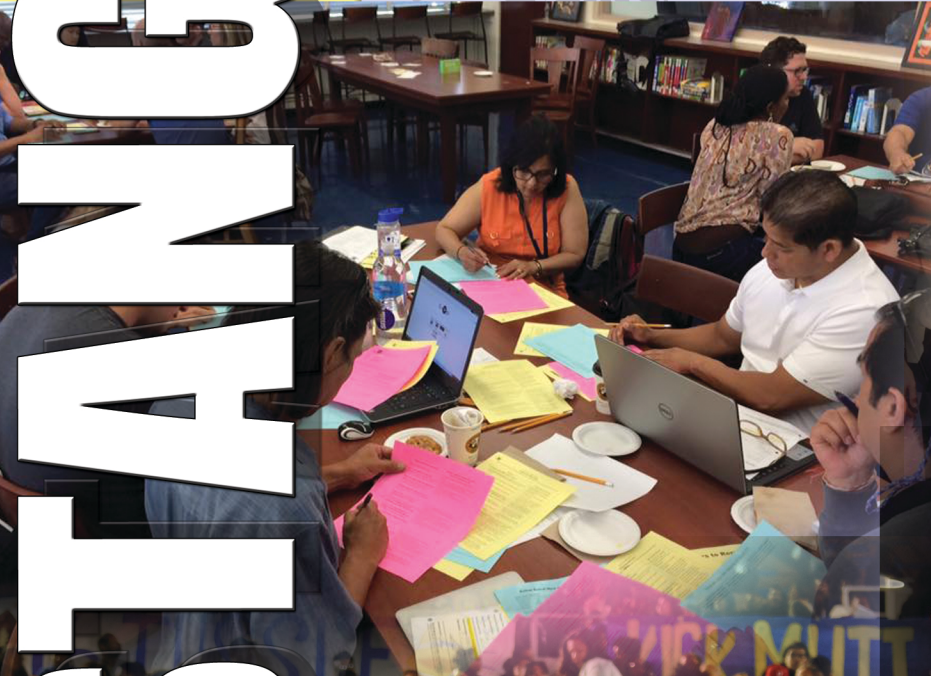
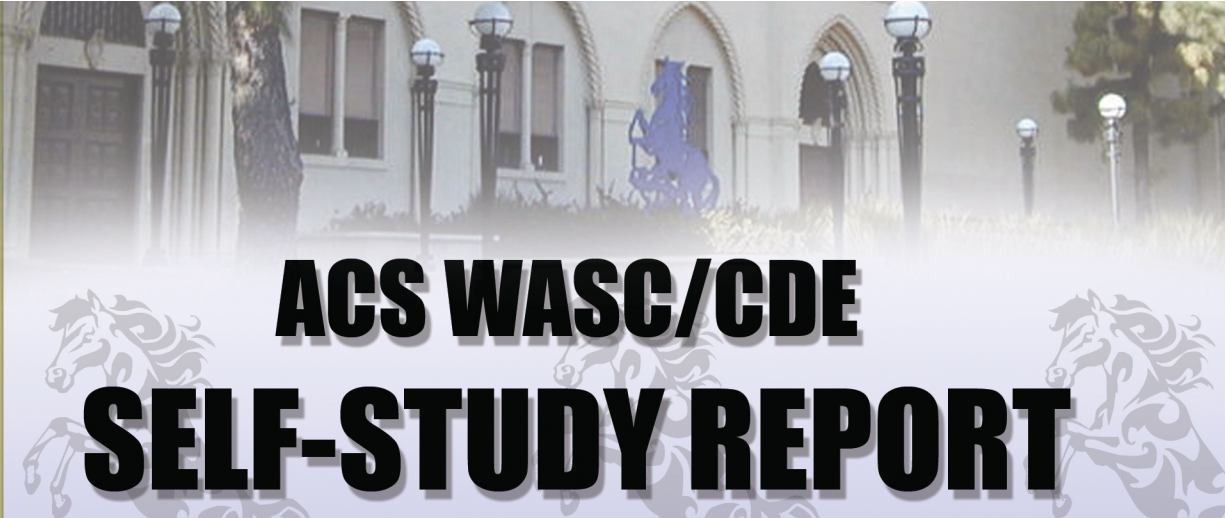




ACS WASC/CDE SELF-STUDY REPORT

MUSTANGS



**JOHN
MUIR**
High School

2016-2017



JOHN MUIR HIGH SCHOOL SELF-STUDY REPORT

1905 Lincoln Avenue

Pasadena, CA 91103

Pasadena Unified School District

February 26 – March 1, 2017

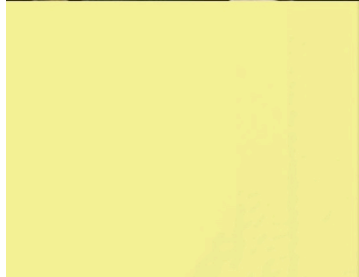
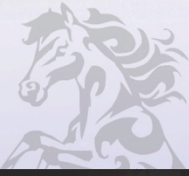
**ACS WASC/CDE Focus on Learning Accreditation Manual,
2016 Edition**

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Preface



Preface

In February of 2016, the John Muir Self-Study process officially went underway. The initial step was to get the Chairpersons of the study acquainted with the expectations, by attending a training in El Monte. From there, we began mapping out the process and assembling the WASC Leadership Team on a basis. The team met and began with a review of our last progress report before mapping out our next twelve months of self-study.

The first task the WASC Leadership Team took on was to determine John Muir High School's Mission, Vision, and Schoolwide Learner Outcomes. After reviewing what was established, we began tweaking with our thoughts. Then, the results were presented to the entire staff at an A Monday Professional Development. From here, groups were formed to discuss the Mission, Vision, and SLOs and provide feedback. The Leadership team reassembled, reworded, and represented the finding to the school where we were given approval.

From there, the WASC Process became a schoolwide focus. Focus groups were developed to discuss and gather thoughts and perceptions on Chapter 4. Data and outcomes for student achievement were discussed and analyzed within department and academy meetings. Representatives from across the school would gather after school and on off days to participate in the writing process. Results would continue to be presented and discussed at our A Monday Professional Development to receive feedback and attain a schoolwide consensus.

Data was continually gathered through various sources in order to maintain an accurate self-study. Teachers participated in Instructional Rounds to record data and observations of what was occurring within the classroom. Surveys were presented to teachers and parents to receive accurate perception data. District and In-House personnel were contacted to submit data on student and district achievement. Results were then compiled and analyzed by a team of teachers to develop our Action Plan.

The Action Plan will continue to serve as a compass for John Muir High School. Many of the strategies developed have already been implemented into our school culture. It will become a discussion at gatherings for all stakeholders: the Instructional Leadership Team, the School Site Council, PTSA, and A Monday Professional Development. The JMHS Team is constantly evolving and self-analyzing. The Action Plan will lead us forward.



Chapter I: Student/Community Profile and Supporting Data and Findings



Chapter I: Student/Community Profile and Supporting Data and Findings

General Background and History

Since 1923, John Muir High School has set the groundwork for graduates to not only excel in the world, but to reinvent it. Before he broke the color barrier in the world of sports, Jackie Robinson ran the bases on Muir’s newly renovated “Stadium 42”. Among the numerous Olympic athletes John Muir has produced, history will remember Jackie’s older brother Mack Robinson standing on the podium next to Jesse Owens receiving his silver medal at the 1936 Olympics in Germany. The same halls were walked by former California Attorney General John Van de Kamp, and the tradition continues on. Over the last three years, JMHS has produced two Gates Millennium Award winners, been recognized by the UC system for having over 50% of applicants accepted into a UC school, had a student invited to be a featured speaker at the TEDx Pasadena Women Conference, and saw Tyron Hampton (Class of 2001) elected to the Pasadena City Council. John Muir offers students the opportunity to be a part of the rich legacy of Pasadena’s most historic high school. We embrace each student as a member of the Mustang family, challenging and supporting them to realize their fullest potential.

John Muir has experienced demographic and societal changes reflecting those of the region. The majority of students were white until the mid-1970s when African-American students became the largest ethnic group at the school. White students continued to be a numerically significant population, making up 25% of the student body as recently as 1991. Ten years later, however, white students accounted for only 8% of the student body, and Hispanic student enrollment had grown to 40%. Present enrollment has shifted further, with Hispanic/Latino students comprising 66% of enrollment and African Americans now forming 30%. There have also been changes in the proportions of students designated as English Learners and Students with Disabilities, with these two groups respectively accounting for 11% and 13% of the student population in 2012-2013.

School Purpose

The Instructional Leadership Team reviewed and revised our school’s Mission and Vision Statement that was presented to the faculty at large. After being reviewed and revised by the faculty at large, the following was developed:

Mission & Vision

An overall expression of who we are and what we want to be.

Mission Statement: John Muir High School is committed to providing a safe learning environment in which students will be academically prepared for the rigors of college and thrive in the careers of the 21st Century.

