolios](https://sites.google.com/sbcusd.k12.ca.us/pirate-portfolio21) which showcase pathway outcomes and our SLOs. Students may work on portfolios at multiple checkpoints throughout their four year experience in pathways, advisory, with counselors, or other student supports. See our digital portfolios at <https://sites.google.com/sbcusd.k12.ca.us/pirate-portfolio21>.



Pirate portfolios will help reduce the achievement gap among major subgroups (SPED, African-American, EL and Foster Youth) by providing clear expectations, resources, and multiple student supports. Pirate Portfolios also support student monitoring of A-G status, graduation requirements, and ongoing assessments based on students needs such as ELL portfolio. The PLTW Biomed Pathway also has rewritten all its curriculum to be recognized as

A-G Honors eligible which significantly helps students reduce the achievement gap in all subgroups.

The Linked Learning Pathways have also increased the number of interdisciplinary projects students participate in 2020-2021. Teachers collaborated on two main lesson Interdisciplinary Projects: Civil Rights through Music and Financial Literacy. Students school wide were

introduced to the main concept through their advisory classes and teachers held extension lessons to engage students in rigorous learning experiences in multiple content areas. Access resources of our [interdisciplinary projects here.](#)



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Pacific High School Academies

Pacific High in San Bernardino is one of five schools statewide to earn gold certification

By Education - June 25, 2021



As of the 2018-2019 school year, Pacific High school has made tremendous gains in our Linked Learning Pathways program. Using the Linked Learning Alliance tool to evaluate our progress, the PLTW Biomedical Academy has received the Linked Learning Gold Pathway status by demonstrating the core components of a Linked Learning Pathway and using basic data to inform program design and improving student outcomes. This Linked Learning Gold certification process assists teachers in monitoring student progress and data to help reduce the achievement gaps of subgroups. In the 2020-2021 school year, our Digital Design and Communications (DDC) Academy also received Gold Certification from the Linked Learning Alliance. Every two years academy programs apply or reapply for Gold status which provides an ongoing monitoring system for our pathway students and program improvement.

We continue to partner with San Bernardino Valley College to enroll students in their Heavy Diesel Certification program, which provides students with career skills and access to living wage jobs right out of high school, as well as, articulations to related post-secondary studies, including electrical engineering. Our own [Transportation and Advanced Technology Center](#) is currently under construction. The building was originally planned to open in the fall of 2021; however, due to the pandemic and supply chain issues for materials, the project was delayed. Once completed (now scheduled for fall 2023), the CTE Diesel Technologies program will be the first of its kind in a California high school and one of only a handful of in the nation.

Civics Award/Volunteer Opportunities

Students Stand Together has expanded greatly to include all grade levels serving five monthly food pantries, a quarterly medical clinic, elementary school mentoring,



partnerships with the cities of San Bernardino and Highland, attending character building events at The Museum of Tolerance, assisting in cleaning the Bolsa Chica Wetlands, and 18 city cleanup projects (most of which were initiated by our students), as well as establishing an online presence. In addition, a group of 30 juniors will be participating in the Chick-fil-A Leadership Academy and this is accomplished while maintaining the root idea of creating hope on our campus. The group was recognized with the Character Education Award from the local Rotary Clubs, and Pacific High School has Award of Distinction every year we have applied (2017, 2019, and 2020) for civic education due to its involvement in community service, student involvement in government and politics, and distributed student leadership opportunities.



Pictured to the left are the class of 2019 seniors and Principal Raymundo accepting the 2019 [Civic Learning Award](#).

Relevant News Articles:

- [Pacific High School Students Honored for Random Acts Service Project](#)
- [Pacific High Students in San Bernardino Model Responsibility by Volunteering](#)

Dual & Concurrent Enrollment

Pacific High School students have the opportunity to participate in taking San Bernardino Valley College concurrent enrollment college courses through the Valley Now! program. The courses and textbooks are free to students which removes financial barriers. Beginning in Fall 2020, all concurrent enrollment classes are offered to students in an online format which allows students to work on their college classes at the end of their high school day. For Fall 2021, students have the choice to enroll in twenty different courses including courses that have a career focus such as pharmacy technology and administration of justice and courses that meet general education requirements in arts, humanities and social sciences. For the past three semesters, at least sixty students have enrolled in college courses. In 2020-2021, 96 students completed dual enrollment courses successfully. Although Pacific is the smallest comprehensive high school, we had the highest number of students successfully complete college courses.

Curriculum Updates

For all core subject areas, departments follow the district's recommended Scope and Sequence. These documents are frequently updated and revisited by teachers. Additionally, the district provides an assessment calendar with required and recommended assessments.

Pre-AP Supplemental Curriculum

As part of our efforts to increase rigor in all classes and increase the numbers of students taking and succeeding in college coursework and Advanced Placement courses, in 2020-2021,

we began using the Pre-AP English 1 curriculum in our Honors English 1 as a pilot. The curriculum was recommended by the piloting teacher for continued use based on the quality of the curriculum and the success of the students using it, and in alignment with the goals of Pre-AP, we expanded to Pre-AP English 2 for Honors and use of Pre-AP curriculum in college preparatory English 1 and 2 in the 2021-2022 school year. All teachers have completed the online Foundations training. In the 2021-2022 school year, we began piloting use of Pre-AP Biology and Pre-AP Chemistry in conjunction with District curriculum. According to [College Board](#), “The primary objectives of the Pre-AP program are to: Offer *every student* access to a high-quality education that prepares them for success in high school and beyond. Provide educators with engaging, targeted course materials that help them ensure their students successfully master grade-level materials.” The curriculum is not intended to be used for honors courses alone.

Science Curriculum

Science completed a whole new adoption for Biology, Chemistry, Physics, and AP Physics in 2019. All science classes adopted digital online textbooks; Savvas for Biology and Chemistry, Discovery Education for Physics, and OpenStax for AP Physics. Students can access all textbook materials on their Chromebook or their personal cell phones. District curriculum guides have been appropriately adjusted to match the sequence of the adopted textbooks. Savvas also provided a complete set of lab materials for teachers and students to use for textbook activities.

AVID

AVID currently has nine sections: four freshmen sections, two sophomore sections, one junior section, and two senior sections. With the pandemic we lost all of our college-aged tutors. We are currently in the process of rehiring tutors and training all in the most current RIMS AVID Peer tutoring curriculum. Although this was a bit of a setback for our program, we persist in using the AVID Coaching and Certification Instrument (CCI), which is a rubric for successful schoolwide implementation of the AVID elective and schoolwide AVID instructional practices. Our AVID Site Team meets monthly to review our plan, progress, and next steps.

World Languages

World Languages completed a new textbook adoption for all levels, Spanish 1-5 both college prep and honors and Native Speakers 1, 2 college preparatory and honors. The textbooks were received and put in use in fall 2021. Students have access to the digital textbook online and may request a physical copy of the textbook. All teachers have been and are currently collaborating to achieve alignment both vertically and horizontally.

Physical Education

Pacific High School continues to use the California Framework for Physical Education Standards and over the course of this past year has been coordinating with the SBCUSD Secondary Education Department to review, revise, and implement common units. These common units are shared via a Google Classroom that all PE teachers in the district have access

to. Physical Education in the SBCUSD schools provides students with the fundamentals, knowledge and basic skills to maintain an active and healthy lifestyle for life. Students are provided with a balanced sequential program of age-appropriate activities such as: invasion games, target games, net and wall games, striking and fielding games, cooperative games, chasing and fleeing games, health and fitness activities and fundamental movement and skills. The physical education program provides individual and team activities, dance and rhythm, swimming, a positive environment conducive to learning, and games and exercises to build self-confidence.

CTE Curriculum Updates

In our career pathways, there have been several curriculum updates and changes made since 2018. For instance, we are working on creating two new pathways: Art Pathway and Hospitality Pathway. Both pathways are planning to roll out in the 2022-2023 school year. Curriculum is in development and will be submitted to UC doorways for A-G credit. The addition of these new CTE pathways will assist our school with increasing both the number of pathway completers and A-G eligible students.

While we are in development of new pathways, we have also paused or transitioned out some career pathways. Our Performance pathway has been restaffed with a non-CTE teacher for the time being and will transition this program back to a Fine Art elective instead of a Career Pathway. We will revisit the theatre program as a career pathway in the future if applicable CTE credentialing is available.

Our Animation Pathway has been paused while our Animation teacher is out on leave for the 2021-2022 school year. He is expected to return for the 2022-2023 school year and the pathway will resume when he returns. The Business and Adobe curriculum has not had any significant changes; however, all pathways support our dual enrollment program. We have seen our numbers enrolling in dual enrollment increase over the years. It has been helpful that we have been able to have pathway aligned courses offered. The Adobe 1A and Adobe 1B courses are vertically articulated with San Bernardino Valley College Art 148 Beginning Computer Graphic Design and Art 161 Digital Photography courses as well. The PLTW Biomedical Pathway has since become an Honors Pathway for all four years as of 2019. The pathway continues to be A-G compliant and has seen an increase in Dual Enrollment since the insertion of the Pharmacy Tech Partnership with San Bernardino Valley College. A new PLTW curriculum was adopted for the Year 1 course, Principles of Biomedical Sciences and was approved by the Bio Med Advisory Board in the 2019-2020 and the 2020-2021 years.

Edmentum Credit Recovery

Edmentum is a credit recovery online program that allows students to recover credits in courses that they have previously failed. This program replaced the two programs we used previously—Aplus and APEX. We used to use Aplus for non-A-G credit recovery and APEX for A-G credit recovery. With Edmentum, there is still an option for students to enroll in a non-A-G course; however, this option is limited only to seniors who without it likely would not graduate even with a summer extension. Access to non-A-G Edmentum courses is limited and must be approved by the principal.

When considering enrollment into credit recovery, our first option is to place the student

back in the original course either during the school year or during summer school. If there is no room in the course for repeat students, then Edmentum can be considered. Students taking Edmentum courses are enrolled in a non-graded, no credit course called Supervised Study during the day or during 8th period (after school) and can also complete the program at home. This program is currently for students in grades 10, 11, or 12. The access to Edmentum at the 10th and 11th grade is limited to A-G coursework.

Brain Fuse

All students in the district have access to a live tutoring service called Brain Fuse. Students log in to their account through their single-sign-on portal, which is the same way they access their textbooks. The service is available 24 hours a day and includes a paper submission and review service where students can submit a paper online and get feedback on their assignment within 24 hours.

Construction/Modernization

Pacific High School is currently undergoing several significant changes to our facilities at this and for the next several years. Our school and District applied for and received funding through a CTE Innovation Grant to implement a pathway focused on Transportation and Logistics. This significant grant will now provide for a 12,000 square foot facility to house students who will learn about heavy transportation (diesel) repair and diagnostics. This program will be of great benefit to the region as the Inland Empire is one of the main logistics hubs for the Western United States for its proximity to the ports in Los Angeles and Long Beach as well as interstate arteries for the nation. This building will be a signature building on our campus and will also be coupled with programs at our local community colleges allowing students to earn various certifications concurrently with their diplomas.

Pacific High School is the second oldest high school in the city, originally built in 1953. During its nearly 70 years of existence, it has been updated but has not undergone any major renovations. Our District's facilities department was able to develop a plan for our Board which garnered state funding along with local bond money to push forward with a design that would revitalize our campus. Approximately two-thirds of the campus is receiving a complete overhaul. All classroom spaces will be significantly modernized with new HVAC and state-of-the-art technology, as well as, up-to-code facilities, and new outdoor space conducive to student learning and social growth. A large portion of campus will see buildings replaced including a new administrative building, auditorium, and biotechnology building, with an operating school based community health clinic. These spaces will help to continue the growth of our existing pathways in Biomed as well as Digital Design by offering our students beautiful and ergonomic spaces to learn in addition to opportunities for real-world and work-based learning.

Advisory/SEL impact/student support

Advisory has supported students Social Emotional Learning during the pandemic and has increased the resources available to students. Newly adopted SEL curriculums from School



Connect are being used by teachers and counselors to provide additional support in meeting SEL competencies. Content is delivered during advisory periods, classroom presentations, and small group instruction. Students also have monthly/bi-monthly check in with their advisory teacher to monitor grades, attendance and goal setting. Students are provided a digital reflection form that they update and teachers monitor. [Student Reflection Form 2021-2022](#) [Student Reflection Form Spanish 2021-2022](#)

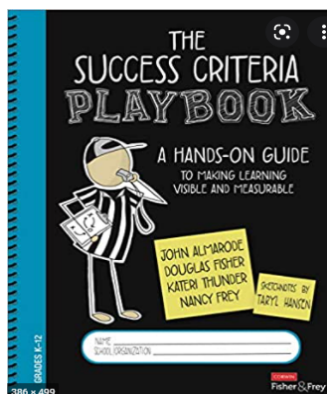
[Watch a board presentation video summary of the students' support - Click Here.](#)

Instructional Focus: Teacher Clarity/Success Scales PD

The main focus of our professional learning and practice is focused around [Teacher Clarity](#). Our goal is that teachers and students will be able to clearly articulate what students are learning, why they are learning it, and how students will demonstrate they have learned it. We started this journey with members of our Leadership Team in the 2018-2019 school year, as we read and practiced together using the book *The Teacher Clarity Playbook*. We built models of how to develop and use success criteria by modeling it in our own professional development and practice, for example through creation of our Success Scales for teacher implementation of our core instructional strategies (academic discourse and critical reading).