Vision Statement: John Muir High School is a model learning community that fosters the intellectual and social growth for students to become lifelong learners, community leaders, and advocates for change.

A similar process was conducted with the Schoolwide Learner Outcomes in 2014 to produce the following:

Schoolwide Learning Outcomes (SLOs)

What we want our students to know and be able to do when they graduate.

John Muir High School graduates will:

Master college and career readiness standards.

Utilize technology to communicate effectively.

Identify solutions through critical thinking.

Realize potential through creativity, collaboration, and perseverance.

Pasadena LCAP and Muir’s Single Plan

Pasadena Unified School District brings together parents, community members, school and district personnel to develop its Local Control Accountability Plan (LCAP). Currently, John Muir High School is in the process of implementing Goals 1 and 3 at the school site level.

Pasadena Unified School District’s LCAP has five (5) goals:

1. Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement. State priority areas: 2,4,7,8,
2. A well-trained and qualified teacher in every classroom, every day supported by adequate well-trained support staff. State priority area: 1
3. Students will be in school every day in an environment that is safe, caring, and conducive to learning. All facilities will be in good repair and equipped for 21st century learning. State priority areas: 5,6
4. Parents and guardian feel welcomed at their school, have sufficient two-way communication with their school and are provided with knowledge and skills to successfully support and advocate for their children. State priority area: 3
5. Systems and process of the district are effective, transparent, and efficient. The central office is responsive to the needs of the school sites.

The School Single Plan for Student Achievement as adopted by School Site Council has embedded three of the district LCAP goals into the Single Plan. John Muir High School is committed to all students demonstrating college and career readiness through their completion of the Senior Defense and completion of their graduation portfolio. Beginning with the class of

2019, all students in PUSD will fulfill this requirement. Students at John Muir will begin Senior Defense with the class of 2018. John Muir High School started this process three years ago with a Junior Project. This project has evolved into each Senior completing a Senior project and presentation. In order to support students in this accomplishment JMHS School Site Council has supported the strengthening of literacy skills in Mathematics and English Language Arts.

The 2016-17 goals are:

- In 2016-2017, 25% of all 11th graders will score Ready or Conditionally Ready for College-level Mathematics passage rate on the Smarter Balanced Mathematics (an increase from 16% in 2016). Percentage of freshman and sophomores earning a final grade of C or higher in Mathematics will increase from 57% to 75%.
- 50% of all 11th graders will score Ready or Conditionally Ready for College-level English on the 2017 SBAC/EAP English Assessment. In 2016, 43% of juniors met this objective on the former CST/EAP assessment.
- 15% of English Learner juniors will score Ready or Conditionally Ready for College-level English on the 2017 SBAC/EAP English assessment (up from 4% in 2016)
- 35% of African American juniors will score Ready or Conditionally ready for College-level English on the 2017 SBAC/EAP English assessment (up from 23% om 2016).
- Engage a minimum of 250 parents through membership and/or active participation in one of several parent groups on campus, including School Site Council, PTSA, and English Language Learner Advisory Committee (ELAC). Approximately 120 parents were engaged in 2015-2016.
- Further reduce student referral rate from 34% (2015-2016) to 25% in 2016-2017.
- Increase UC/CSU course completion rate from 43% (2015) to 50% in 2017.
- By May 2017, 100% of Muir students will demonstrate mastery in argument writing (as described in grade level goals on Muir’s argumentative Writing Grade-Level Progression Chart).

School Program Data

Since 1990, John Muir High School has incorporated an academy-based model of learning on campus. In 2008, Muir was reconstituted, embracing a wall-to-wall Linked Learning model through three academies: Arts, Entertainment, & Media (AEM), Business and Entrepreneurship (BE), and Engineering and Environmental Science (EES). Every core teacher is placed into an academy, along with two Career and Technical Education (CTE) teachers, where they share a common prep-period to develop integrated projects, address student concerns, and plan Work Based Learning experiences. The academies are overseen by a lead teacher, on site administrator, and a district coach.

A large component of the PUSD academy model is Work Based Learning. Each academy has a designated teacher to act as Work Based Learning coordinator, a member of the Pasadena Chamber of Commerce to act as the Pathway Industry Connection (PIC), an Advisory Board comprised of community members and industry folk within the academy’s focus, and an on-site College and Career Tech. Within the academy model, students that were able to complete the

entire course sequence and accumulate a designated number of internship and community service hours were awarded a medallion to signify their graduation from the academy. As a district, similar expectations are required of all students in the class of 2019 and beyond.

By the end of their senior year, students are required to meet 40 combined hours of internship and community service hours to receive a high school diploma; 200 to receive an academy medallion. These experiences can come in the form of Career Exploration Visits, guest speakers, and community involvement. The WBL team and academy teachers work to establish these opportunities, with the college and career tech tracking the hours of each student. During their Junior and Senior year, students are also given Internship opportunities with local businesses. This past summer, 27 rising seniors (about 15%) were able to successfully be placed in internships, a number that we are looking to build upon during the course of this school year,

During their four years of high school, each student will progress through an academy-based course load to prepare them for both college and career. Through the course continuum provided by each academy, students will be able to meet all A-G requirements, gain access to AP courses, and enroll in certification classes. Currently, the course sequence for each academy’s CTE class is as follows:

| Arts, Entertainment, & Media (AEM) | Business & Entrepreneurship (BE) | Engineering & Environmental Science (EES) |
|---|--|--|
| <ul style="list-style-type: none"> • Studio Art / Digital Photography • Graphic Design / Film & Video Production • Graphic Design 2 or Film and Video Production 2 • Portfolio Development & AP Studio Art or TV Production | <ul style="list-style-type: none"> • Principles of Finances / Culinary Arts • Global Business / Business Ethics • Business Marketing / Accounting • Business Management / Entrepreneurship | <ul style="list-style-type: none"> • Introduction to Engineering Design • Principles of Engineering • Digital Electronics • Engineering Design & Development |

Over the last two years, Muir has established an expectation for all students to complete a Senior Research Project in order to participate in graduation. Primarily in their History, English, and CTE classes, students research and write a paper that addresses a problem affecting their community and develop a solution to this issue. The papers are then graded on a common rubric with the entire staff. Afterwards, students must present their findings to a three person committee made up of staff and community members.

In 2019, the Pasadena Unified School District will be implementing their district-wide expectation for graduation. Among those expectations will be a Senior Defense paper and presentation that will validate the students learning. The project will be judged on seven different criteria from the PUSD Graduate Profile: Critical Thinking, Creative & Innovative Thinking, Communication, Collaboration, College & Career Readiness, External & Internal Values, and Healthy Mind & Body. At this time, Muir is reevaluating its own criteria for the defense. However, we are currently the only high school in the district to currently have this procedure implemented.

Four days a week, each teacher facilitates a 26-minute advisory period. Advisories are assigned based on each student's academy and grade level, where they spend a two-year rotation with that teacher. During that tenure, students are expected to receive academic guidance and community building experiences facilitated by an academic teacher. The advisory teacher acts as a liaison between the school and home for each student.

Last year, JMHS instituted a new course for all freshmen called College & Career Readiness. The class was developed with cooperation from Pasadena City College (PCC) and offers all freshmen the opportunity to receive Dual Enrollment College Credit. The first semester of the curriculum covers PCC's Counseling 10 (1 unit) and Counseling 17 (2 units), while the second semester covers Counseling 12 (3 units). During the course, students are asked to explore all options for after high school, as well as develop a 10-year plan for themselves. This sets the groundwork for them to navigate through to their senior year.

Additional courses that are required for graduation are two years of Physical Education, one year of a Fine Arts Class, one year of Foreign Language, and five full years of elective credits. The class of 2019 has the additional expectation that they will complete a Health Education course. Currently, the only option students have to fulfill this requirement is to enroll into the summer school offering. Some students will have the option of taking Health in Spring 2017.

Intervention Programs

Being a Title 1 school, John Muir High School has a large population of Socio-Economically Disadvantaged Students. As with most Title 1 student populations, both academic and behavioral interventions need to be put into place. Among those strategies are the double-blocking of our Integrated Math 1, Integrated Math 2, and Freshman English classes. Our students have historically struggled in both of these areas, so the idea of double blocking the classes has been in place since the 2008-09 school year, with minor adjustments made over the years.

Co-Teaching Model

As shown below in the demographic data of John Muir High School, the number of special education students enrolled has averaged about 20% over the last several years. With one out of every five students being identified as a student having a disability, JMHS began instituting co-teaching classes in the second semester of the 2014-2015 school year. That year, it was piloted in a Freshman English Class. The next year it expanded to one section each of Freshman English, Junior English, Integrated Math One, Biology, and Chemistry. Currently, for the 2016-17 school year, JMHS offers at least one section of each of the Freshman and Sophomore core classes in the co-teaching model: English, Math, World History, and Biology.