According to Corwin Publishers, “Teacher Clarity is a research-based process for narrowing and focusing activities, cutting away aspects of instruction that don’t help learning by identifying the most critical parts of instruction: learning intentions, success criteria, and learning progressions.” As our teachers continue to further develop teacher clarity processes they will reinforce the gradual release of responsibility of learning from the teacher to the student to ensure all are absolutely clear about what they need to learn, why they are learning it, and how to build ownership for learning. See our [Professional Learning Plan](#) located in the appendix for more information. This year we also included use of the book *The Success Criteria Playbook*,



which goes more in-depth on defining clearly what success looks like for students. The book is designed to be used during collaboration with colleagues. We are using the playbook as a frame for our Course-Alike Collaboration time as teachers work to horizontally articulate learning intentions and success criteria (and common assessments).

In addition to teacher clarity, we continue to have an expectation that academic discourse and critical reading strategies are used frequently schoolwide.

- Academic Discourse is about dialogue and engagement with learning. Teachers will be able to successfully utilize academic discourse strategies daily to engage all students in meaningful conversations that reinforce learning. All teachers will provide daily, purposeful opportunities for all students to engage in dialogue about content and practice academic vocabulary. Students will receive instruction and feedback on how to use

language to deepen learning, think critically, collaborate with others, and effectively communicate ideas. Academic Discourse is not merely an activity, such as presentations or Philosophical Chairs, it is a way of teaching where the teacher provides opportunities throughout lessons for students to talk about, distill, and practice their learning at all phases of learning, not just at application or practice. During distance learning, the practice of academic discourse became quite difficult. Many students did not participate vocally by unmuting. Sometimes this was due to embarrassment or anxiety about engaging in this way. Other times it was due to the noise-level in the student's environment. Many of our students had multiple siblings online at the same time in the same room. While we continued to work together to come up with ways to help students engage vocally during instruction, we definitely took a step back in academic discourse practices during distance learning. Now that students are back to in-person learning, we are doubling down on our focus on Academic Discourse.

- Critical (close) Reading Teachers will be able to utilize critical and/or close reading strategies with all reading assignments and teach students how and when to utilize the appropriate strategies on their own. Critical reading is an active way of reading. It is a deeper and more complex engagement with a text. Critical reading is a process of analyzing, interpreting and evaluating. Students Mark the Text and Write in the Margins using the six strategies (Visualizing, Summarizing, Clarifying, Connecting, Responding, Questioning) that help readers understand texts. While making connections, clarifying information or any of the other six strategies, readers mark text and annotate in the margins of the text or on sticky notes or in Cornell notes. Example Lesson at <http://bit.ly/CriticalReadingExample>

Grading Practices

Through our work with teacher clarity, conversations around grading began to gain clarity. As course-alike peers worked together developing common success criteria and learning intentions discussions around assessment and grading naturally became part of the conversation. This helped departments move toward common grading expectations and the development of common grading scales within departments.

Nearly all departments have adopted a four-point grading system based on the success criteria model and usually based upon a rubric. Department chairs are continuing the development of success criteria through common collaboration meetings in the 2021-2022 school year. Teachers and staff are using The Success Criteria Playbook to support their professional development during common collaboration time. Next steps are to continue to develop common assessments and projects using common grading practices. Current SBCUSD Board Policy and bargaining agreements do not allow the school to dictate a grading policy. More information on our grading practices work appear in the Findings section of this document as it was one of our critical areas for follow-up.

Instructional Rounds

[Instructional Rounds](#) as defined by Richard Elmore, “helps educators develop a shared understanding of what high-quality instruction looks like.” Instructional rounds are held regularly every year to support teachers developing a deeper understanding of our instructional focus area by observing fellow teachers. This practice has helped us define in concrete terms what Academic Discourse is and is not and what Teacher Clarity looks like in practice in the classroom. Trust is a big component of Instructional Rounds. We agree upon and revisit the norms for rounds each year before beginning. We maintain anonymity when recording notes during the rounds. However, feedback is available to teachers upon request. School professional development is guided by the instructional rounds results. In [2020-2021](#), teachers were able to observe teachers across the District in an online format on their conference periods. In 2021-2022, we are experiencing a severe substitute teacher shortage. Although we have pull-out days scheduled for instructional rounds, it is possible we may have to modify our original plans and utilizing conference periods again this year.

The Cove

The Cove is a program that oversees college interns and all Community Based Organizations (CBO's) at Pacific High School in providing support services to students. This helps us to focus the efforts of our many CBO's and align services. All students and staff can find information about any Community Based Organization that collaborates with our school in The Cove. The Cove is overseen by our paraprofessional staff member. The rest of The Cove staff are part-time interns. The majority of the support provided to students is through interns. College interns are hired to be Mentors or Tutors. Mentors focus on building relationships with students to increase attendance, improve classroom behavior, be aware of graduation status, and help with college/career planning. Tutors focus on core subjects such as math, science, and writing comprehension. Tutors are available for support in classrooms, at lunch, and after school. CBO's are non-profit organizations that provide after school activities, tutoring, social/emotional support, character development, and mentorship. The cove benefits students by eliminating physical, mental, and academic barriers. Students have access to basic school supplies, computers, and printers. Mentors have a caseload of 20 students and they monitor attendance and academic success with their mentees. Mentors also teach their students good study habits, organization skills, and how to utilize school resources. Tutors are positioned in core classes and are available for students during lunch and after school. The Cove tutors also monitor and maintain our digital tutoring center where all students have access to examples, notes, and videos for additional support in math, science, and writing.

Pirate Support Team

The Pirate Support Team is a group of non-classroom certificated staff (Counselors, Program Facilitator, Program Specialists) along with support from paraprofessional staff that meet each Monday morning while teachers are meeting for Course-Alike Collaboration. The team monitors student progress and each member is responsible for a specific group of students. During distance learning, we had a large team as many of our classified staff were unable to complete their usual work and had additional time to commit. That year our team members

focused on seniors, African American students, English Learners, students with disabilities, and homeless students. This year, our team is focusing on seniors and freshmen. We continue to also have staff dedicated to our focus groups – African American students, English Learners, and students with disabilities.

The International Academy

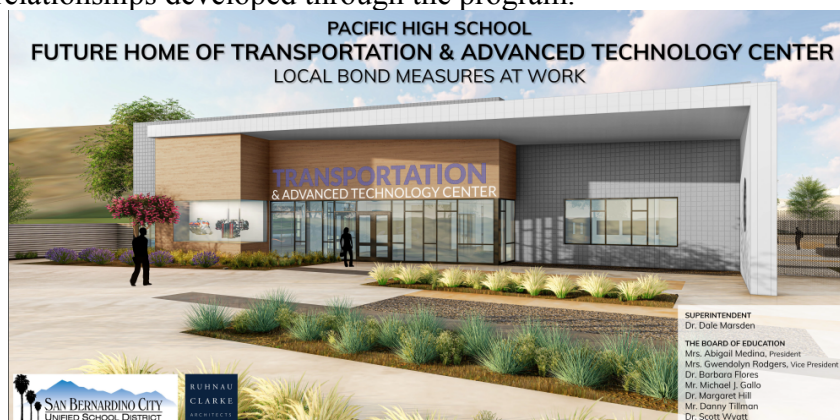
International Academy continues to serve newcomers in cohorts of 9/10th graders and 11/12th graders. Students are assigned the same counselor who best understands their needs and the resources available to their unique needs.

With close collaboration with the guidance counselor, we retain students and help them adjust to the American school system and requirements for graduation. They can achieve greater success in English and content subjects, earning a higher average GPA. We do this through SDAIE instruction, modifications, community cohorts and SEL instruction tailored to their unique circumstances. Our program includes not only ELD accommodations, but also best practices that address the unique needs and increase the success rate of the students in our program who are foster students, unaccompanied minors and asylum seekers. Students who speak Spanish receive support in their home language including an additional math and chemistry teacher hired who can work with them in Spanish for tutoring and Saturday school. Although 2020 Covid closures interrupted our data for students' graduation rates and GPA data, the program was already in place to provide a safety net to retain more students than we might have otherwise because of pre-existing relationships developed through the program.

New Pathways

We are also currently in planning stages to add three additional pathways for students in the following sectors: Transportation, Art, Media & Entertainment and Hospitality Tourism and Recreation. A new building for the Transportation and Advanced Technology program is currently under construction and should be ready for student/program

occupation by Fall of 2022. In the meantime, we are partnering with the Heavy Diesel Certification program and San Bernardino Valley College (SBVC) for students that are interested in the certification. Once our program is open on site, our courses will articulate with those at SBVC. In addition to earning the in-demand certification, students can then transition to advanced degree programs such as Electrical Engineering. Additionally, we are in early stages of adding a Food Services pathway. This program will connect to current vocational coursework in our Moderate to Severe SWD program, expand options for all students, and align with vocational programs at SBVC, including work transition programs. We currently have a program called Brewing Independence where our Moderate to Severe SWD operates a school-based business selling coffees and pastries to staff and sometimes District offices. Students obtain food handler's permits, learn how to make change, and how to run a small business. The Food Services pathway



will exponentially expand College and Career Readiness indicator rates for our Moderate to Severe students through dual enrollment. The District's Special Education Department is supporting and funding one of our teachers in obtaining her Restaurant and Hospitality CTE certification to prepare for this program. Our current Art for Entertainment course offered in the DDC Academy is expanding from its introductory level class to add on two more courses to develop the Art Pathway as a complement to our Digital Design & Communications Academy.

Technology

Another significant development is in the area of technology due to school closures. The implementation of our 1:1 Chromebook program helped easy access for students to transition to distance learning. Our site has made significant progress toward having technology available to not only our students, but students in the entire District by being a distribution center during school closures. All students were provided hotspots for free internet access and regular supports available for technology support.

All teachers use technology in their teaching utilizing Google Classroom as their main platform to implement instruction. Most teachers have utilized and mastered instruction tools and apps such as: Kahoot, Nearpod, vocabulary.com, Google Classroom and Drive, Remind, Aeries, Clever, Its Learning, Illuminate, Twitter, Instagram, Discovery Education, YouTube, MathXL, Desmos, EduGuide, and Hero. When it comes to the use of technology to support curriculum mastery and student exploration of curricula, Pacific has continued to evolve and adapt. The library has a new digital platform, Sora, that gives all stakeholders access to ebooks and audiobooks for recreational and curricular reading. In addition, textbook access is available online to all students via a single sign-on option through their district login.

III: Engagement of Stakeholders in Ongoing School Improvement

Following the 2019 WASC visit, the implementation and monitoring of the school wide action plan shifted from the WASC focus group leaders to site administration and the Leadership Team which consists of department chairs and other key support staff. Under the leadership of the WASC Committee and principal, brainstorming and changes to the action plan take place throughout the year. Stakeholders consisting of certificated and classified staff, parents and students are invited to review student achievement data to identify instructional needs and allocate resources accordingly. This review happens frequently during different meetings and events throughout the year. All certificated staff members are expected to attend at least one of the meetings listed below as part of their contractual obligation to attend one after school meeting a month. Leadership Team members are expected to attend Leadership Team meetings and one additional meeting. Opportunities to frequently review, comment, and provide feedback on the action plan, SPSA, and outcome data are:

- School Site Council, English Learners Advisory Council, and Pacific African American Advisory Council
- Student Forum
- Pacific Leadership Team and subcommittees:
 - School Climate and Culture Team
 - AVID Site Team
 - Inclusivity Team
- District Educational Services and Categorical Programs Review

Each year, usually in early spring, the Leadership Team goes through the Action Plan and notes progress, next steps, and need for updates or revisions in the plan. This is then aligned with the work of the SPSA updates in March and April, followed by the development our Professional Learning Plan in May and June. In preparation for this Mid-Term Report, all staff members reviewed Pacific's progress on the critical areas for follow up from the last WASC visit. Staff members identified ways that Pacific has addressed the critical areas for follow up and cited evidence that supports the work that has been done. The report was prepared during the spring and fall of 2021 through the various committees and teams listed above, as well as, during department collaboration time. Input and feedback from all stakeholders including staff, parents and students was solicited throughout this process. Furthermore, all teachers have the opportunity to provide critical feedback to site leadership, through their department chair and frequent use of anonymous surveys, giving everyone on campus a voice in instructional decisions and school culture decisions.

IV: Progress on the Implementation of the Schoolwide Action Plan/SPSA

In 2018-2019, Pacific High School identified the following areas of schoolwide need:

1. Pacific is encouraged to work with all stakeholders to develop a revised mission statement that is representative of all stakeholders, understood by all stakeholders, encompasses all of the pathways Pacific offers, and its overarching commitment to all students being successful. Create updated visuals with revised mission statement and schoolwide learner outcomes which allow all stakeholders to easily read and understand the statements.
2. Pacific is encouraged to continue to develop common assessments, course assessments, projects, and essays used to evaluate mastery of the standards, increase staff development on a variety of strategies to differentiate instruction and inclusive practices to meet the needs of all learners, particularly SPED, African-American, Foster Youth, and EL students.
3. Pacific's administration and instructional staff are encouraged to increase the instructional collaboration that results in interdisciplinary projects (Linked Learning) and schoolwide instructional strategies to engage students in rigorous learning experiences to reduce the achievement gap amongst major subgroups (SPED, African-American, EL, and Foster Youth) in key LCAP indicators, including standardized exam scores (.e. AP, PSAT/SAT and SBAC) and other academic indicators, such as grades, local summative assessments, and completion of A-G requirements
4. Pacific is encouraged to evaluate and streamline grading practices and grade entry requirements to ensure Pacific is not only implementing research based best practices, but that there is also uniformity and consistency for all Pacific teachers.
5. Pacific is encouraged to continue the integration of technology for all teachers and students, including the need for training, equipment, infrastructure, and programs to strengthen instructional strategies for differentiation of instruction, and developing common department practices.
6. Pacific is encouraged to continue to engage all stakeholders in multiple ways in order to increase retention in school enrollment and parent involvement.

In 2018-2019 The Visiting Team included the following for follow-up:

7. Continue to prioritize strategies to increase attendance rates.
8. Develop new strategies to increase A-G pass rate and reduce D/F rate for all subgroups (SPED, African-American, EL and Foster Youth).
9. Increase student access and enrollment to AP and Honors courses

We believe that these areas of need are still relevant with the exception of #1, which we have addressed and will continue to review periodically. Each of the critical areas for follow-up are addressed in the Action Plan. Each action step in the plan is associated with a critical area for follow up (noted in the final column). Although we have made significant strides in area #4,

we will continue to work in this area as we continue our professional growth with teacher clarity, assessment practices, and grading that promotes learning.

How Identified Learner Needs Have Been Addressed

Identified Learner Needs Schoolwide

- Standards-based, high-quality first instruction alongside Tier I interventions in all courses
 - Teacher clarity and grading practices professional development, including assessment and feedback systems
 - Key instructional strategies – academic discourse and critical reading alongside our AVID schoolwide implementation plan
- Consistent daily practice of the Pacific High School 5 C's (SLOs) alongside [CASEL](#) SEL Competencies, which together are inclusive of the 6 C's of 21st Century Learning
 - [Pacific Pirate Portfolio](#)
 - Pacific's Pirate Code alongside the School Climate and Culture Team work
 - Monday Advisory Period
- Reliable and consistent tier I interventions in the classroom and outside the school day (tutoring, Saturday School, Intersession)
 - Tier I instructional practices reinforced (reteach, scaffolding, instructional strategies)
 - Parent Teacher Conferences with Tier I intervention plans (in progress 2021)
 - Grade 9 Teams
 - Daily after school tutoring
 - CAPS after school program
 - Saturday School
 - Winter Intersession
 - Spring Intersession
 - Summer School
- Tier II academic interventions for students that need additional instructional time or support
 - The Cove Mentoring and Tutoring
 - BrainFuse Tutoring
 - Probation 1:1 Tutoring
 - SWD Academic Support periods within the instruction day
- Tier II behavioral interventions, including cognitive and social skills development
 - HEART Team – additional counseling and social workers available for student mental health interventions

- Coyote Counseling – interns from CSUSB provide 1:1 and small group counseling for students
- Victor Outreach – outside provider of counseling, anger management (now called effective decision making), and drug and alcohol classes
- Girls Circle and Boys Council behavior and decision making provided by County Probation
- Drug and Alcohol intervention provided by County Probation
- Tier II physical and mental health interventions
 - IEHP – direct services liaison for medical and behavioral health services
 - Hazel Health – onsite medical services for students
 - COVID Liaison – onsite COVID testing and contact tracing services
 - District Nurse – onsite 4 days per week for immunizations, visual screening, medicine and pre-existing conditions management, and IEP support
- Credit recovery programs focusing on A-G coursework
 - Retake original class within the school year
 - Retake original class during summer school
 - Retake class via independent study with original teacher
 - Edmentum Credit Recovery Program – taken during the school day or period 8
- Frequent monitoring of grades to reduce the numbers of D's and F's across courses
 - Pirate Support Team members focus on 9th and 12th grade D and F reports every 3 weeks
 - African American, English Learner, and Students with Disabilities grade monitoring every 3 weeks with family contacts and student connection to resources
 - All students receive poor work notices at the 6 week mark. Students receiving D's and F's receive invitations to tutoring and Saturday School via email and Student Square (a component of Parent Square)
- Recognitions and celebrations for attendance, behavior, academic achievement, and improvement (collective and individual)
 - Semester Awards – academics, attendance, and community service
 - Monthly Awards – academics and attendance
 - Ongoing Awards – Hero Store for behavior recognitions

Additional Identified Learner Needs Focus Student Groups

- African American Students

- Additional more frequent progress monitoring and application of appropriate supports (tutoring, mentoring, counseling, peer support)
 - Pirate Support Team Members assigned to support African American students exclusively
 - Equity Counselor in hiring process to support African American student success
 - District Program Specialist assigned to support 9th grade African American on-track A-G status (weekly)
- Relationship building between staff and students to increase Sense of Belonging
 - Black Student Union
 - Pacific African American Advisory Council
 - Advisory Period
 - Mediation Services through PBIS
 - [SANKOFA Magnet in planning stages](#) for implementation in 2022-2023.
 - The purpose of the SANKOFA Magnet Program is to accelerate the learning and academic achievement of African American students. It will provide students with culturally responsive and brain-based instruction, as well as other supports that are designed to improve learning, engagement, school climate, and child wellbeing.
- English Learners
 - Additional more frequent progress monitoring and application of appropriate supports (tutoring, mentoring, counseling)
 - Pirate Support Team Members assigned to support EL students exclusively
 - Educational Assistant III – Spanish (2) paid for out of Title I funds to support students in core classrooms.
 - Additional duty for EAIII's to provide tutoring and mentoring outside the regular school day
 - High-quality designated and integrated language development for English Learners
 - Professional development for staff

- Additional supplemental resources (Writables, vocabulary.com) in addition to the base curriculum
- Support for Long Term English Learners to meet reclassification criteria (reading scores, ELA grades, ELPAC)
 - Mentoring (student interns)
 - 1:1 meetings
 - Practice tests
 - EL Portfolio reviews twice annually
- Students with Disabilities
 - Additional more frequent progress monitoring and application of appropriate supports (tutoring, mentoring, counseling)
 - Case carriers have time during the school day to meet with students (period 4 academic support and advisory period)
 - Strong scaffolding with standards-based, high-quality instruction alongside accommodations and modifications as appropriate
 - Teachers have been provided additional professional development beyond the schoolwide teacher clarity work to help them differentiate core grade level standards for their students individual educational plans (2020-2021). In 2021-2022, teachers will continue their collaboration around their learnings in 2020-2021 to deepen implementation.

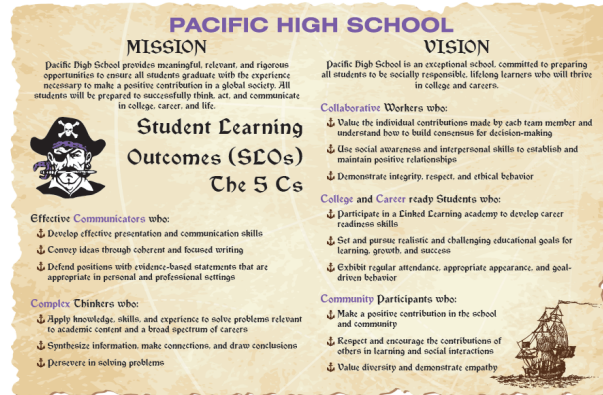
Summary of Progress

1. Pacific is encouraged to work with all stakeholders to develop a revised mission statement that is representative of all stakeholders, understood by all stakeholders, encompasses all of the pathways Pacific offers, and its overarching commitment to all students being successful. Create updated visuals with revised Mission statement and Schoolwide Learner Outcomes which allow all stakeholders to easily read and understand the statements.

Findings	Supporting Evidence
A team of representatives from each department came together to propose changes to the Mission and Vision in fall of 2019. The team drafted minor changes to the document for presentation to staff and students. The new Vision and Mission statements were accepted by the school community in November, 2019 and new visuals were	● Link to Certificated Meeting when we presented

produced and printed for distribution across campus in January, 2020.

New visuals are displayed on the school website, in every classroom, and are included in the student handbook. Weekly advisory lessons include a reference to the Student Learning Outcomes that are addressed in the lesson.



and received comments on revised Mission and Vision (presented by Eastwood and Kohler)

- [Link to Form](#) used to vote and comment

2. Pacific is encouraged to continue to develop common assessments, course assessments, projects, and essays used to evaluate mastery of the standards, increase staff development on a variety of strategies to differentiate instruction and inclusive practices to meet the needs of all learners, particularly SPED, African-American, Foster Youth, and EL students.

Findings	Supporting Evidence
Pacific High School utilizes the SBCUSD District guidelines for benchmark assessments in math and English. Our district has undergone several changes in the benchmarking system in the last three years. We had district developed assessments, which were piloted four years ago. Then the district adopted IXL as a districtwide assessment tool. However, we encountered difficulties getting data from IXL in useful ways. Also last year, the district implemented STAR Reading in lieu of the State test (CAASPP). This year NWEA has been adopted. Although we are excited about the usefulness of NWEA K-12 and the connections the program can be used for (the assessment data can be read into IXL's skill building component), this means that we have no comparable data for the past four years. The assessment timeframes set forth by the SBCUSD Assessment Department for NWEA is mid-August to mid September for the first assessment and the month of January for the second assessment. There is an optional assessment window in May. Because this data is new to us, this year will be a benchmarking year. The NWEA Map Growth assessment can be used for 1) evaluating student achievement and growth; 2) individualizing instruction in the classroom and assigning skill building at a student's level in IXL's standards-based tool; 3) setting achievement and growth goals for students or groups of students in a school; and 4) supporting conversations about achievement patterns in pre-SST, language assessment, and/or IEP meetings. When paired with site-based common assessments, these scores can help a team of teachers have a broad picture of a student's learning needs and selection of appropriate tier I or tier II interventions.	• PHS PD and Committees Calendar • SBCUSD Assessment Calendar • RSP Action Plan • RSP Teacher Roles • RSP Job Description • Supporting ELs during distance Learning Training • EL & SPED PD 1.11.21

In addition, teachers are working in Course-Alike teams on Monday mornings during collaboration time using Teacher Clarity practices to define common learning intentions and success criteria for units and developing success scales (rubrics) so students can practice self-monitoring. Common assessments are being worked on across all departments.

Ninth-grade teams were created in the 2020-2021 school year to help teachers better collaborate and monitor progress of students. We have continued these teams in 2021-2022. Ninth grade students have common science, math, and English teachers.

Over the past three years Special Education teachers have received various professional developments to improve their services they provide to students with disabilities. The Resource teachers (RSP) worked with our academic coach to outline a plan to support students reaching their goals. The intent of the work was to review our RSP model and determine what practices we would keep, change, add, or stop. During that time, they created a document that was shared with all general education teachers that showed their job responsibilities, that of the tutors and changes they wanted to make to increase collaboration between the general education and special education teachers. One focus was an improvement on the advisory period with the special education students.

For the 2019 - 2020 school year during the advisory period, case carriers meet with their caseloads. We saw some success in that students were able to have more time to work on meeting goals. Due to distance learning we were not able to continue that for the 2020 - 2021 school year. Once we returned to in person learning for the 2021 - 2022 school year we extended the time students had with their case carrier. We created an academic support class with the case carrier being the teacher of record for students to have daily access to their case carrier and work towards meeting their IEP goals, getting academic support, time to work on missing assignments, and work on skills supporting grade level standards in the Let's Go Learn program.

Our SDC teachers worked with the program specialist from the District on teacher clarity. Through that work they designed unit plans, success criteria and success scales for students with IEPs and especially those in Special Day Classes. Their work focused on backwards mapping grade level standards to students' current levels to determine scaffolds to support grade-level learning. That work is continuing in the 2021 - 2022 school year with implementation of teacher clarity.

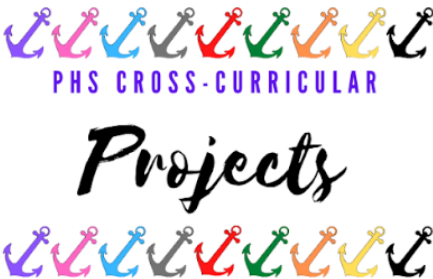
General education teachers received training on how to identify their EL and SWD in the Aeries Student Information system as well as how to locate and understand the student's IEP at a glance. In addition, integrated ELD training was provided for all teachers by our EL Department to help teachers understand the needs of their limited English proficient students and their legal requirements for language development. This training will be ongoing through the 2021-2022 school year. Teachers use AVID instructional tools such as graphic organizers to support SWD and EL students. In addition, two Educational Assistant III's are placed in core content areas to support ELs that need primary language support (Spanish).