The Brotherhood Coalition

In 2014-2015, Muir administration worked with a History-Social Science teacher to develop an innovative intervention for freshman males who were at risk of failure in school and who were exhibiting signs of truancy, disengagement, and/or possible gang affiliation. The teacher reviewed several models before proposing an elective class for selected students that would focus on leadership and mutual support, along with frank discussion of challenges each student faced in perceiving the relevance of school. Students would be assigned to this elective course,

“Social Justice and Advocacy,” and also take Advisory with the same teacher. The assistant principal contacted administrators at each of Muir’s feeder middle schools to obtain a list of potential students for the program. The teacher contacted parents and guardians in the weeks before school, started to explain the opportunity, and obtain their approval for students to participate.

Capturing Kids’ Hearts

John Muir engaged in a school-wide human relations training called “Capturing Kids’ Hearts” in August 2014 that included teachers, certificated non-teaching personnel, and a large number of the school’s classified staff—seventy-one team members in all. The training was funded by the school’s Safe and Supportive School (S3) grant and was provided by consultants from the Flippen Group. The content of the three days focused on equipping staff to cultivate strong relationships with students (and each other) and establish effective classroom environments.

Partnership with Pasadena City College

In 2014-2015, PUSD engaged Pasadena City College (PCC) in consultations aimed at opening up a college satellite on the campus of John Muir High School. District and school administration developed a plan to vacate a building to house the satellite; consultations ensued on the nature of courses that might be offered and broader engagement with the community that would be needed. In summer 2015, all Muir faculty housed in the D building were relocated to the A building. Consultations with the PCC leadership have continued. At present, seven (7) new courses were offered on the Muir campus in spring 2016 in newly upgraded classrooms. Muir is also offering 8 sections of a dual-enrollment Introduction to College course to all of its freshmen.

As referenced above, PUSD and John Muir High School have been exploring an innovative partnership with Pasadena City College to create a satellite college campus at John Muir—“PCC Northwest.” Muir staff met with PCC administration to agree on a set of courses that (a) would be of value and interest to JMHS students, and (b) are also impacted and would benefit current PCC students. JMHS students and parents responded positively to this opportunity with nearly 50 students enrolling in concurrent enrollment courses to be offered after school in spring and fall 2016.

Courses include:

- English 100
- English 1A
- Mathematics 131
- Psychology 1
- Sociology 1
- Spanish 1
- Speech Communication

PUSD and Muir administration are in consultations with PCC staff to plan additional courses from Spring 2017 through 2019—with particular interest in planning courses that can be offered during the school day. The intent is to develop an “Early College” program on Muir’s campus that would be of special appeal to current high-performing students as well as to potential

students currently attending private or charter schools. Currently we have 74 students eligible for the “Early College” program. All faculty are qualified through Pasadena City College.

Advanced Placement Courses

The effort to expand Advanced Placement (AP) courses for students has been supported by targeted professional development for teachers. Teachers of each new course have attended AP Summer Institutes. Muir has also sent all of its English teachers to AP English Language & Composition training to support the alignment of instruction with college-level expectations. There has also been a concerted effort by counselors, teachers, and administrators to engage parents and students and encourage enrollment in rigorous AP classes. This has included letters and automated messages, student assemblies, parent meetings, and individual contacts by counselors.

Students in Advanced Placement are supported by using Shmoop, an online program that supports students in the reinforcement of content knowledge in the specific AP area. Shmoop reinforces the student learning through review, drill and testing of their knowledge. Classrooms currently have available Chromebooks to facilitate student engagement with this program. In school year 2016-17, JMHS has added an online course in AP Computer Science Principles taught through Edhesive, an online provider. John Muir High School has 217 students currently enrolled in Advanced Placement classes.

Puente

Puente is a model designed by the University of California (UC) to challenge students who are underrepresented in higher education to engage in rigorous college preparatory coursework and leadership development. Students take an honors-level English course in grades 9 and 10, “looping” with a Puente-trained teacher, and are encouraged and supported in taking Advanced Placement courses beginning in grade 11. Students benefit from the support of the same counselor for all four years and also engage in annual leadership development opportunities sponsored by the UC. John Muir High School has dramatically expanded its Puente program over the last four years in order to offer students the rigor of this program within all three of its Linked Learning pathways. Puente enrollment in grades 9-12 has increased from about 110 students in 2009 to approximately 360 students today--more than any other high school in California.

The summer of 2016 was the first year that Pasadena Unified School District developed a “Prep for Success” program for incoming freshman. Four from John Muir High School teachers taught the course at Marshall Fundamental. This program was designed to help students with the transition from middle school to high school.

Students at JMHS have an 8-period block schedule, four blocks each day Tuesday through Friday, with blocks of 85 minutes in length. Monday’s classes consist of four blocks shortened due to professional development being held in the morning. Each period is 68 minutes in length. JMHS’s 8-period schedule enables students to have Career Technical Education (CTE) courses aligned with their specific academy. This general schedule configuration has been in use since the wall-to-wall academy model was adopted during the reinvention of John Muir High School in 2008.

Thesys

Thesys is a credit recovery program available to John Muir High School students. It is an online program allowing students to replace their low grade in a class with a higher grade by completion of the online program. This program is accessed online. Work is graded by a JMHS teacher. Upon completion the prior grade is replaced by the current grade. Each student access Thesys through a chromebook while at school. Students do additional work outside the school day at home to ensure their course completion.

College Bridge Programs

John Muir High School provides a variety of bridging to college programs. College Access Plan (CAP), a program started at JMHS, supports students in preparation for both the SAT and ACT, and through the college application process, through test preparation classes, seminars and one-on-one support. Upward Bound/TRIO/Talent Search are programs run through PCC along with Cal State Los Angeles. UCLA works with the students at JMHS through their VIPs and EAOP programs. In 2015 John Muir was honored to have a large proportion of the graduating class accepted to UCLA.

Demographic Data

Student Enrollment by Ethnicity

| <i>Enrollment Total Subgroup</i> | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|-----------------------------------|---------|---------|---------|---------|----------------|
| School-wide CBEDS Enrollment | 1,112 | 989 | 919 | 892 | 878 |
| % Hispanic/Latino | 67% | 70% | 67% | 71% | 71% |
| % African American | 30% | 26% | 28% | 26% | 24% |
| % Socioeconomically Disadvantaged | 86% | 89% | 85% | 84% | 79% |
| % English Learners | 13% | 12% | 13% | 12% | 12% |
| % Students with Disabilities | NA | 18% | 18% | 20% | 18% |

Sources: CDE (2012-13 through 2015-16) and Aeries (2016-17).

Enrollment at John Muir High School has declined modestly over the last six years. However, the overall demographic profile of the student population has not changed dramatically since the last self-study. The main ethnic subgroups continue to be Hispanic/Latino and African Americans. The percentage of students qualifying for the federal Free and Reduced Meal Program has continued to hover around 85% and the percentages of students classified as English Learners and Students with Disabilities have largely remain constant.

Cumulative Student Enrollment by Significant Demographic Groups, 2014-15 to Present

| <i>Cumulative Enrollment /Percentage</i> | 2014-15 | 2015-16 | 2016-17* |
|--|------------|------------|------------|
| Hispanic/Latino | 655, 68% | 676, 70% | 654, 70% |
| African American | 295, 30% | 283, 29% | 265, 28% |
| English Learners | 105, 11% | 108, 11% | 112, 12% |
| Students with Disabilities | 171, 19% | 194, 20% | 169, 18% |
| Foster Youth | 68, 7% | 48, 5% | 32, 3% |
| <i>Students Withdrawn Prior to End of Year</i> | 125, 13% | 122, 13% | 90, 10% |
| Cumulative Full-Year Enrollment | 970 | 966 | 936 |

*Source: Aeries SIS *2016-2017 data are year-to-date through January 15, 2017.*

The table above reflects annual cumulative enrollment, including all students who were enrolled at the school for at least one day over the course of each school year. The percentages for each demographic group identified above are more or less consistent with the CBEDS data shown on the previous page. This table includes the total and percentage of foster youth, which has declined slightly over the last three years, possibly as a result of district policies that have more evenly distributed enrollments of students residing within the Licensed Children’s Institutes (LCIs or group homes). Previously, foster youth living in LCIs enrolled at their closest school of residence, which for many group homes is John Muir. It is also important to note the number of students who withdrew from the school for one reason or another before the end of the year. This rate was consistent over the last two years, counting with 13% of the total enrollment. Not indicated in this table is the number of students who entered the school after a significant number of school days had passed. The entry and withdrawal of students over the course of the year can make the maintenance of stable learning environment more challenging for students and staff alike.

Student Enrollment by Parent Education Level, 2016-2017

| Parent Education Level | Percentage |
|------------------------------|------------|
| Not HS Graduate | 34% |
| High School Graduate | 27% |
| Some College | 15% |
| College Graduate | 8% |
| Grad School/Post Grad Trng | 3% |
| Decline to state/No response | 13% |

It is clear that the students with parents who attended and/or graduated from college comprise just over a quarter of our total enrollment. Another quarter completed a high school diploma. More than a third of our students’ parents did not complete high school. Students whose parents lack college experience need additional support in preparing for collegiate study as well as navigating the admissions process.