Pacific has adopted a student support model where students reflect on their grades and attendance twice a month and set goals to help reduce the achievement gap especially among major subgroups (SPED, African-American, EL, and Foster Youth). During the Advisory class where students reflect on grades, teachers are encouraged to rotate through students individually to do 1:1 check-ins on grades.

- [Student Reflection Form 2021-2022](#)
- [Student Reflection Form Spanish 2021-2022](#)
- [Student Reflection Forms 2020-2021](#)
- [Student Reflection Form Spanish 2020-2021](#)

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3. Pacific's administration and instructional staff are encouraged to increase the instructional collaboration that results in interdisciplinary projects (Linked Learning) and schoolwide instructional strategies to engage students in rigorous learning experiences to reduce the achievement gap amongst major subgroups (SPED, African-American, EL, and Foster Youth) in key LCAP indicators, including standardized exam scores (e. AP, PSAT, SAT and SBAC) and other academic indicators, such as grades, local summative assessments, and completion of A-G requirements

Findings	Supporting Evidence
The PHS staff have worked collaboratively to develop and implement cross curricular projects to engage students across multiple disciplines. Following the after action review of the first cross curricular project, the PHS staff developed a logo to help students connect projects across curriculums and see the connectivity. School wide advisory lessons introduce topics that teachers can use extension lessons to build upon. In 2020-2021 school year topics were covered including: Civil Rights through Music and Financial Literacy. The Civil Rights through Music project demonstrated how popular music and art reflect the values of the Civil Rights movement of the 1960s and helped the movement convey its message. The Financial Literacy project allowed students to explore the cost of living, lifestyle goals and careers that can meet those lifestyle goals. The Biomedical Academy collaborated on a senior project with Digital Design & Communications Academy on designing an emergency room. The visual elements with dimensions and shading were skills taught while also incorporating medical terminology necessary to design an emergency room. In 2019-2020 a school wide project was being developed for all juniors and seniors called <i>Every 15 Minutes</i> which was designed to educate students on the dangers of drinking and driving. This interdisciplinary project included both of our academies. Due to school closure, the <i>Every 15 Minutes</i> project was not able to be implemented. Our work with teacher clarity practices is rooted in grade level content standards to engage students in rigorous learning experiences. The use of success criteria and especially the rubric Success Scales show students a clear pathway to achieving higher levels of learning. Pacific has added Pre-AP English 1 and 2 courses schoolwide and is piloting the use of the Pre-AP curriculum in Biology, Chemistry, Performing Arts, and Visual Arts this year. In addition, enrollment in honors classes was expanded for ninth graders to increase the numbers of students moving through the honors pipeline. There are no requirements for entry into AP courses. Please see our link to current pass rates for our AP students. Because we enroll all students in A-G coursework in their schedules, the main reason that students do not meet A-G criteria is failure to get a C or better in the course.	 • PHS Cross Curricular Projects Overview • Every 15 Minutes • Scholarships/Letter of recommendation Lesson • Academic Requirements • Resume Lesson • Math Success Scale Example • ELA Success Scale Example • AP Passage Rates • Board presentation on increasing student success

Our staff has worked hard to create conditions for success. In addition to the teacher clarity work, teachers have implemented redemptive grading practices that allow students to demonstrate mastery beyond the time of the original assessment by allowing students alternative means to demonstrate success or by allowing test retakes. The link to the right will take you to a Board presentation by Pacific's principal outlining some of these practices as well as our support systems to help students stay engaged with their coursework.	
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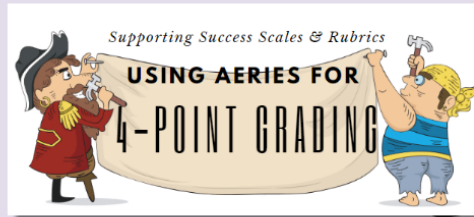
4. Pacific is encouraged to evaluate and streamline grading practices and grade entry requirements to ensure Pacific is not only implementing research based best practices, but that there is also uniformity and consistency for all Pacific teachers.

Findings	Supporting Evidence
Pacific HS departments have implemented professional development strategies of teacher clarity into their content area by first developing common success criteria and learning intentions. This work has guided development of common grading scales within departments. All departments went through an extensive review of the first units of The Teacher Clarity Playbook to ensure that everyone thoroughly understood the components. English, science, math, and social studies have adopted a four-point grading system based on the success criteria model. Department chairs are continuing the development of success criteria through common collaboration meetings in the 2021-2022 school year. Teachers and staff are using The Success Criteria Playbook to support their professional development during common collaboration time. Next steps will be to develop common assessments and projects using the success criteria for common grading practices. At the beginning of the school year, students are given the expectations and are checked for understanding to make sure that they are aware of the grading systems that are being used and implemented in each class. The grading practices are presented in the student's advisory class. Additionally, some teachers are using technology such as the report features of Google Classroom, Nearpod and Peardeck to give students timely feedback on lessons. As a site, teachers will update grades no less than every two weeks in Aeries. Grades posted to Aeries are available for other school staff, students, and families to access.	• Pacific HS Grading Practices Survey – January 2019 • 8.16.21 Advisory - Attendance & Grading Practices • PHS Suggested 4-point scale

5. Pacific is encouraged to continue the integration of technology for all teachers and students, including the need for training, equipment, infrastructure, and programs to strengthen instructional strategies for differentiation of instruction, and developing common department practices.

Findings	Supporting Evidence
Teachers were provided explicit expectations and directions for setting up Google Classroom. These expectations and directions were developed collaboratively. During professional development, teachers have been provided differentiated supports for their needs in developing common practices for technology.	

Breakouts Room Choices

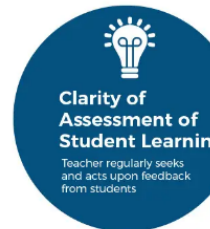
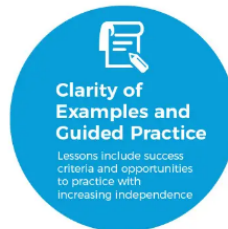
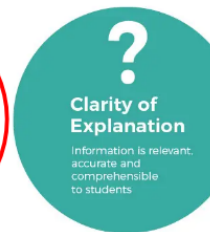


Additionally, organization of Google Classroom and technology resources was related back to Teacher Clarity. See the two slides below taken from our Certificated professional development session on October 26, 2020:

Teacher Clarity

Consider...

- **Organization of Google Classroom**
- Organization of explanations of assignments and basic instructions
- Feedback regarding progress that will increase/continue learning



- Breakout Room Choices (see )

- [PHS Tech Resources](#)
- [Example Technology Workshops](#)

Success Criteria

	I can examine my Google Classroom and identify changes to improve organization.
	I can collaborate with peers and agree upon common Google Classroom practices.
	I can communicate my Google Classroom organization to students.



Four Pacific teachers regularly attend monthly district wide Tech Coach collaboration and training sessions in regards to best practices in the use of educational technology. These Tech Coaches are given 10 additional hours per month to support PHS teachers through 1:1 coaching, training sessions, and planning time to provide schoolwide professional development. In addition, we use a project management and collaboration tool called Basecamp. Teachers often post technology problems or issues on Basecamp and many of their colleagues respond to with solutions, videos, and instructions to solve their problem.

Teachers are encouraged to attend the yearly District **Tech Showcase** to see examples of exceptional technology used in the classroom. The Pacific tech coaches have created a shared "Tech Vault" Google drive with videos, instructional guides and tutorials. There are also outside links to strategies and applications that would be most beneficial to teachers and support staff. Tech coaches have sent surveys to identify the areas for teachers to identify the technology topic they most need assistance with, and professional development opportunities have been built around staff feedback.

During distance learning from April 2020-June 2021, teachers used Google Classroom as their learning program and held live instructional meetings with students via Google Meets and/or Zoom. Communication methods between staff, students and

- [Tech Showcase Flyer](#)

parents included Aeries, email, Remind, Google Voice, school website and social media. Subscriptions were purchased for teachers so that they could use online programs to facilitate their instruction including Nearpod, Kami, PearDeck, Vocabulary.com, Newsela, Screencastify, EdPuzzle, and Common Curriculum. All tech resources that are available to staff members are accessible through our PHS teacher resource website. Instructions and access information is available. In addition, most of our resources are available through a single-sign-on service, which makes it easier for staff and students to remember passwords.	
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6. Pacific is encouraged to continue to engage all stakeholders in multiple ways in order to increase retention in school enrollment and parent involvement.

Findings	Supporting Evidence
Pacific High School has encouraged stakeholders to increase retention in school enrollment and parent involvement by updating our website for parent committees (School Site Council, English Learner Advisory Council) with more detailed information, current parent training from the district and translation of documents into Spanish. The website is updated frequently. In addition, Google Sites were created to offer access to pertinent documents for parents on the committees and a portal for parent training which is currently a work in progress. During the committee meetings and through the use of social media such as (Peachjar, Remind, Facebook, Twitter and our district's newest communication tool, Parent Square), parents were encouraged to participate in training and were provided information regarding school enrollment and attendance. PHS increased enrollment at committee meetings by staff, parents and District partners. PHS worked with our District's Family Engagement office to provide information to parents and to partner with them to attend our meetings in an effort to build relationships with parents and stakeholders. Meetings are currently held on Zoom, which allows for translation during meetings. In the 2021-2022 school year the District adopted a single platform for School/Parent/Student communication called Parent Square. Parent Square is an application that eases communication with parents and students via email, phone, text, and by groups/classes or individual targeted communication. Parent Square can assist teachers by providing differentiated targeted student interventions and enrichment opportunities. This new platform will eventually replace the need for PeachJar (electronic flyers), SchoolMessenger (phone call system), and Remind (texting system) by bringing all of these solutions into one. We were not able host some of our regular family events in the 2020-2021 school year; however, for the previous two years we hosted a winter family festival which highlighted our CTE pathway and VAPA programs. We will host this event again this year. The event has been successful in brining in families from not only from Pacific students but also our feeder elementary and middle schools. Through this event we highlight our programs and make connections with families that will eventually enroll at Pacific. Other events that we hold are Back to School Night and various parent information and learning events on topics such as, AVID, FAFSA, and A-G. See page 19 of our Professional Learning Plan for our planned events for the 2021-2022 school year. Although we were planning to have in-person events this year, we are currently not allowed to host indoor events. We have struggled with getting parents to log-on to Zoom hosted events. Therefore, we are recording presentations to place online so that parents and families can access the information on their own time. Additionally, the Family	• ELAC Website • SSC website: • Winter Family Festival • Food Distributions Example Family Workshops from

Engagement Center hosts a plethora of workshops for parents throughout the year. We promote these workshops to our families regularly. Parents have access to grades, attendance, and transcripts through the Aeries Parent Portal. This allows parents to stay connected with their child's progress. Email links to the counselor and teachers are available in the portal. Pacific High School partners with Pureland to provide food to local families. By hosting this event and having Pacific staff and students volunteer their time during the distribution, we have been making positive connections with families. It has also generated positive press in the news for our school.	Family Engagement Center.
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The Visiting Team included the following for follow-up:

7. Continue to prioritize strategies to increase attendance rates.

Findings	Supporting Evidence
We had an increase in our overall attendance rates from 2018-2019 and 2019-2020 and had a backslide during distance learning in 2020-2021. We had a 95% attendance rate goal for the 2020-2021 school year and adjusted our goal to attempt to maintain attendance during distance learning due to a significant drop in attendance rates. In an effort to find students who were not logging in and who were unreachable, we did not drop them and kept them enrolled nearly all year. We continued our attempts at phone calls, letters and home visits in an effort to make contact and to re-engage the student and prevent them from becoming a drop-out. Once we dropped the no-show students, our attendance rate moved to 95.9%. For the 2021-2022 school year we have set a goal to increase our attendance rate back to where we were prior to distance learning (92.8%) with plans to steadily get back to the progress we had previously made during the last three years as we work towards our previous goal of 95%. We currently have a number of students who are not attending; these students are on the waitlist for the district's Virtual Academy with an unknown enrollment date for Virtual Academy. We are continuing to monitor the waitlist and are attempting to engage these students/families in Independent Study Contracts while they are at home. Attendance Team: The Pacific staff formed an attendance team that met bi-weekly during the 2019-2020 and 2020-2021 school years. The team continues to meet in the 2021-2022 school year. The team reviews attendance data and makes recommendations for necessary changes and improvements, including intervention needs for individual students. The team developed a detailed spreadsheet that tracked attendance data in order to determine which supports could be used to increase attendance during distance learning. There were staff members who were assigned lists of students who were not attending distance learning. The staff member called home and offered families support and contact information to enable their student to log in for classes. When staff could not reach a family, letters were sent home to attempt contact and to update phone numbers and contact information. If these attempts were unsuccessful, we utilized our Probation Officer to make home visits to inquire about the student's status and find out what assistance the student and family would need to begin logging in for distance learning. This year we are continuing to utilize our Probation Officer to make home visits on students who are not showing or have poor attendance.	• Attendance Data • Chronic Attendance 2020-2021 - PHS Home Visits - TEMPLATE • Letters Sent to Absent Students • Student Success Plan