Data Addressing Eight State Priorities

1. Conditions of Learning

Classroom Teachers by Subject/Department, 2016-2017

| Subject/Dept | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|-----------------------------------|------------------|------------------|------------------|------------------|
| Art | 1 | 1 | 1 | 1 |
| Biology | 2 | 2 | 2 | 2 |
| Chemistry | 1 | 1 | 1 | 1 |
| English | 8 | 8 | 7 | 7 |
| History | 5 | 5 | 4 | 4 |
| Math | 7 | 7 | 7 | 7 |
| Music | 1 | 1 | 1 | 1 |
| PE | 2 | 2 | 2 | 2 |
| Physics | 2 | 1 | 1 | 1 |
| World Languages | 4 | 3 | 3 | 3 |
| Career Technical Education | 8.4 | 7.8 | 7.8 | 6.9 |
| Special Education | 9 | 9 | 9 | 9 |
| JROTC | 2 | 2 | 0 | 0 |
| Total FTE | 47.4 | 45.8 | 43.8 | 42.9 |

Staffing levels have remained relatively consistent over the last few years. The District has continued to provide supplemental funding for academic teachers and CTE instructors to support

the school’s wall-to-wall academy model and additional time for freshman English and Mathematics 1 and 2. John Muir is a school under Williams settlement compliance and as such the Los Angeles County Office of Education (LACOE) annually certifies the appropriate credentials for faculty along with the sufficiency of core instructional materials and the safety and cleanliness of school facilities. The turnover rate at John Muir has decreased substantially in the last three years. Only three new teachers joined the faculty in 2016-2017.

Administration and Certificated Support Staff

| Position | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|--|------------------|------------------|------------------|------------------|
| Administrator | 3 | 3 | 3 | 3 |
| Counselor | 3.5 | 2.5 | 2.5 | 2.3 |
| Instructional Coach | NA | NA | NA | 1 |
| Librarian | 1 | 1 | 1 | 1 |
| Nurse | 1 | 1 | 1 | 1 |
| RTI Teacher/Coach | NA | NA | NA | pending |
| Safe & Supportive Schools Coordinator | 1 | 1 | NA | NA |
| School Psychologist | 1 | 1 | 1 | 1 |
| Speech and Language Pathologist | 1 | 1 | 1 | 1 |
| Language Development Teacher | 0.2 | 0.2 | 0.5 | NA |

Administrative staffing has been consistent over the last few years. In 2013-15 the school had an additional counseling position that was funded by a state Safe and Supportive Schools grant. The District funded a 50% Language Development Resource Teacher in 2015-16, phasing out the position in favor of a full-time District-funded Instructional Coach in 2016-17.

Faculty Demographics

| Gender | African American | Hispanic/Latino | Caucasian | Asian | Total |
|---------------|-------------------------|------------------------|------------------|--------------|--------------|
| Male | 6 | 4 | 13 | 2 | 25 |
| Female | 5 | 5 | 9 | 4 | 23 |
| Total | 11 | 9 | 22 | 6 | 48 |

| Graduate Degrees | Teachers |
|-------------------------|-----------------|
| Master | 26 |
| Doctorate | 1 |

Continuity of Faculty

John Muir High School has for many years had a challenge of attracting and retaining qualified teachers. The table below demonstrates the number and percentage of the school’s current 49 teachers who have been serving continuously since important milestones in the school’s recent history. Many veteran members of the staff have positively observed the return rate of faculty from 2015-2016 to 2016-2017 was one of the highest they could remember in all of their years at the school.

| Milestone | Number of Teachers | Percentage of Current Faculty |
|-------------------------------------|---------------------------|--------------------------------------|
| 2011 WASC Self-Study | 20 | 40% |
| 2014 WASC Three-Year Revisit | 29 | 60% |
| 2015-2016 School Year | 45 | 92% |

Co-Curricular and Extracurricular Activities

John Muir High School supports its students through mentorship opportunities, student organizations and community. Mentorship programs at JMHS include:

- Mentoring and Partnership for Youth Development
- Links-Up
- Architecture, Construction and Engineering (ACE) Mentorship

The members of ASB represent the various groups available to student to explore the diverse interests and activities of the JMHS student body. Each group is supported by the faculty as advisors. Students are welcome to be involved in a variety of activities during and after the school day. Participation and volunteering through the many activities provides students with the opportunity to serve the community.

The Associated Student Body at JMHS represents a variety of student groups that explore the varied interests and activities of students. A faculty member advises each group. Students participating through these groups enrich the school community during and after the school day.

These activities and clubs include:

- Associated Student Body
- Black Student Union
- The Blazer (student-run newspaper)
- Dance Team
- Generation Green

- Jazz Ensemble
- Marching Band
- Movie Club
- Muir Ranch
- Vocal Rhapsody Choral Ensemble
- Wild Horses Literary Magazine
- National Honor Society
- Solar Cup

Additionally, students at John Muir are supported through student clubs that collaborate with the community support the diversity of interests for JMHS students. Organizations include:

- Day One (John Muir Wellness Council)
- Altadena Rotary Club (Interact Club)
- Young Life

John Muir High School sports teams include:

- Football
- Volleyball- Boys and Girls
- Basketball-Boys and Girls
- Soccer - Boys and Girls
- Baseball
- Swimming
- Softball
- Track and Field
- Cross Country

The community is actively involved also in support of students through the STARS program, supporting Foster Youth. STARS is a collaboration between PUSD, Pasadena City College, and All Saints Church in Pasadena to support the academic and emotional needs of students living in foster care.

Pupil Achievement Outcomes

English/Language Arts College Readiness (EAP & SBAC)

EAP college readiness in English increased from 15% in 2013 to 21% in 2014. In 2015 the new Smarter Balanced Assessment (SBAC) was used for the first time by CDE and CSU to determine EAP college readiness. In English Language Arts, Muir saw a surge in college readiness that exceeded growth for both the district and the state: 14% of 11th graders exceeded standards (and therefore were considered to be “Ready” for college-level English). Another 28% of students met standards on the assessment and were therefore classified as “conditionally ready” for EAP purposes. These college readiness rates were basically sustained in 2016.

| Year & Status | 2012* N = 215 | 2013* N = 236 | 2014* N = 186 | 2015** N = 179 | 2016** N = 190 |
|--|---------------------|---------------------|---------------------|------------------------------|-------------------------------------|
| Ready (Exempt from Developmental English Coursework) | 8% | 7% | 10% | 15% | 15% |
| Ready-Conditional (Conditionally Exempt from Developmental English Coursework) | 8% | 8% | 11% | 29% | 28% |
| Not Yet Ready (Non-exempt from Developmental English Coursework) | 83% | 85% | 79% | 26% Nearly meeting standards | 28% Nearly meeting standards |
| | | | | 28% Not meeting standards | 29% Not meeting standards |

*EAP Data reported by CDE website, California State University, 2014. ** CAASPP/SBAC CDE CAASPP website, 2015, 2016.

However, there are concerns related to the performance of certain student groups on the English Language Arts assessment relative to the rest of the district and the school as a whole. The met/exceeded rate for African American students (N=43) was 23%, significantly lower than 49% of our Latino students and 38% of the total PUSD African American student group (N=144). The sample size was small and nearly a third of the African American 11th graders were receiving Special Education services, but the discrepancy is still of concern.

It should be noted that John Muir students performed comparably to the PUSD averages for Latino and Economically Disadvantaged groups, with John Muir Latino students slightly outperforming the district. It is also striking to note the variance in proportion of the Students with Disabilities between John Muir (SWD=19%) and PUSD as a whole (SWD=9%) (see table on following page).

2016 SBAC English-Language Arts/Literacy Disaggregated Results w/ District Comparisons

| 11th Grade ELA Student Group | John Muir HS | | PUSD | |
|------------------------------|-------------------|----------------------------|-------------------|----------------------------|
| | # and % of cohort | % met or exceeded standard | # and % of cohort | % met or exceeded standard |
| African American | 43, 23% | 23% | 143, 13% | 38% |
| Latino | 138, 73% | 49% | 738, 66% | 48% |
| English Learners | 19, 10% | 0% | 95, 9% | 0% |
| Students with Disabilities | 36, 19% | 6% | 105, 9% | 12% |
| Economically Disadvantaged | 166, 87% | 45% | 834, 75% | 48% |
| Total Students | 190, 100% | 43% | 1114, 100% | 52% |

Analysis of 8th grade Smarter Balanced data for our rising students reveals substantially lower percentages of students attaining performance levels 3 and 4 (met/exceeded) among our current sophomores and freshmen, a trend that is even more striking in mathematics. Actual comparison scores between 8th and 11th grade SBAC will not be available until the 2018 administration; nothing can be taken for granted. The need is urgent to engage students in meaningful thinking, reading and writing in all of their classes.