Our behavior support team stepped in to hold virtual SART meetings with students who were chronically absent (lists sent by Positive Youth Development). We found that most families would not log into the virtual meeting and began to shift to making individual family/student phone calls to review SART information. Students who received SART phone calls were counseled, asked about possible barriers to attending online and were offered a Student Success Plan to work on steps that would increase their attendance and success in the classes they were enrolled in. Students who were showing good attendance, according to reports that were pulled from Aeries, were rewarded with Hero points and certificates monthly. Students could also earn Attendance Awards during the first semester and second semester awards window. We worked with the Positive Youth Development team from the district to attempt to re-engage chronically absent students who had been unsuccessful after SART meetings. During the 2019-2020 school year we attended meetings in person to discuss intervention options with a panel of district and community members, along with the student and family, in order to improve attendance. Students who attended these hearings were given a SARB Re-entry Plan to help them re-acclimate to school after being gone for a long period of time. This work paused during distance learning in the 2020-2021 school year; most meetings were done by the Positive Youth Development Office on their own. We are hoping to re-join these meetings during the 2021-2022 school year to provide support and interventions for our chronically absent students. During distance learning we addressed attendance during our 4th period advisory class with all students to discuss the importance of attendance and the dangers of chronic absenteeism at a Tier I level. We again presented this lesson during the third week of school during Advisory to discuss attendance with students for the 2021-2022 school year. We plan to review attendance with students again at the start of the Spring semester with all students in their Period 4 Advisory class and will work on individual meetings with Tier II and Tier III students to attempt more success with attending classes during their second semester. In order to reward our students that attend classes regularly and show positive attendance, we have provided different incentives. During the 2019-2020 school year we awarded students with certificates for Perfect Attendance each month and we gave away Skullcandy Headphones in raffles each month; each perfect attendance student was entered for each month that they had perfect attendance. During distance learning in 2020-2021 we shifted to electronic awards that were sent to students for each month that they earned Perfect Attendance. Students also received 5 Hero Points. Students were given Perfect Attendance Awards during the First Semester Awards Program and again during the Second Semester Awards Program. Hero is an online, point-based incentive program that allows teachers to assign Hero Points for positive behaviors. Positive behaviors are directly related to each of our four Pirate Code Pillars, including being on time. Students can go to our virtual Hero store to turn in points for Pirate gear and swag. The attendance awards and Hero program continues to be in use in 2021-2022. At the September 20, 2021, Student Forum, one of the agenda items is engaging the student body in selecting items for the Hero Store.	● SARB Re-Entry Plans ● Advisory Lesson Ppt ● Advisory Lesson Plan ● Perfect Attendance Certificate
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8. Develop new strategies to increase A-G pass rate and reduce D/F rate for all subgroups (SPED, African-American, EL and Foster Youth).

Findings	Supporting Evidence
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Several strategies are being implemented to increase the A-G completion rate and reduce the D/F rate for all subgroups. Pacific has a credit recovery program that focuses on helping students maintain graduation eligibility and to increase the numbers of students who meet A-G requirements. Student supports include: mentoring, tutoring, Saturday School, winter intersession, spring intersession, and a summer bridge transition program for our incoming freshmen. Through the PHS Early College Program, students are able to complete college classes that meet A-G requirements. This is helping to increase the A-G completion rate. Students can take college classes that meet requirements in science, language other than English, visual art and college prep electives.

In order to make sure that students are well informed regarding their grades and the need to meet A-G and graduation requirements, we have added a grade reflection component to our Advisory lessons. Twice a month, students complete a grade reflection form which guides them to prioritize the work that needs to be done in order to raise their grades. An advisory lesson was created to review the A-G requirements with all Pacific students. Students had to complete an activity where they completed an A-G checklist so that they could evaluate which requirements they have met and still need to meet. Counselors met with each grade level in small group (20-60) assembly presentations to explain A-G requirements and four-year plans.

Students who earned a D in a class, or who have failed a class, are being put back into these classes in order to earn a grade of a C or higher; this will put these students back in the position to meet A-G requirements. Students who need to recover credits have a few options to retake a class within the school year. Students can:

- Retake the course in their schedule
- Retake a class during summer school
- Retake a class via independent study with the original teacher who issued the original grade
- Retake a class utilizing the Edmentum Credit Recovery Program. Classes that are assigned in the Edmentum Credit Recovery Program are taken during the school day or period 8, depending on each student's schedule

To decrease the D and F rate and support student's transition back to school, SWD (RSP and SDC) are scheduled in an Academic Support class led by their case carrier. During academic support students are working on missing assignments, preparing for test retakes, communicating with teachers through email, receiving tutoring and additional academic support to maintain grades of C or higher. The district also purchased "Let's Go Learn" as a diagnostic tool. Students are

- [Board presentation on increasing student success](#)
- [Early College Plan](#)
- [Edmentum Credit Recovery](#)
- <https://www.caschooldashboard.org/>
- [Pirate Support Team 2021-2022 planning notes](#)
- [College and Career Ready Checklist](#)
- [Counselor presentation](#)
- [Pirate Support Team 2021-2022 planning notes](#)
- [Early College non-CCAP Course Requests](#)

assessed during academic support and then assigned individualized lessons to address learning gaps. The Pirate Support Team monitors student progress and each member is responsible for a specific group of students. During distance learning, we had a large team as many of our classified staff were unable to complete their usual work and had additional time to commit. That year our team members focused on seniors, African American students, English Learners, students with disabilities, and homeless students. This year, our team is focusing on seniors and freshmen. We continue to also have staff dedicated to our focus groups – African American students, English Learners, and students with disabilities. Counselors meet with students annually to review their four-year plan. In addition, in the spring course planning is reviewed to ensure that students are taking the courses they need to meet the A-G criteria and CCI readiness. Families are included in course placement decisions and letters are provided each summer prior to scheduling to inform parents of their student’s course requests. Growth in CCI - We have shown significant gains over the last two years for our CCI prepared students. We have shown significant gains in our African American subgroups for CCI prepared students. See data on page 12 of the Pacific Professional Learning Plan.	
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9. Increase student access and enrollment to AP and Honors courses

Findings	Supporting Evidence
Pacific has added Pre-AP English 1 and 2 courses schoolwide and is piloting the use of the Pre-AP curriculum in Biology, Chemistry, Performing Arts, and Visual Arts this year. Increasing preparation for AP coursework for all students will, over time, decrease the achievement gaps for all students. Tutoring is available for AP courses by their own teacher and/or college student interns. We have hosted Saturday preparation sessions the past three years and will continue to do so. Student success in the courses and on the test we believe will result in persistence in AP courses the following year. Additionally, we have increased access and enrollment in honors coursework at the ninth grade. In the 2017-2018 school year 27.8% of ninth graders were enrolled in at least one honors class. In the 2021-2022 school year, 48.9% of ninth graders are enrolled in at least one honors class. Additionally, we have extended this critical area to include enrollment in college coursework. We primarily work with San Bernardino Valley College’s Valley Now Program. We have increased the numbers of students in concurrent and dual enrollment courses. Students do not pay for these courses or the associated textbooks and fees. 2018-2019 - 69 college classes completed 2019-2020 - 70 college classes completed 2020-2021 - 98 college classes completed 2021-2022 - 132 students enrolled in fall semester, spring TBA	● Early College Plan ● Valley Now Parent Night Flyer ● AP Course Offerings

V: Schoolwide Action Plan (aligned to current SPSA)

GOAL #1 Ensure a safe, welcoming, and inviting learning environment that promotes rigorous learning.

SLOs: Effective Communicators, Complex Thinkers, Collaborative Workers, College and Career Ready, Community Participants.

SBCUSD Objectives:

- Each student will develop and pursue an academic and career plan based on his or her interests and talents
- Each student will demonstrate independent initiative, civic responsibility, and community pride.
- Each student will develop creativity through mastery of fundamental knowledge and applied skills.
- Each student will enjoy learning throughout life by learning how to learn.

District LCAP:

- CAASPP ELA, Math
- English Learner Indicator
- School Connectedness (Panorama)
- Drop Out Rate
- Reclassification Rate (EL)
- Graduation Rate
- A-G Requirements Met
- Attendance
- Suspension Rate

PHS Objectives:

- 1) Increase positive Panorama student results by 5% or more each year. Increase positive Panorama family ratings of school service and quality by 5% each year.
- 2) 75% of staff will implement the Instructional Focus strategies and practices at a level of “green” or “purple” as measured by staff developed Success Scales by fall 2023. 100% of staff will implement the focus strategies/practices at a level of “yellow” or higher.
- 3) Increase average daily student attendance to 96% by spring of 2023.
- 4) Increase schoolwide average student GPA to 2.5 by 2023.
- 5) Reduce suspension rates by 10% each year schoolwide and across student groups. Reduce suspension rates of African American students by 12% annually.
- 6) Increase passage rates on AP tests by 10% annually. Increase the numbers of students taking AP or Dual Enrollment classes by 10% annually with a goal of 25% of students schoolwide by 2023. Maintain parity in enrollment across student groups.

Actions	Person(s) Responsible	Professional Development & Resources	Timeline	Assessment Tools	Monitoring/Performance Indicators	Critical Area for Follow-up #
PHS will maintain student-centered and engaging classroom environments by focusing on research-based instructional strategies including the 5 C's (SLO's) and Teacher Clarity Practices.	Administration Professional Development Team Department Chairs Academic Coach Teachers	Instructional Framework – Teacher Clarity Collaboration Time (Monday mornings) Pull-out days for core teachers Instructional Rounds Peer observation and/or Lesson Study	2019 – pres. Weekly Twice a year Ongoing Ongoing	Walkthrough data Instructional Rounds findings PHS Success Scales	100% of teachers utilizing the focus strategies in the Instructional Framework Increases in the level of implementation as measured by the PHS Success Scales	8 5
Students will perform their best on assessments, including CAASPP. The staff will institute recognitions, celebrations, and talk with students about	Administration Dept. Chairs Teachers Academic Coaches Program	Planning time Incentives budget Awards Frequent feedback on performance Recognitions for Interim	fall (after scores are out) and ongoing celebrations throughout	CAASPP and other assessment data Develop student survey	Student time and on-task behaviors during tests Increases in scores Student surveys to measure self-reported effort on SBAC Student survey to measure how well they	3

Actions	Person(s) Responsible	Professional Development & Resources	Timeline	Assessment Tools	Monitoring/Performance Indicators	Critical Area for Follow-up #
the importance of the assessment.	Facilitator CAASPP Recognition Team	Assessment progress	the year		felt prepared for the SBAC	
Certificated staff will create annual student outcome goals to increase student achievement.	Administration Teachers	Collaboration Time Evaluation Orientation Individual meetings with evaluator	ongoing Twice a year	CSTP Rubric Individual measurable goals	Administrative and self-evaluation Goal monitoring mid-year and end-of-year goal reflection for evaluated staff. Informal check-in meetings for non-evaluated staff.	2 4 6
Teachers will continue to implement effective grading practices, inclusive of practices that focus on learning rather than only completion of assignments.	Administration Academic Coaches Secondary Education Leadership Team All Teachers	Grading practices committee supported by Secondary Education and Dr. Doug Reeves.	ongoing	Quarterly grading reports Data review by all stakeholders Syllabi – teacher grading descriptions	A reduction in the numbers of Ds and Fs. An increase in overall GPA. Review of department practices for consistency within departments.	3 4
PHS will maintain and continue improvement of onboarding programs for new staff members.	Administration Academic Coaches District Coaches	Books and PD materials aligned with school focus areas and best practices Sub coverage for teachers and/or extra duty pay Classroom observation time Social activities Budget for academic coaches	ongoing	Logs of activities Walkthrough data New staff member surveys/feedback Referral data (discipline)	100% of new staff to the school will receive onboarding services (equivalent to 50 hours) 100% of new teachers will receive individual coaching Results and feedback will be used to adjust the program annually	6 3
All students demonstrate that attendance is important – Increase Attendance to 96% – Conduct Home visits –Utilize Short Term Independent Study –Refer students/families for services as needed	Administration Leadership Team Attendance Team Counselors School Probation Officer	SART/SARB Re-entry plans for chronically absent students Saturday School (non-ADA) Incentives and awards Comprehensive Attendance Plan revised annually	summer 2018 – ongoing monthly monthly ongoing annually	Attendance plan Monthly Attendance Reports Monthly chronic absentee reports	All steps in comprehensive attendance plan followed, which includes lessons for Advisory, parent contacts, home visits, and frequent monitoring by mentors, teachers, counselors and administration. Increase attendance rates monthly Monitor chronically absent students monthly	7 6
Connect students to the school by fostering positive relationships with adults,	All staff – classified and certificated	Advisory Period SC3 Coaches Probation	Ongoing	Panorama Survey	Increase each of the following by 5% each year (Panorama):	1 6

Actions	Person(s) Responsible	Professional Development & Resources	Timeline	Assessment Tools	Monitoring/Performance Indicators	Critical Area for Follow-up #
building students' SEL Competencies (CASEL) and supporting students' socio-emotional needs in all school environments.		Athletics Student Government & Clubs Link Crew CAPS after school programs District Student Wellness department		How are you feeling weekly student surveys	● Climate of support for learning Knowledge & Fairness of Discipline ● Safety ● Sense of Belonging	
Support students' demonstration of the Pirate Code by refining and further developing PBIS and restorative practices.	Administration PBIS Resource Teacher PBIS Instructional Aide SC3 Coaches SC3 Team Counselors	Pirate Code Collaboration Time After school workshops MOU Time (Mondays) Individual Coaching District Student Wellness Coaches Hero Store & Program Thinkwise Credit Union support	annually annually trimester Weekly Monthly	PBIS Coalition Recognition Tiered Fidelity Inventory (TFI) PBIS Self-Assessment Survey (SAS) 5:1 Walkthroughs – praise to criticism teacher comment ratio Referral Data Suspension Data	Met Goal of PBIS Coalition Silver Status in 2021. In order to meet PBIS Coalition Gold recognition by spring 2023, we will need to further develop our tier II practices. 5:1 walkthroughs 3 times a year Monitor teacher High Level Referrals for accuracy of reporting and appropriate implementation of interventions. Continuously reduce suspension rate overall and across student groups. Goal of “green” on CA School Dashboard	1
Increase student connectedness to others by promoting civic involvement, community service, and caring for	All staff	Government & Economics classes Link Crew ASB Welcoming Environment	Ongoing	Requirement for community service Pirate Portfolio	All students in senior year participate in at least 40 hours of community service.	3 6

Actions	Person(s) Responsible	Professional Development & Resources	Timeline	Assessment Tools	Monitoring/Performance Indicators	Critical Area for Follow-up #
Ensure SLO's are a significant factor and focus for schoolwide and classroom level activities, initiatives, and plans.	Administration Leadership Team Whole Staff	Leadership Team review (summer retreat or monthly meetings) Pirate Portfolio – budget for extra duty to continue building Advisory Lesson Time	annually Ongoing 2 times per year	Staff & Community Surveys Input activities SLO focus	Minutes and artifacts each year Portfolios in use by all students (initial implementation fall 2021)	1
Establish an Inclusivity Subcommittee Ensure that all school staff and activities are open, accepting and welcoming to all in the school community. Provide scaffolds to include all students in activities. Provide professional development as identified by the team to help teachers make classrooms inclusive and equitable. Increase awareness of the resources available to students. Create a school community where accommodations are the norm and reliably provided for all students.	Administration Members of the Inclusivity Subcommittee Leadership Team	Additional Duty for planning Use of contract meeting day for participants	Meets monthly	Student attendance at activities (Mod-Severe, International Academy Students)	Ensure that all students have access to programs, services, and activities, with a special focus on: Students with Disabilities Limited English Students - New to Country (International Academy) LGBTQ+ African American Homeless, Foster, Unaccompanied Youth Gifted	3 6 8

GOAL #2 Increase student achievement in ELA

SLOs: Effective Communicators, Complex Thinkers, Collaborative Workers, College and Career Ready.

SBCUSD Objectives:

- Each student will develop and pursue an academic and career plan based on his or her interests and talents
- Each student will demonstrate independent initiative, civic responsibility, and community pride.

• Each student will develop creativity through mastery of fundamental knowledge and applied skills.

• Each student will enjoy learning throughout life by learning how to learn.

District LCAP:

- CAASPP ELA, Math
- English Learner Indicator
- A-G Requirements Met
- School Connectedness (Panorama)
- Drop Out Rate
- Attendance
- Reclassification Rate (EL)
- Graduation Rate
- Suspension Rate

- PHS Objectives:**
- 7) By June of 2022, our 11th grade students will increase ELA SBAC scores by at least 30 points to no more than 28.5 points below standard, which would place us in the yellow category on the dashboard, with a long-term goal of reaching “green” on the CA Dashboard by 2023.
 - 8) Reclassification rates will increase from the 2019-2020 rate of 4.4% (2.4% in 2018-2019) to 15% by spring of 2023.
 - 9) Increase the numbers of Els making progress towards proficiency from 39.1% to 50% (from “low” to “medium” on the Dashboard) by spring of 2023.
 - 10) NWEA ELA assessment goal to be determined. First assessment cycle in progress to determine baseline (as of 9/7/21).

Actions	Person(s) Responsible	Professional Development & Resources	Timeline	Assessment Tools	Monitoring/Performance Indicators	Critical Area for Follow-up #
Students taking the CAASPP in English Language Arts will make progress towards statewide target scores	Administration ELA teachers Academic Coaches	Pull-out days for ELA teachers to score interim assessments and conduct data analysis PD for ELA teachers on standards-based and research-based instruction	Annually Quarterly Semester	CAASPP Interim Block Assessments District Benchmarks (NWEA)	CA Dashboard – goal of green Administered 3-4 times per year. Data will be reviewed by teachers to evaluate practice and reviewed by students to self-assess and set goals. Administered twice a year. Data to be reviewed by teachers using data protocols.	2 3 7 8 9
ELA teachers will work in course-alike groups to develop common success criteria for unit objectives and common assessments.	ELA Teachers ELA Dept. Chair	Teacher Clarity Books Collaboration Time (weekly) District Program Specialists	Weekly	Success Criteria and Scales	Teachers will develop, administer, and review the data collaboratively for common assessments and/or rubrics (Success Scales).	2
All students will make progress in mastering CCSS in ELA.	All teachers (vocabulary and literacy skills)	Collaboration Time (Mondays) AVID Summer Institute	Ongoing Annually	Dept. minutes reflect focus on Literacy Standards in content areas Implementation of AVID strategies across content areas	All content areas support literacy (including writing) and AVID strategies as evidenced by classroom application and time spend in collaboration. The	2 3 5 8

Actions	Person(s) Responsible	Professional Development & Resources	Timeline	Assessment Tools	Monitoring/Performance Indicators	Critical Area for Follow-up #
		Vocabulary.com	Quarterly	Vocab.com mastery reports	Instructional Framework aligns with this work.	
All students will increase their reading levels.	All teachers	AVID strategies	Ongoing Quarterly	Success Scales Instructional Framework NWEA Map Growth	100% of teachers utilizing the focus strategies in the Professional Learning Plan. Increases in the level of implementation as measured by the Success Scales All students will increase their reading levels annually and maintain scores of no less than “on watch”	2 3 5 8 9
All student groups will increase ELA standard mastery. Based on current data, a specific focus on the following student groups is needed: -African American -EL -Students with Disabilities	Administration All Teachers Special Education Teachers Program Facilitator	Multi-tiered Systems of Support (MTSS) The Cove CAPS Saturday School Intersession Tutoring	Ongoing – with increased monitoring every 6 weeks	STAR Reading NWEA Map Growth Grades Missing work	Students will maintain no less than “on watch.” Students will maintain a 2.0 Students will reduce the numbers of missing assignments and complete make-up work.	2 3 4 8
EL students will demonstrate progress in learning English as measured by the English Language Proficiency Assessment for California (ELPAC) and the CA dashboard. Provide mentoring, frequent monitoring, tutoring and Language Assessment Team meetings as necessary	ELF All teachers International Academy Teachers EL Tutors (paraprofessionals) Student Interns (mentors) Counselors	International Academy for students new to the US (“newcomers” program) ELD classes for ELs not in Int’l Academy EL tutors to support students in core classes EL Progress Reports (folders) Ensure proper placement in	ongoing	ELPAC TELL STAR Reading NWEA Map Growth	Students will demonstrate success in learning English by exiting the Int’l Academy in one year and no more than two. Students will achieve scores of “on watch” or better on the STAR Reading assessment, which is required by SBCUSD for reclassification (10% increase in numbers meeting	2 3 5 8

Actions	Person(s) Responsible	Professional Development & Resources	Timeline	Assessment Tools	Monitoring/Performance Indicators	Critical Area for Follow-up #
		ELD courses Utilize District curriculum for ELD and PD for all teachers on language acquisition and practice in the classroom aligned with Integrated ELD best practices			criteria annually). Students will increase one level per year on both ELPAC and TELL.	
SWD will demonstrate progress in Reading skills as measured by the Let's Go Learn dashboard.	Special Education Teachers Administration	District Training	3X a year Q1, Q2, Q4	Let's Go Learn	Students will utilize the Let's Go Learn program to perform diagnostic and fill concept gaps as measured by scores on the diagnostic tests in English.	2 8
SWD are given an academic support class with their case carrier to support their academic needs and IEP goal attainment.	Special Education Teachers Administration Counselors	Professional Development via District services as well as site collaboration time	ongoing	Grades Missing Work A-G criteria Graduation	Students will increase their academic grades, goal attainment, and decrease the number of missing assignments.	

GOAL #3 Increase student Achievement in Mathematics

SLOs: Effective Communicators, Complex Thinkers, Collaborative Workers, College and Career Ready.

SBCUSD Objectives:	☐ Each student will develop and pursue an academic and career plan based on his or her interests and talents ☐ Each student will develop creativity through mastery of fundamental knowledge and applied skills.	☐ Each student will demonstrate independent initiative, civic responsibility, and community pride. ☐ Each student will enjoy learning throughout life by learning how to learn.
District LCAP:	☐ CAASPP ELA, Math ☐ School Connectedness (Panorama) ☐ Reclassification Rate (EL)	☐ English Learner Indicator ☐ Drop Out Rate ☐ Graduation Rate ☐ A-G Requirements Met ☐ Attendance ☐ Suspension Rate

- PHS Objectives:**
- 11) By June of 2022, our 11th grade students will increase math SBAC scores by at least 40 points to no more than 105 points below standard, which would place us in the yellow category on the dashboard, with a long-term goal of reaching “green” on the CA Dashboard by 2023.
 - 12) Math passage rates with a grade of C or better will increase by 10% each year, with a goal of students achieving a 2.5 GPA average in mathematics.
 - 13) NWEA Math assessment goal to be determined. First assessment cycle in progress to determine baseline (as of 9/7/21).

Actions	Person(s) Responsible	Professional Development & Resources	Timeline	Assessment Tools	Monitoring/Performance Indicators	Critical Area for Follow-up #
Students taking the CAASPP in Mathematics will make forward progress towards state wide target scores.	Administration Math teachers Academic Coaches Secondary Education & UCLA PD	Pull-out days for math teachers to conduct data analysis on Interim Assessments and benchmarks. PD for math teachers on standards-based and research-based instruction	ongoing quarterly semester	CAASPP Interim Block Assessments District Benchmarks (NWEA)	CA Dashboard – goal of green Administered 3-4 times per year. Data will be reviewed by teachers to evaluate practice and reviewed by students to self-assess and set goals. Administered twice a year. Data to be reviewed by teachers using data protocols.	2 3
ELA teachers will work in course-alike groups to develop common success criteria for unit objectives and common assessments.	Math Teachers Math Dept. Chair	Teacher Clarity Books Collaboration Time (weekly) District Program Specialists	Weekly	Success Criteria and Scales	Teachers will develop, administer, and review the data collaboratively for common assessments and/or rubrics (Success Scales).	2
Students will successfully pass mathematics classes on the first try with a grade of C or better.	Math teachers	Professional Learning Plan & AVID strategies	Ongoing	Success Scales Professional Learning Plan	100% of teachers utilizing the focus strategies in the Professional Learning Plan	3 4 8

Actions	Person(s) Responsible	Professional Development & Resources	Timeline	Assessment Tools	Monitoring/Performance Indicators	Critical Area for Follow-up #
	Math teachers Math Resident Sub. The Cove CAPS after school programs Tutors/Interns Volunteer Pre-Service Teachers	Redemptive grading practices & Mastery Learning Grades issued to students will reflect standards mastery and not assignment completion. Saturday School Tutoring Intersession	Ongoing	Gradebooks Assessment scores	Increases in the level of implementation as measured by the Success Scales Utilizing a mastery learning mindset, students will be given opportunities to re-take assessments after demonstrating corrected learning (tutoring, redoing makeup work, Math XL, etc.).	
All student groups will increase mathematics standard mastery. Based on current data, a specific focus on the following student groups is needed: -African American -EL -Students with Disabilities	Administration All Teachers Special Education Teachers Program Facilitator	Multi-tiered Systems of Support (MTSS) The Cove CAPS Saturday School Intersession Tutoring	Ongoing – with increased monitoring every 6 weeks	Interim Block Assessments NWEA Assessments Grades Missing work Common Assessments	Students will score standard met across all standards Students will maintain a 2.0 Students will reduce the numbers of missing assignments and complete missing assessments.	2 3 8
SWD will demonstrate progress in Math skills as measured by the Let's Go Learn dashboard.	Special Education Teachers Administration	District Training	3X a year Q1, Q2, Q4	Let's Go Learn	Students will utilize the Let's Go Learn program to perform diagnostic and fill concept gaps as measured by scores on the diagnostic tests in Math.	2 8
SWD are given an academic support class with their case carrier to support their academic needs and IEP goal attainment.	Special Education Teachers Administration Counselors	Professional Development via District services as well as site collaboration time	ongoing	Grades Missing Work A-G criteria Graduation	Students will increase their academic grades, goal attainment, and decrease the number of missing assignments.	