Middle School ELA Performance for Current Sophomores & Freshmen

| 8th Grade SBAC | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded | Total Number of Students with Scores |
|----------------------|------------------|---------------------|--------------|-------------------|--------------------------------------|
| Sophomores 2015 SBAC | 50.3% | 27.8% | 20.9% | 1.1% | 187 |
| Freshmen 2016 SBAC | 55.2% | 27.6% | 16.1% | 1.0% | 192 |

Mathematics College Readiness (EAP & SBAC)

| Year & Status | 2012* N= 109 | 2013* N = 120 | 2014* N = 120 | 2015** N = 186 | 2016** N = 191 |
|---|-----------------|------------------|------------------|-------------------------------------|-------------------------------------|
| Ready (Exempt from Developmental Math Coursework) | 0% | 1% | 3% | 4% | 2% |
| Ready-Conditional (Conditionally Exempt from Developmental Math Coursework) | 28% | 19% | 24% | 12% | 14% |
| Not Yet Ready (Non-exempt from Developmental Math Coursework) | 72% | 79% | 73% | <i>25% Nearly meeting standards</i> | <i>21% Nearly meeting standards</i> |
| | | | | <i>57% Not meeting standards</i> | <i>62% Not meeting standards</i> |

**EAP Data reported by CDE website, California State University, 2014. Students were only administered EAP Mathematics if enrolled in Algebra 2 or higher-level mathematics course. **CAASPP/SBAC CDE CAASPP website, 2015, 2016. ALL 11th graders were administered SBAC Mathematics regardless of mathematics course enrollment.*

Student performance in mathematics has significantly lagged behind college readiness in English, a trend that is consistent with the district and the state. Approximately 30 total students demonstrated college readiness (or conditional readiness) in mathematics in each of the last three years. The percentage classified as college-ready or conditionally ready dropped in 2015 as all juniors were required to take SBAC, whereas only those enrolled in Algebra 2 or higher had been allowed to take the EAP Mathematics in prior years.

2016 SBAC Mathematics Results Disaggregated with District Comparisons

| 11th Grade Math by Student Group | John Muir HS | | PUSD | |
|----------------------------------|-------------------|----------------------------|-------------------|----------------------------|
| | # and % of cohort | % met or exceeded standard | # and % of cohort | % met or exceeded standard |
| African American | 44, 23% | 2% | 145, 13% | 16% |
| Latino | 138, 72% | 21% | 729, 67% | 22% |
| English Learners | 19, 10% | 0% | 94, 8% | 1% |
| Students with Disabilities | 37, 19% | 0% | 104, 9% | 3% |
| Economically Disadvantaged | 167, 87% | 18% | 827, 74% | 22% |
| Total Students | 191, 100% | 16% | 1111, 100% | 28% |

Disaggregated data analysis also highlights performance concerns for certain student groups on the mathematics assessment relative to the rest of the district and the school as a whole. The met/exceeded rate for African American students (N=44) was 2%, significantly lower than 21% of our Latino students and 16% of the total PUSD African American student group (N=145). This discrepancy is nonetheless a concern, notwithstanding the group’s small sample size and the fact that nearly 40% of last year’s cohort of African American 11th graders was receiving Special Education services.

Middle School Mathematics Performance for 2016-2017 Sophomores & Freshmen

| Class and 8th Grade SBAC Year | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded | Total Number of Students with Scores |
|-------------------------------|------------------|---------------------|--------------|-------------------|--------------------------------------|
| 16-17 Sophomores 2015 SBAC | 69.8% | 15.9% | 9.5% | 4.8% | 189 |
| 16-17 Freshmen 2016 SBAC | 67.7% | 25.5% | 3.6% | 3.1% | 192 |

Analysis of 8th grade Smarter Balanced mathematics data for our rising students reveals even lower percentages of students attaining performance levels 3 and 4 (met/exceeded) among our current sophomores and freshmen. Again, actual comparison scores between 8th and 11th grade SBAC will not be available until the 2018 administration. There is an urgent need to engage these students even more deliberately to ensure they far outperform their 8th grade mathematics performance.

Scholastic Aptitude Test (SAT) Results for Graduating Seniors

| Category/Year | 2013 | 2014 | 2015 | 2016 | 2016 PUSD | 2016 California |
|-----------------------------|------|------|------|-------------|---------------------|---------------------------|
| Total Enrollment | 249 | 257 | 202 | 202 | 1,550 | 478,000 |
| Students Tested | 125 | 122 | 113 | 106 | 624 | 214,754 |
| Participation Rate | 50% | 47% | 56% | 52% | 40% | 40% |
| Mean Critical Reading Score | 398 | 400 | 417 | 419 | 468 | 484 |
| Mean Math Score | 406 | 396 | 407 | 431 | 466 | 494 |
| Mean Writing Score | 396 | 394 | 410 | 409 | 455 | 477 |

Roughly one half of seniors take the SAT each year, which constitutes a participation rate that is higher than that of the district and the state of California. Mean scores in critical reading, math, and writing increased modestly in 2015 and 2016, but were still well below the average scores for the District and the state.

Advanced Placement Examination Data 2013-2016

| School Year | 2012-2013 | | 2013-2014 | | 2014-2015 | | 2015-2016 | |
|-----------------------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|
| | Tested | Passed | Tested | Passed | Tested | Passed | Tested | Passed |
| Art History | 19 | 1 | 25 | 4 | NA | NA | 10 | 0 |
| Biology | 18 | 3 | 39 | 3 | 21 | 1 | 14 | 0 |
| Calculus AB | 18 | 1 | 18 | 1 | 28 | 0 | 28 | 1 |
| English Language | 51 | 2 | 40 | 7 | 50 | 7 | 50 | 1 |
| English Literature | 29 | 3 | 27 | 3 | 34 | 8 | 33 | 7 |
| Environmental Science | NA | NA | NA | NA | NA | NA | 35 | 0 |
| European History | 23 | 3 | 16 | 2 | NA | NA | NA | NA |
| Physics I | NA | NA | NA | NA | 25 | 0 | NA | NA |
| Psychology | NA | NA | NA | NA | NA | NA | 25 | 0 |
| Spanish Language | 45 | 13 | 54 | 36 | 43 | 28 | 51 | 32 |
| Studio Art 2D | 5 | 3 | 23 | 3 | 22 | 3 | 35 | 5 |
| Studio Art 3D | 15 | 0 | 5 | 0 | 12 | 0 | 7 | 1 |
| Studio Art Drawing | NA | NA | NA | NA | 1 | 1 | 2 | 1 |
| US History | 19 | 1 | 17 | 4 | 24 | 1 | 13 | 0 |
| World History | NA | NA | NA | NA | 39 | 4 | 38 | 1 |
| Totals | 242 | 30 | 264 | 63 | 299 | 53 | 341 | 49 |

***Source: College Board Online Score Report*

The total number of students taking AP exams has continued to increase over the last several years. However, the school’s low passage rate has not grown much less kept pace with the increased participation rate.

Graduation Rates

John Muir graduation rates for its significant subgroups have continued an upward trend over the last few years, with overall rates and those for African American and Latino students, and for Socioeconomically Disadvantaged students, exceeding the average rates for the State of California.

Cohort Outcome Data for Classes of 2012 through 2015 (with PUSD & CA data for 2015)

| Groups | 2013 Cohort Rate (class of 2011-12) | 2014 Cohort Rate (class of 2012-13) | 2015 Cohort Rate (class of 2013-14) | 2016 Cohort Rate (class of 2014-15) | 2016 Cohort Rate (PUSD) | 2016 Cohort Rate (California) |
|----------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------|-------------------------------|
| Schoolwide | 78.4% | 86.4% | 84.2% | 86.5% | 81.5% | 82.3% |
| Black or African American | 75.0% | 89.7% | 84.4% | 87.0% | 85.9% | 70.8% |
| Hispanic or Latino | 80.0% | 87.8% | 85.1% | 86.4% | 79.5% | 78.5% |
| Economically Disadvantaged | 78.1% | 86.2% | 84.6% | 87.3% | 79.7% | 77.7% |

UC/CSU Eligibility

| Graduation Year | CSU | UC | Total Number of Graduates | 2016 UC/CSU Rate (Pasadena USD) | 2016 UC/CSU Rate (California) |
|-----------------|----------|----------|---------------------------|---------------------------------|-------------------------------|
| 2014 | 48 (21%) | 48 (21%) | 224 | 43.5% | 41.9% |
| 2015 | 80 (41%) | 53 (27%) | 192 | 40.9% | 43.4% |
| 2016 | 63 (36%) | 40 (23%) | 175 | N/A | N/A |

The percentage of students who are eligible for UC/CSU admission has more or less remained flat over the last three years. Consistent achievement of grades of C and higher in all required “A-G” courses over all four years continues to be a daunting goal for many students. This is an area in which the school needs to focus energy and resources to ensure students and parents understand UC/CSU criteria in ninth grade and continue to monitor their progress toward admissions eligibility in their senior year.