GOAL #4 All students will graduate and be college and career ready.

SLOs: Effective Communicators, Complex Thinkers, Collaborative Workers, College and Career Ready, Community Participants.

SBCUSD Objectives:

- Each student will develop and pursue an academic and career plan based on his or her interests and talents
- Each student will develop creativity through mastery of fundamental knowledge and applied skills.
- Each student will demonstrate independent initiative, civic responsibility, and community pride.
- Each student will enjoy learning throughout life by learning how to learn.

District LCAP:

- CAASPP ELA, Math
- School Connectedness (Panorama)
- Reclassification Rate (EL)
- English Learner Indicator
- Drop Out Rate
- Graduation Rate
- A-G Requirements Met
- Attendance
- Suspension Rate

PHS Objectives:

14) By July of 2023, 94% our 12th grade students will graduate and 60% will graduate with CCI criteria met, student group parity will be achieved (EL, SWD, AA), with a goal of “green” on the CA Dashboard by 2023 for graduation and CCI indicators.

15) By 2023, all students will take at least one college course, AP course, vocational course, work-based program, internship, or complete a pathway.

Actions	Person(s) Responsible	Professional Development & Resources	Timeline	Assessment Tools	Monitoring/Performance Indicators	Critical Area for Follow-up #
Increase the numbers of students completing high school with the UC/CSU A-G admission requirements.	Administration Counselors Teachers	Upward Bound Education Talent Search The Cove Credit Recovery Programs (Edmentum & summer school)	Semester Annually	A-G Progress Monitoring for Counselors A-G Completion Rates	5% annual increase in the percentages of students meeting a-g requirements schoolwide each year. All student groups will increase at least 5% per year with a critical focus on diploma track students with disabilities, African American students, and ELs. Monitor poor work notices (D,F reports) each 6 weeks	4 8
To increase A-G completion rates, graduation rates, and reduce the need for credit recovery, decrease the percentages of students receiving D's and F's in courses, with a special attention on <i>mathematics, students with disabilities, ELs, and ninth-graders</i> . Hold student focus groups and run surveys and include students, staff, parents, and community in analyzing results to review	Administration Counselors Teachers Program Facilitator	The Cove Grading Practices Committee Tutoring Pirate Support Team (meets during Monday Collaboration) After School Program (CAPS) Community-based support providers MTSS	Quarterly Bi-weekly Quarterly Monthly Ongoing	Quarterly grade reports Review The Cove students' gradebooks and attendance for progress Quarterly grade reports Attendance reports, gradebooks, cumulative files Teacher referral	Reduce D/F rate by course – teachers review grades (data protocol) All students maintain a 2.5 GPA (goal of 3.0) Identify students for services based on low GPA (The Cove, CAPS, and community-based support providers) Teachers monitor students for changes in student patterns/behaviors and report	4 8

Actions	Person(s) Responsible	Professional Development & Resources	Timeline	Assessment Tools	Monitoring/Performance Indicators	Critical Area for Follow-up #
current programs, school and classroom environment, and resources and determine effectiveness, needed adjustments, and new strategies. Increase mentoring and tutoring interventions through the Cove and monitor effectiveness by student groups to determine best practices that work for ninth graders, ELs, African Americans, and SWD. Increase EL, African American, and Students with Disabilities participation in extra-curricular programs including sports, clubs, after school program, tutoring, and civic engagement activities. Utilize student input to match students to programs of interest. Review positive outcomes at PHS for AA, SWD, and EL student success and the factors that led to that success to replicate.	Inclusivity Committee	Extra Duty Pay After school programming budget for clubs, including supplies and equipment	Monthly	Suspension Rates Grade Reports (averages) Attendance logs	information to counselors/administration. Reduction in suspension rates, increases in grades, and participation in extra curricular activities	
70% of students will complete a college/career pathway. 85% of pathway students will be enrolled in pathways for at least 2 years (concentrator and capstone) and meet criteria for pathway completion.	Administration Counselors Program Specialist CTE Teachers	State grants and funding for CTE (CTEIG, Perkins, etc.) District funding for CTE programs LCAP budget for pathway support (equipment, training, field trips, etc.)	Annually July winter /spring	Pathway student survey Course enrollment records Course requests and student schedules Course catalog, A-G course list, State requirements, pathway “paths”	Identify students not in pathways and their reasons for not. Monitor student placement and enroll students properly before school starts. Review pathway program for CCI compliance (CTE credentials, program requirements, etc.)	1 3
100% of students on a diploma track will graduate within four years with particular attention to students with disabilities, African	Administration Counselors Program Facilitator	Credit Recovery programs (Edmentum, Independent Study, and course retakes) Summer School	Annually	4-year plans and updates	All students will have up-to-date 4-year plans	3 8

Actions	Person(s) Responsible	Professional Development & Resources	Timeline	Assessment Tools	Monitoring/Performance Indicators	Critical Area for Follow-up #
American, and EL students.	Teachers	Intersession tutoring The Cove Tutoring International Academy (ELs)	Semester Annually Semester Monthly	Semester grades IEPs EL Report Cards Edmentum records	Review records for next term course placements and credit recovery plans During IEP updates, the team will review the 4-year plan as well as update course requests for the following school year EL students will receive semi-annual monitoring for on-track progress for fluency progression as well as graduation All students in credit recovery will be monitored for on-time completion of courses.	
25% of students will successfully complete (C or better) at least 2 concurrent/dual enrollment classes.	Administration Counselors College/Career Teacher Program Specialist	District funding for tuition and books Valley College partnership Onsite courses Bus passes	semester	Dual enrollment records	Ensure a minimum of 24 students enrolled in each onsite dual enrollment course. Ensure students enroll in the Diesel Certification program each semester, until the program moves onsite.	8 9
100% of diploma track students	Administration	College/Career Center	October -	Student receipts of	Maintain records of students	3

Actions	Person(s) Responsible	Professional Development & Resources	Timeline	Assessment Tools	Monitoring/Performance Indicators	Critical Area for Follow-up #
will apply to college, military, or vocational/ technical programs. 100% of non-diploma track students with disabilities (moderate to severe SDC) will complete their program with transition assistance or work program placement as appropriate to their developmental levels. 100% of AVID seniors will apply to a four-year university.	Counselors College/Career Teacher 12th grade teachers AVID Coordinator	District's Transition Partnership Program for Students with Disabilities Community-based partners Valley College CSUSB Upward Bound Education Talent Search Budget for afterschool workshops and parent nights	May	applications collected by the Career Center and 12 th grade teachers.	that have completed the FAFSA through the Career Center and 12 th grade teacher records. Provide support services to families that have not completed the FAFSA.	6
100% of students eligible to complete it will complete the FAFSA.	Administration Counselors College/Career Teacher 12th grade teachers	Community-based partners Valley College CSUSB Upward Bound Education Talent Search Budget for afterschool workshops and parent nights	October - March	FAFSA completion rates	Maintain records of students that have completed the FAFSA through the Career Center and 12 th grade teacher records. Provide support services to families that have not completed the FAFSA.	3 6
Increase the average SAT/ACT scores by 5% annually. Increase the numbers of students taking the SAT/ACT by 5% annually. In 2019 and 2020 11th grade students participated in SAT School Day, which greatly increased SAT participation. The	Administration Counselors College/Career Teacher All teachers	District and site budget for 10th grade PSAT and 11th grade SAT Day Community-based partners Valley College Upward Bound Education Talent Search Budget for afterschool workshops and parent nights	fall spring fall/spring spring /summer	PSAT SAT SAT ACT	All 10th graders will take the PSAT and participate in a review of the results and goal setting. All 11th graders will take an SAT and participate in a review of the results and goal setting. Increase the numbers of students taking the SAT and ACT.	3

Actions	Person(s) Responsible	Professional Development & Resources	Timeline	Assessment Tools	Monitoring/Performance Indicators	Critical Area for Follow-up #
event was canceled in 2021 and in 2022 UC/CSU are not requiring the SAT/ACT. Although we will continue to encourage participation in SAT Day, students will not be <i>required</i> to take it.					Identify areas of strength and weakness to improve core curriculum.	

Appendix

Single Plan for Student Achievement

PACIFIC HIGH SCHOOL

The School Plan for Student Achievement 2021-2022

School: PACIFIC HIGH SCHOOL
District: SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT
County District School (CDS) Code: 36678763634680
Principal: Natalie Raymundo
SSC Approval/Adopted Date: 4/19/2021

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the Principal:

Principal: Natalie Raymundo
Telephone Number: (909) 388-6419
Address: 1020 Pacific St.
San Bernardino, CA 92404
E-mail Address: natalie.raymundo@sbcusd.k12.ca.us

The District Governing Board approved this revision of the SPSA on 6-22-21.

Pacific High School Professional Learning Plan

Pacific High School Professional Learning Plan (PLP)

Pacific High School Instructional Framework and Focus 2018 – 2022 2 nd revision April 2019 reviewed May 2020 reviewed by PDT July 2021			
Teacher Clarity supported by Academic Discourse & Critical/Close Reading Strategies			
SLO's <u>Effective:</u> Communicators Complex Thinkers Collaborative Workers College & Career Ready Community Participants	WICOR <u>Writing</u> <u>Inquiry</u> <u>Collaboration</u> <u>Organization</u> <u>Reading</u>	CCSS <u>Instructional Shift 2</u> – reading, writing, and speaking grounded in evidence from texts <u>EP1</u> – Support analysis of a range of grade-level complex texts with evidence. <u>MP3 and EP3</u> – Construct viable arguments from evidence and critique reasoning of others. <u>SP7</u> – Engage in argument from evidence	CSTP <u>1.5</u> – Promoting critical thinking through inquiry, problem solving and reflection. • Guide students to think critically through the use of questioning strategies, posing/solving problems, and reflection on issues in content.
Framework – Clear Standards-based Learning Intentions, Success Criteria, and Success Scales			
Daily Teacher Expectations: • Learning Intentions aligned to grade level standards • Success Criteria in student friendly language – How will students demonstrate they have successfully met the learning intention • Rubrics/Success criteria should be in place for end of unit assessments at a minimum and preferably for all lessons • Provides specific feedback for increasing learning by referencing the Success Criteria (and/or Success Scale) Students should be able to answer the following prompts: • Here's what I am learning today... • Here's why I am learning it... • Here's how I will demonstrate that I learned it... Teacher and Student: • Utilizes and/or references the success criteria and scales to clarify next steps to increase student success and learning			
Learning Intentions	Success Criteria	Learning Progressions	Success (or proficiency) Scales
What teachers want students to know and be able to do in a unit of study and in specific daily lessons. Teachers write the learning intentions in student-friendly language so students will be clear about what they are expected to learn.	specific descriptors of how students will achieve the learning intentions—provide teachers and students with a detailed “roadmap to the destination” that focuses instruction and motivates students to engage in the learning.	the “building blocks” or instructional scaffolds that teachers pre-plan in order to help students achieve the learning intention. They are the pre-requisite skills and concepts that lay out the sequenced pathway of learning. The learning progressions provide clarity for the “Where to next?” element of teaching and learning.	A proficiency scale presents knowledge or skills as a continuum of simpler, target, and complex goals that students sequentially work toward. Proficiency scales make it clear to teachers and students the student's current level of progress in meeting a standard on a 4-point scale. 0 = no attempt

Pacific High School Committee and Monday Collaboration Calendar

Pacific High School 2021-2022 Committee Calendar

August 2021				
Mo	Tu	We	Th	Fr
School Starts 2	Leadership 3	4	Inclusivity 5	6
Check-in / Course Alike / Support 9	AVID 10	11	CAPS District Dpt Chair 12	13
Certified Staff 16	Pathways 17	18	Back-to- School Nt. 19	20
Counseling & Sped District Course Alike PAAAC 23	SC3 24	25	Dept Chairs / PDT 26	27
Course Alike SSC 30	31			

September 2021				
Mo	Tu	We	Th	Fr
			Inclusivity 2	3
Holiday 6	Leadership 7	8	CAPS 9	10
Course Alike ELAC 13	AVID 14	15	District Dpt Chair 16	17
Certified Staff SSC 20	Pathways 21	22	23	24
SPED & Counselors District Course Alike PAAAC 27	SC3 28	29	Dept Chairs / PDT 30	