Freshman Progress toward A-G Completion (Spring Semester Final Grades)

Academic marks of 9th grade students can be a useful early indicator of future A-G completion, as students obtaining a final semester grade below a C in any core course are in danger of not meeting the UC/CSU admission criteria. Over the last three years, the percentages of 9th grade students meeting the C threshold in each of the core classes (b-English, c-mathematics, and d-laboratory science) have each held at approximately 60% (see tables below).

English Language Arts (English 1B)

| Category/ Year | Freshmen receiving A, B or C | Percentage receiving A, B or C | Freshmen receiving D or F | Percentage receiving D or F | Total number of freshmen |
|-------------------|------------------------------------|--------------------------------------|---------------------------------|-----------------------------------|-----------------------------|
| 2013-2014 | 146 | 58% | 107 | 42% | 253 |
| 2014-2015 | 139 | 62% | 84 | 38% | 223 |
| 2015-2016 | 147 | 59% | 101 | 41% | 248 |

Mathematics* (Integrated Math 1)**

| Category/ Year | Freshmen receiving A, B or C | Percentage receiving A, B or C | Freshmen receiving D or F | Percentage receiving D or F | Total number of freshmen |
|-------------------|------------------------------------|--------------------------------------|---------------------------------|-----------------------------------|-----------------------------|
| 2013-2014 | 97 | 52% | 90 | 48% | 187 |
| 2014-2015 | 89 | 47% | 102 | 53% | 191 |
| 2015-2016 | 129 | 56% | 101 | 44% | 230 |

**Does not include freshmen taking Math 2 or higher. **Algebra 1 taught in 13-14.*

Laboratory Science (Biology B)

| Category/ Year | Freshmen receiving A, B or C | Percentage receiving A, B or C | Freshmen receiving D or F | Percentage receiving D or F | Total number of freshmen |
|-------------------|------------------------------------|--------------------------------------|---------------------------------|-----------------------------------|-----------------------------|
| 2013-2014 | 95 | 51% | 91 | 49% | 186 |
| 2014-2015 | 131 | 59% | 92 | 41% | 223 |
| 2015-2016 | 145 | 59% | 99 | 41% | 244 |

It should be noted that students need to achieve a C or better in all of the UC/CSU required courses in order to be eligible for admission. Students obtaining a C in one course do not necessarily achieve a C in the others. Thus the percentage of students establishing A-G eligibility at the conclusion of 9th grade can actually be much lower than the percentage earning a C or better in one particular course. In 2015-2016 for example, only 96 students achieved a C or better in all three subjects, meaning the A-G eligibility rate for 9th graders was actually 39%--this

assuming all 96 students also passed their English, math, and science classes with a C or better during the fall semester.

Several significant discrepancies become evident when the A-G eligibility rate is disaggregated by demographic student groups. English Learners achieved A-G eligibility at less than half the rate of English Only and Fluent English students (40%); the rate for Students with Disabilities was almost a third of the rate for their non-disabled peers (43%). There was also a 16-point discrepancy between African American students and their Latino peers. Male 9th grade students achieved A-G eligibility at a rate 20-points below their female peers. Discrepancies were also evident between the three academies, ranging from EES at 46% eligible to BE with 31% eligible.

2015-2016 Spring Semester Total A-G Eligibility (9th grade only)

| Student Group | Number Eligible* | Total Students | A-G Eligibility Rate* |
|----------------------------|------------------|----------------|-----------------------|
| English Learners | 5 | 30 | 17% |
| Students with Disabilities | 8 | 53 | 15% |
| African Americans | 18 | 68 | 26% |
| Latinos | 62 | 147 | 42% |
| Females | 58 | 120 | 48% |
| Males | 38 | 135 | 28% |
| AEM | 34 | 88 | 38% |
| BE | 26 | 82 | 31% |
| EES | 36 | 78 | 46% |
| All Freshmen | 96 | 248 | 39% |

**Assumes students also achieved minimum of C in all A-G courses in fall semester.*

Further analysis of the data reveals that while 17% of Latino freshmen received Special Education services, the rate for African American students was 33%. This could indicate that interventions being implemented for Students with Disabilities (e.g., co-teaching) could have a significantly greater impact on the achievement of African American students relative to other groups. Alternatively, the eligibility rate for African American male freshmen was 15%, compared to 31% for Latino males and 37% for African American females. The sample groups for each gender in the African American group were small (just over 30 students in each) but attention to this discrepancy is still definitely needed.

English Learner Performance and Reclassification

The reclassification process for English Learners has been revised with the phasing out of CST and CAHSEE and the establishment of new assessments and criteria. Reclassification of students now involves the SRI (Scholastic Reading Inventory), grades in English and the CELDT. In 2015-2016, the District funded a half-time Language Development Resource Teacher (LDRT) to coordinate support for English Learners. In October 2016, the District hired a full-time Instructional Coach to support school-wide literacy and the achievement of English Learners.

| Category/Year | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|----------------------------------|---------|---------|---------|---------|---------|
| Number Reclassified | 32 | 19 | 15 | 3 | 18 |
| Total Number of English Learners | 135 | 121 | 120 | 122 | 111 |
| Reclassification Rate | 23.7% | 15.7% | 12.5% | 3.3% | 16% |

John Muir achieved its highest reclassification rate in five years in 2015-2016. The LDRT and Instructional Aides worked closely with ELD teachers to strengthen students’ literacy skills and offer tutoring and encouragement to improve academic performance in their respective classes.

Student Referral and Suspension Rates

| School Year | Students Referred for Discipline (Fall Semester) | Students Referred for Discipline (Full Year) | Full Year Referral Rate | Full Year Suspension Rate |
|---------------|--|--|-------------------------|---------------------------|
| 2013-2014 | 431 | 504 | 45% | 12.9% |
| 2014-2015 | 302 | 438 | 45% | 13.5% |
| 2015-2016 | 221 | 323 | 33.4% | 8.4% |
| 2016-2017 YTD | 219 | N/A | 23.6%* | 5.6%* |

Sources: CDE & Aeries SIS *Rate for fall semester only.

During the summer of 2014, the JMHS faculty engaged in a three-day “Capturing Kids Hearts” training to improve relationships with students and encourage positive behavior. Over the last two years, JMHS has seen an overall reduction in both the percentage of students receiving disciplinary referrals as well as the percentage of students being suspended from school.



Chapter II: Progress Report



Chapter II: Progress Report

Since 2011, the last full WASC visit at John Muir High School, several changes have taken place at the school site and at the district. Below are some of those changes:

Significant Developments

Staffing – District

- Superintendent Edwin Diaz retired in June 2011 and was followed by Jon Gundry, who served from July 2011 to June 2014. Dr. Brian McDonald has been leading the district since the beginning of the 2014-2015 school year.
- Additionally there have been changes in district leadership of Secondary Education. In 2011, Alice Petrossian was serving as Chief Academic Officer and Michael Seaton in the position of Executive Director of Secondary Education. They were replaced by Dr. Brian McDonald and Dr. Fal Asrani, respectively, in 2011-12. Since March 2015, Dr. Shawn Bird has served as the Chief Academic Officer and Dr. Marisa Sarian has served as Assistant Superintendent for Secondary Education since July 2015.

Staffing – School Site

Administration

- At the time of the last visit, Muir’s Principal was Sheryl Orange with Dr. Charles Park, Timothy Sippel, and Erika Solorio serving as assistant principals.
- In June 2011, Mr. Sippel was appointed as Director of College and Career Pathways for the district and his position was not filled; the administrative team was reduced to two assistant principals.
- In July 2012, Timothy Sippel was appointed principal with Gloria Rodriguez and Greg Calvert as assistant principals. In 2014, Greg Calvert left the district to become a middle school principal and was replaced by Brian James.

Faculty

- Of the 49 teachers currently on staff:
 - 20 were teaching at John Muir High School in 2010-2011 (40%).
 - 29 were working at Muir at the time of the WASC three-year visit in February 2014.
 - 45 are continuing for at least their second year (90%- the highest “return rate” the school has experienced in many years).
- A full time equivalent “Safe and Supportive Schools” or S3 position was funded during the 2012-2013 and 2013-2014 school years.
- A full-time Instructional Coach position was funded by the district beginning in the 2016-2017 school year.
- The school is currently recruiting a full-time Response to Intervention Teacher to assist with student supports.