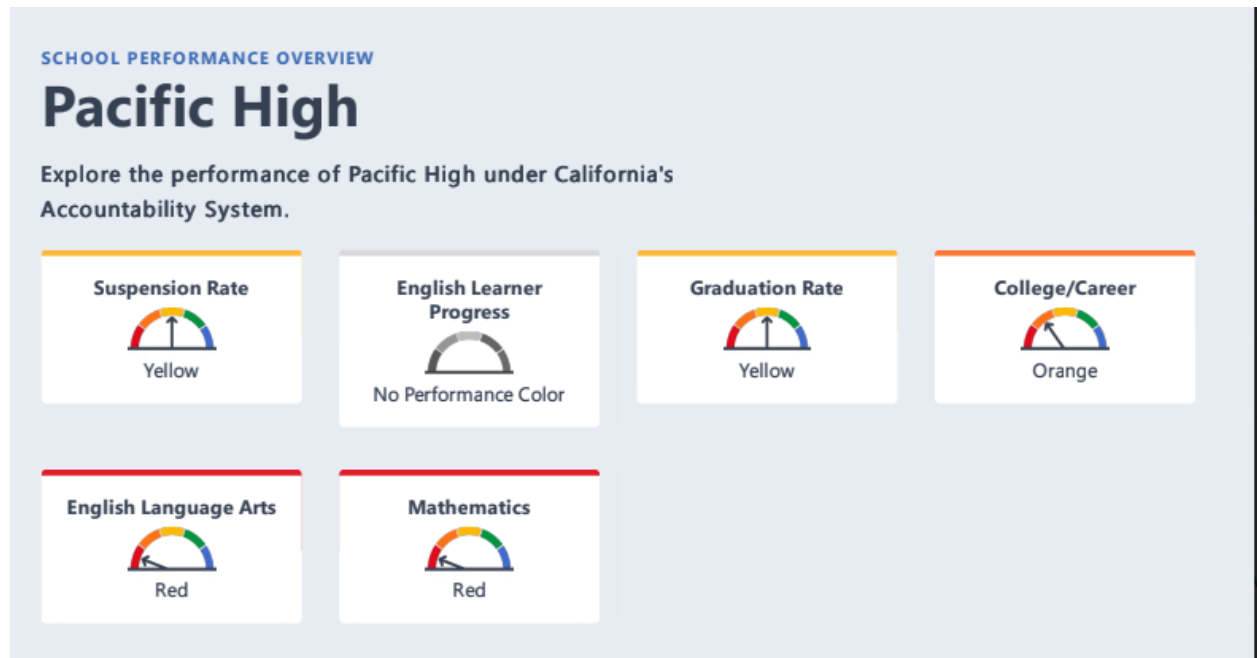
October 2021				
Mo	Tu	We	Th	Fr
				1
Course Alike ELAC 4	Leadership 5	6	Inclusivity 7	No School 8
No School 11	Honors/AP AVID 12	13	CAPS 14	15
Certified Staff SSC 18	Pathways 19	20	District Dpt Chair PAAAC 21	22
Counselors District Course Alike PAAAC 25	SC3 26	27	Dept Chairs / PDT 28	29

November 2021				
Mo	Tu	We	Th	Fr
Course Alike 1	Honors/AP Pathways 2	3	Inclusivity 4	5
Course Alike ELAC 8	Leadership 9	10	HOLIDAY 11	12
Certified Staff SSC 15	AVID 16	17	CAPS District Dpt Chair 18	19
22	23	24	Holiday 25	Holiday 26
Sped District Course Alike PAAAC 29	30			
December 2021				
Mo	Tu	We	Th	Fr
			1	Inclusivity 2
Counselors District Course Alike ELAC 6	Leadership 7	8	CAPS 9	10
SSC 13	14	15	16	Teacher Work Day 17
20	21	22	Holiday 23	Holiday 24
27	28	29	Holiday 30	Holiday 31
January 2022				
Mo	Tu	We	Th	Fr
Winter Inter- session 3	Winter Inter- session 4	Winter Inter- session 5	Winter Inter- session 6	7
Certified Staff 10	Leadership 11	12	Inclusivity 13	14
Holiday 17	AVID 18	19	District Dpt Chair 20	21
Sped District Course Alike PAAAC 24	SC3 Honors/AP 25	26	CAPS 27	28
Counselors District 31				
February 2022				
Mo	Tu	We	Th	Fr
	Leadership 1	2	Inclusivity 3	4
Course Alike ELAC 7	AVID 8	9	CAPS 10	11
Holiday 14	Pathways 15	16	District Dpt Chair 17	18
Holiday 21	SC3 22	23	Dept Chairs / PDT 24	25
Certified Staff SSC 28				
March 2022				
Mo	Tu	We	Th	Fr
	Leadership 1	2	Inclusivity 3	4
Course Alike PAAAC ELAC 7	AVID 8	9	CAPS 10	11
Course Alike Counselors District SSC 14	Pathways 15	16	17	18
21	22	23	24	25
Spring Inter- session 28	Spring Inter- session 29	Spring Inter- session 30	Spring Inter- session 31	
April 2022				
Mo	Tu	We	Th	Fr
				1
Certified Staff 4	Leadership 5	6	Inclusivity 7	8
Course Alike ELAC 11	AVID 12	13	District Dpt Chair 14	15
Course Alike SSC 18	Pathways 19	20	CAPS 21	22
Counselors District Certified Staff PAAAC 25	SC3 26	27	Dept Chairs / PDT 28	29
May 2022				
Mo	Tu	We	Th	Fr
Course Alike 2	Leadership 3	4	Inclusivity 5	6
Course Alike ELAC 9	AVID 10	11	District Dpt Chair 12	13
Counselors (all day) Certified Staff SSC 16	Pathways 17	18	CAPS 19	20
PAAAC 23	SC3 24	25	26	Senior Grades Due 27
HOLIDAY 30	31			
June 2022				
Mo	Tu	We	Th	Fr
				Grad- uation 3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

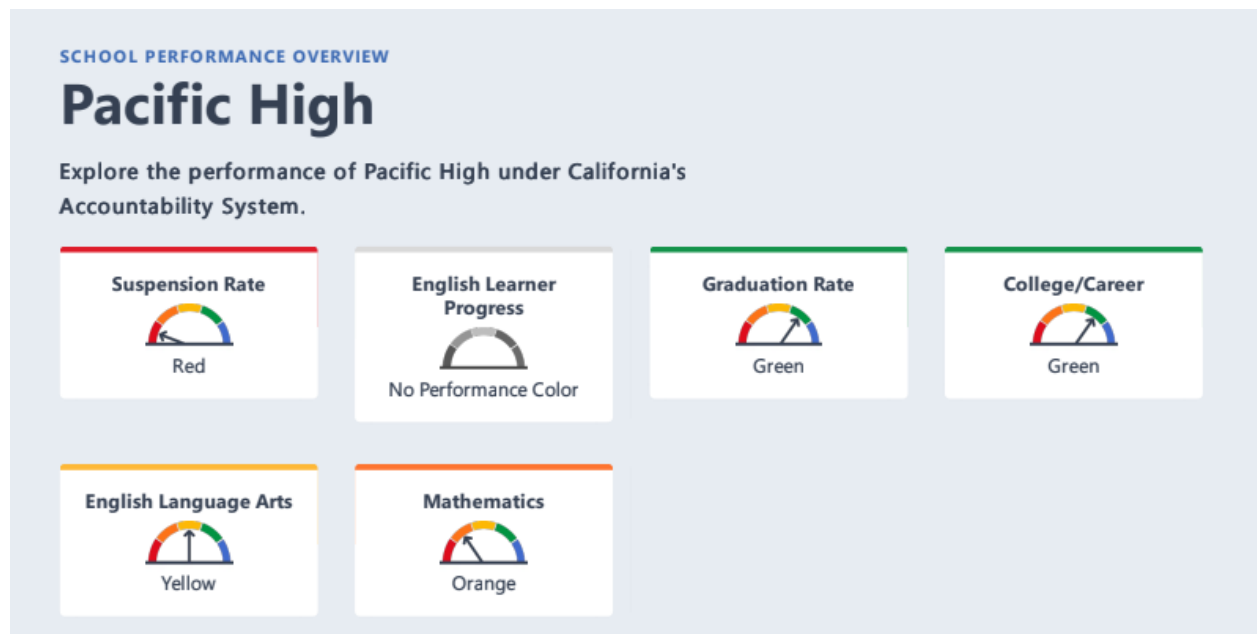
No School	No Late Start	Teacher Work Day No School	Minimum Day or Finals	Required evening event
Monday (late start) meetings (Course Alike or Certified Staff) begin at 7:40 and end at 9:10. Afternoon committee meetings begin at 2:45 and end at 3:45. Per contract, one after school meeting per month is required of all certificated staff. All PHS staff must attend at least one committee meeting per month. Additional meetings are voluntary; in some cases, additional duty may be available. There are two required evening events for certificated staff members, per contract. They are Back to School Night (Aug 19) and Graduation (June 3). The report time for Back-to-School and Graduation is 5:00 pm. Attendance by all certificated employees is required at all Monday Late Start Collaboration Meetings. No additional duty can be claimed for this time. It is part of the SBTA Contract. Attendance at Leadership meetings is required for all Dept. Chairs and SLC Leaders (stipend positions), in addition to a monthly committee meeting. Attendance by all others is voluntary. No additional duty pay will be provided. Pathway meetings are intended for pathway elective teachers and portfolio committee members only. See Becky Huff if interested.				

California Dashboard Reports

2018



2019



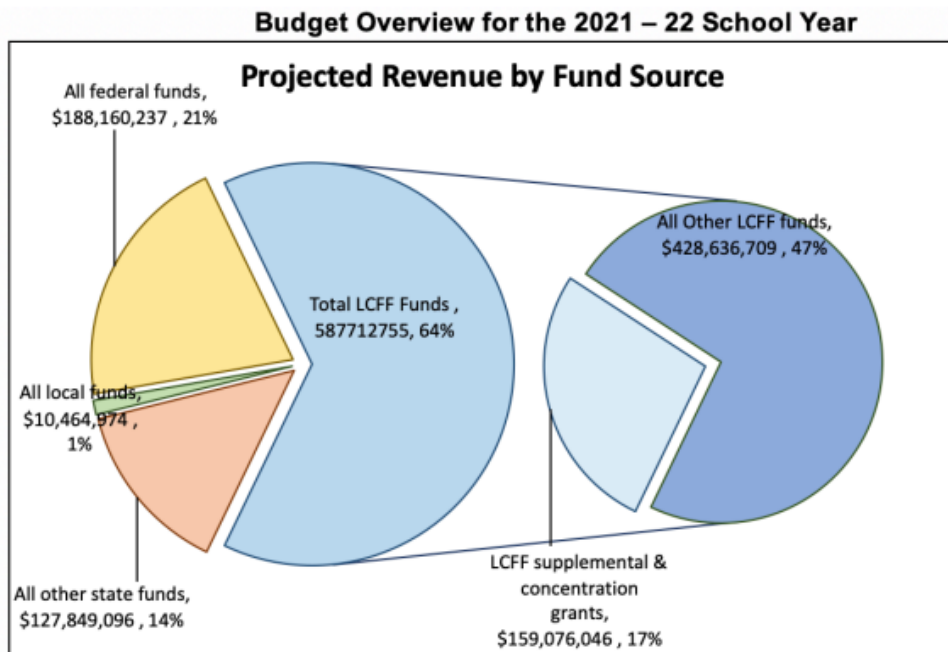


SBCUSD LCAP 2021-2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Bernardino City Unified School District
CDS Code: 36 67876 0000000
School Year: 2021-22
LEA contact information: Janet King: janet.king@sbcusd.k12.ca.us

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding – called “supplemental and concentration” grants – to LEAs based on the enrollment of high needs students (foster youth, English Learners, and low-income students).



Pacific High School Inclusivity Committee Goals

Inclusivity Leadership Sub-Committee Planning Document

BACKGROUND			
RATIONALE	Pacific High School proud of its diverse group of students from varied backgrounds, abilities, cultures, and identities. Although we include various stakeholders in distributed leadership committees, we recognize the need to be deliberate about inclusivity so that we are intentionally inclusive. In addition to inclusivity of the system as a whole (MTSS, enrichment, activities) The work of the group may also include research and recommendations for SWD inclusion within the general education classroom as much of the school day as appropriate for the student and in accordance with the IEP.	FOCUS GROUPS	While the intent of the committee is to be deliberately inclusive and welcoming to all students, there are some student populations that we know need additional support and attention, including: • Students with Disabilities • Limited English Students - New to Country • LGBTQ+ • African American • Homeless, Foster, Unaccompanied Youth • Gifted
VISION		MISSION	
	Pacific High School is an exceptional school, committed to preparing all students to be socially responsible, lifelong learners who will thrive in college and careers.		Pacific High School provides meaningful, relevant, and rigorous opportunities to ensure all students graduate with the experience necessary to make a positive contribution in a global society. All students will be prepared to successfully think, act, and communicate in college, career, and life
COMMITTEE GOAL	We commit to Pacific High School being a wholly inclusive environment by	VALUES	The values the committee uses to guide the work
	developing, maintaining and revising policies and practices for equity and inclusion		Responsibility
	purposely ensuring that all in the organization feel valued, welcomed, and respected		Integrity
	providing multiple opportunities for all in the organization to have a voice and be engaged in school governance and operations		Ownership
	ensuring that students have appropriate materials necessary to succeed and feel included in the school by removing barriers and providing opportunities to participate		Respect
			Inclusivity
OBJECTIVES			
	How to:		
	1 Ensure that all school staff and activities are open, accepting and welcoming to all in the school community.		
	2 Provide scaffolds to include all students in activities.		