Curriculum

- In 2014, Pasadena Unified School District restructured the sequence of Math classes. The district is transitioning from the traditional Algebra I, Geometry, Algebra II, Advanced Math curriculum, to the Integrated Math 1, Integrated Math 2, Integrated Math 3, and Advanced Math Curriculum.
 - Our district has been phasing out the Holt textbooks aligned with the 1998 Standards and replaced them with the open-source Mathematics Vision Project common core curriculum.
- Advisory has become a 26-minute period everyday Tuesday – Friday.
- *New Course Offerings*
 - ERWC was adopted as the Senior English course for all general education students not taking AP English (Starting 2013-2014)
 - AP Art History (Alternating Years, beginning in 2014-2015)
 - AP World History (replacing AP European History in 2014-2015)
 - AP Environmental Science (Starting in 2015-16 and alternating years)
 - College and Career Readiness for all Freshmen (starting in 2015-2016)
 - Culinary Arts (starting in 2015-2016)
 - AP Computer Science A (taught via Edhesive online provider since 2016-2017)
- *Specialized Programs*
 - Co-teaching being implemented for 9th and 10th grade core Classes.
 - Honors Integrated Math 2
 - Social Justice and Advocacy Program for Freshman Males (since 2015-2016)

Facilities

- In 2015, the D Building has been developed into the allotted space for PCC Northwest. Now, nearly all classes are housed in the A and K buildings.
- In 2016, construction began for the \$21 million modernization the Auditorium and Cafeteria.
- The AEM Video Production Studio/Black Box Theater is being constructed in the E Building.
- Blueprints have been drawn up for the conversion of the former Auto Shop into a Maker Space.
- Both the Softball and Baseball Fields have undergone renovations.
- In summer 2015, all pathways in the central quad were resurfaced.
- The library was renovated in 2014-15 and now houses the Stang-Xpress student-run enterprise.

Schoolwide Critical Areas for Follow-Up

Action Plan Goal 1: Graduation Portfolio & Performance Assessment

WASC Critical Area(s) for Follow-Up:

No. 2, Integration of interdisciplinary curriculum, instruction and assessment;

No. 4, Increase outreach to students and parents to raise student achievement.

- All Muir seniors for the class of 2015 were required to complete an original research paper and defend their conclusions before a panel of teachers and community members to qualify for participation in graduation.
- ConnectEd: The California Center for College and Career provided guidance to the teachers in selecting a research-validated rubric to score the project.
- The final completion rate for the project was high, but the project also provided real-time evidence that the majority of students were not yet prepared to complete college-level research papers, with most students earning a 1 or 2 on a 4-point scale.
- Students that failed to score at least a 3 out of 4 on their initial submission are required to revise and resubmit their paper within a two-week window. In the 2014-15 school year, 80% of the seniors had to work with their teachers to revise and resubmit. The students stepped up, and nearly 100% of the seniors submitted a passing research paper and successfully participated in an oral defense. The bar was set low, as this was the first graduating class who had to meet this requirement.
- In 2015-2016, 17% of seniors met the passing criteria on their initial submission, and 50% met on their second submission. As a result, a third reading was necessary, prior to which English teachers engaged students in an intense review of student exemplars and section-by-section criteria. This time, 100% of seniors passed. Additionally, this was the first year that students with IEPs also wrote senior research papers and conducted oral presentations through their Specialized Academic Instruction courses.
- In 2016-2017, the ILT now seeks to have argument writing a school-wide focus for all four content departments across grades 9-12. Freshmen in English1 (excepting English1 Puente) are taking a writers' workshop course with an intensified targeted approach on sustained writing through units of study. Students will complete research papers with renewed focus in English 2, English 3, and their ERWC courses. The science department will focus on students identifying claims, evidence and rationale on a research paper in chemistry on nuclear energy. In all history courses, students are engaged in mini units developed by the Stanford History Education Group.
- A new goal is that more students will work to earn an academy medallion by conducting their problem-solution research around an issue derived from their senior CTE capstone course.

Action Plan Goal 2: Improving Instruction through a Collaborative Professional Culture

WASC Critical Areas for Follow-Up:

No. 1, Development of PLC models;

No. 2, Integration of instruction and assessment.

- A focus of professional development during the 2014-2015 school year was the improvement of student engagement and strengthening literacy skills using frameworks from Mike

Schmoker's *Focus: Elevating the Essentials*. Whole school professional development sessions included modeling and practice structuring lessons that followed Schmoker's templates for "Interactive Lecture" and "Authentic Literacy." Teachers implemented lessons using these templates across all content areas, ensuring that formative assessment and guided practice were regularly embedded into all lessons.

- In the 2015-2016 school year, the district funded two days of Kagan Cooperative Learning training and follow-up coaching support for all teachers to give them additional tools to facilitate guided practice and interaction between students and the content being learned. These strategies and approaches have been supported by administrative instructional supervision and feedback, and also through work being done within department and academy teams.
- In response to recommendations by the WASC Visiting Committee in February 2014, the Muir administration built common preparation periods into the school day for both academic departments and academy teams. This ensured that professional learning communities (PLCs) were granted more adequate time for collaboration during the staff's contractual day. This allocation of time for PLCs was made as district-level efforts accelerated to develop implement curricula and assessments aligned with the Common Core.
- In the 2016-17, more collaborative structures have been implemented into all departments. Within the English department, common assessments and protocols for assessing student work within department time have been installed. Additionally, a progression chart for argumentative writing has become a school-wide initiative. The science department has been working together to generate more claim and evidence rationale structures within their classes. The History department has received training from experts from Stanford University.
- Academy teams continued to utilize weekly collaboration time provided through common preparation periods in 2014-15. The District provides a Pathways Instructional Coach to help facilitate academy collaboration and common planning. Each academy has been balanced in enrollment and now includes at least two English teachers, two Math teachers, one History teacher and one Science teacher, in addition to two CTE teachers.
- In 2015-16, the AEM Academy realigned their course sequences for the CTE classes. In 2016-17, the BE Academy followed suit, adding a Virtual Enterprise class. The EES Academy brought back their Digital Electronics class and phased out the Aerospace Engineering class.
- PUSD is moving into a new phase of instructional improvement called "Instructional Rounds." Each school community is expected to frame a problem of practice around which to align its improvement efforts and provide context for internal and external feedback and support. John Muir is focusing on the need to prepare students to effectively meet its Schoolwide Learning Outcomes, particularly in the area of critical thinking and analysis. The school seeks to discern how to ensure daily instruction has an impact on strengthening these critical thinking and analysis skills in all classes. Currently, the Instructional Leadership Team has identified the ratio of student talk to teacher talk as a major concern of our academic structure. Departments have discussed and brainstormed solutions to increase the amount of student talk within their classrooms. Additionally, JMHS has employed a full-time in-house instructional coach. The coach will work with all the department heads and team members to increase the rigor and quality of their instruction in the classroom.

Action Plan Goal 3: Systematic Intervention and Student Progress Monitoring

WASC Critical Areas for Follow-Up:

No. 1, Development and implementation of RTI model;

No. 4, Increase outreach to students and parents to raise social capital, student well being and achievement.

- **Utilization of district’s RTI infrastructure for behavior supports.**

In 2012 PUSD embarked on an initiative called “Behavior Response to Intervention (RtI) to address the social-emotional needs of its students and ensure appropriate supports were being provided to all students. A feature of this initiative that has gained traction over the last two years is the use of software called “Review 360” that offers teachers and staff a systematic way for screening their students for needs that might otherwise go unnoticed. John Muir teachers and staff are in the process of integrating the use of Review 360 into our school’s RTI and student support protocols. Teams and counselors follow up with students identified as at-risk through the use of the tool for targeted support and interventions.

- **Co-Teaching for Students in Special Education**

During the 2014-2015 school year, Muir faculty and administration began planning ways to increase the inclusion of students with Individualized Education Plans (IEPs) requiring Specialized Academic Instruction (SAI) in specific content areas within the general education setting. In spring 2015, Muir piloted a 10th grade English class co-taught by a general education English teacher and a special education teacher, serving over 20 general education students and a handful of students with IEPs who would have otherwise been placed in a separate classroom. The implementation was successful and both teachers agreed to co-teach in 2015-2016. The Assistant Principal worked with the case managers to identify students who could most readily benefit from SAI through co-teaching in the general education setting.

In fall 2015, Muir began implementing five (5) sections of Specialized Academic Instruction co-taught within the general education setting, including the following subjects: English 1, English 3, Integrated Math 1, Biology and Chemistry. General and Special Education teachers share a common preparation period with the rest of their academic department colleagues. The school is also using LCFF/LCAP funds to compensate teachers for one additional hour of collaboration after school each week. The assistant principal and Special Education Department Chair meet regularly with the co-teaching teams to review student performance, share planning and teaching approaches, and brainstorm solutions to issues as they arise. Currently, Muir is offering one co-teaching section for each core class in the Freshman and Sophomore schedule.

- **“Social Justice & Advocacy” Program for Freshman Males**

In 2014-2015, Muir administration worked with a History-Social Science teacher to develop an innovative intervention for freshman males who were at risk of failure in school and who were exhibiting signs of truancy, disengagement, and/or possible gang affiliation. The teacher reviewed several models before proposing an elective class for selected students that would focus on leadership and mutual support, along with frank discussion of challenges each student faced in perceiving the relevance of school. Students would be assigned to this elective course, “Social Justice and Advocacy,” and also take Advisory with the same teacher.

Currently in its second year of implementation, the teacher for the program communicates regularly with the students' other teachers, their parents, and support staff as needed. The young men have also had the opportunity to engage in outdoor leadership development activities with Outward Bound Adventures, a non-profit agency that has partnered closely with John Muir for decades. The program has created a safe place of belonging for each of them and given them a context in which to develop academic goals and purpose. Student self-reported data indicates initial signs of the program's success. Nonetheless, a group of eight teachers are participating in a site-based action research study to further investigate ways in which the school can support students such as those in this program.

- **Collaboration with Community Partners**

John Muir High School continues to engage with multiple entities to support its students.

On Campus Partners:

- D'Veal Youth and Family Services
- John Muir High School Alumni Association
- Mentoring and Partnership for Youth Development (MPYD)
- Muir Ranch
- Outward Bound Adventures
- US Forest Service "Generation Green"
- Young & Healthy

External Partners:

- Armory Center for the Arts
- CSULA Upward Bound
- Day One
- Five Acres
- Hathaway-Sycamores
- Hillside
- NASA Jet Propulsion Laboratory
- Rosemary's
- Pasadena & Altadena Links
- Pasadena Chamber of Commerce
- Pasadena City College
- Pasadena Police Department
- Peace Over Violence
- UCLA EAOP & VIP Scholar

Action Plan Goal 4: Safe and Supportive School Environment

WASC Critical Areas for Follow-Up:

No. 1, Development of RTI model (socio-emotional supports);

No. 3, Implement policies and procedures that minimize truancies and tardies;

No. 4, Increase outreach to parents to raise social capital.

- **Outreach and Increase of Social Capital**

John Muir High School has seen a significant enhancement of its reputation in the community and a reenergized Parent-Teacher-Student Association (PTSA). John Muir developed new marketing materials and visited the homes of hundreds of prospective students during the winter of 2014. That spring, the principal began weekly school tours on Friday mornings for prospective parents. One family to take this tour enrolled two students in the fall of 2014 and the mother assumed the presidency of the PTSA. The PTSA began engaging with parent leaders, local churches, and other community groups to provide faculty breakfasts and coordinate successful campus beautification events.

The principal and several key faculty members also began a concerted effort to establish a positive school presence on social media platforms such as Facebook, Twitter, and Instagram. The relentless posting and publishing good things happening at the school is gradually changing perceptions about what is happening at John Muir.

Examples of positive developments have included:

- Successful return to campus by former California Attorney General and 1952 alumnus John Van de Kamp as the school's 2015 Principal for a Day.
 - Selection of John Muir as site for 2015 "Achieve UC" outreach event by UCLA in recognition of the school's strong acceptance rate for UC campuses.
 - Awarding of the Gates Millennium Scholarship to 2015 graduate and Edison Scholar Kimberly Mejia and 2016 graduate Prakash Dass.
 - Engagement by the Los Angeles Dodgers Foundation to facilitate the renovation of the school's baseball field in honor of MLB hall of famer and 1937 alumnus Jackie Robinson.
 - Participation of students and staff in multiple high school recruitment fairs and outreach events.
 - John Muir students finishing as finalists in 2014 and 2015 ACSA Region XV Oratory Contests.
-
- **On-Time and Safe (OTS)**
To address tardiness, OTS requires students to report to a central location each class period, record their tardiness, and then be escorted to their classes. The consolidation of operations to house most classes in the A building has assured to an even greater extent that students arrive to their classes on time and the overall campus climate is safe. One area that continues to be a challenge is reducing the number of students arriving tardy at the beginning of the day—particularly as a significant number of students coming late first thing in the morning are being dropped off by their parents.
-
- **Capturing Kids' Hearts**
John Muir engaged in a school-wide human relations training called "Capturing Kids' Hearts" in August 2014 that included teachers, certificated non-teaching personnel, and a large number of the school's classified staff—seventy-one team members in all. Since then, the training has been revisited during all-staff meetings to share best practices and train staff who were hired after the original training in August 2014. The content of the three days focused on equipping staff to cultivate strong relationships with students (and each other) and establish effective classroom environments. Nearly all teachers have implemented specific practices to create positivity in their classrooms. The initial results in terms of discipline referral and suspension rates were not particularly encouraging.
-
- **Student Recognition**
The school has also been focusing energy on the recognition of the achievements of its students. One example has been to hold a special dinner and ceremony to recognize students who made counselor's honor roll (GPA of 3.0 to 3.49) or principal's honor roll (GPA 3.50 and higher) each semester. Turnout for these events gets stronger each term and students are proud to receive the recognition with their parents in attendance. Additionally, the National Honor Society has been reinstated.

Action Plan Goal 5: Challenging Higher-Performing Students and Ensuring Equity of Opportunity

WASC Critical Areas for Follow-Up:

No. 1, Development and implementation of PLC and RTI models;

No. 4, Increase student social capital and achievement.

- **Honors Courses**

John Muir High School has added a Math 2 Honors course during the 2016-2017 school year. This course has students meeting each day.

- **Advanced Placement Enrollment and Performance**

John Muir has increased the number of Advanced Placement (AP) courses offered each year to ensure expanded opportunities for higher performing students to challenge themselves. There has been a significant growth in the number of Advanced Placement tests given along with a growth in passage rate from the 2011-2012 to 2014-2015 school years. In 2013-2014, 25% of AP exams taken were passed with a 3 or higher—a higher passing rate than in any recent school year. This came in tandem with a record number of exams taken in any previous year: 263. AP Spanish Language was the biggest success story, with 67% of students passing with a 3 or higher. Fall 2016 at John Muir High School has students occupying 402 spots in Advanced Placement classes. In Spring 2016 we had 388 course enrollments in Advanced Placement Classes.

- **Partnership with PCC**

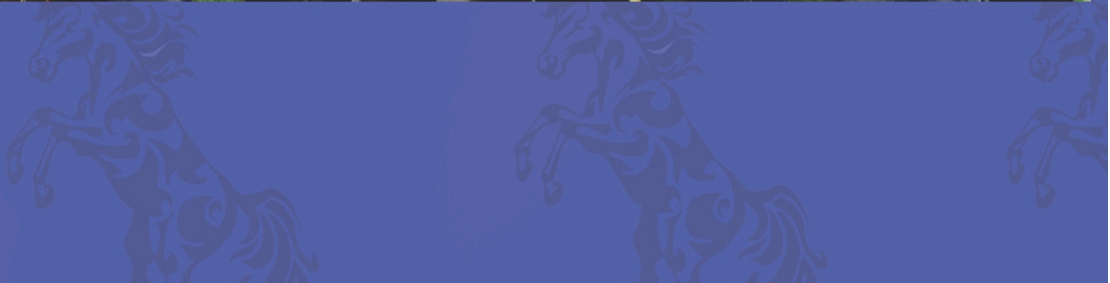
PUSD and John Muir High School have been working in partnership with Pasadena City College to create a satellite college campus at John Muir—“PCC Northwest.” Muir staff met with PCC administration to agree on a set of courses that would be of value and interest to JMHS students, and are also impacted and would benefit current PCC students. JMHS students and parents responded positively to this opportunity with nearly 50 students enrolling in concurrent enrollment courses to be offered after school in spring 2016. Courses will include:

- English 100
- English 1A
- Mathematics 131
- Psychology 1
- Sociology 1
- Spanish 1
- Speech Communication



Chapter III: Student/Community Profile

Overall Summary from Analysis of Profile Data and Progress



Chapter III: Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress

- **Implications of the data with respect to student performance**

John Muir High School has generally been improving its academic performance with respect to college and career readiness, and in some cases it has outperformed schools with similar demographics elsewhere in the state.

- Graduation rates have continued to rise for all significant student groups (outperforming the district and California for all subgroups).
- The school has made progress in establishing a schoolwide senior performance assessment with an oral defense.
- More students are participating in meaningful work-based learning aligned with their respective academies, including summer internships.
- English Learner reclassification rates have continued to inch upward.
- Discipline data also is trending in positive directions.
- The spirit of the school has clearly been improving and public perceptions of the school are changing for the better.

John Muir is also struggling to break through to new levels of achievement in several areas that are critical to students' long-term academic potential and integral to meeting the Schoolwide Learner Outcomes. The following areas exemplify this concern:

- Just under 45% of 11th grade students met or exceeded standards on the SBAC English Language Arts/Literacy assessment in each of the last two years.
- Approximately 16% of 11th grade students met or exceeded standards on the SBAC mathematics assessment in each of the last two years.
- The percentage of graduates meeting A-G eligibility requirements over the last three years has not exceeded 41% for CSU and 27% for UC.
- The percentage of freshmen passing core subjects with a C or better has hovered at approximately 60% in each of the last three years. In 2016, only 39% of freshmen passed all three of their A-G core classes with a C or better.
- Male students are significantly underperforming female students with respect to A-G eligibility.
- The percentage of African American students meeting or exceeding standard on SBAC and meeting A-G eligibility criteria in grade 9 is significantly lower than the achievement level of their Latino peers at John Muir and relative to that of African American students at the district level.
- Students with Disabilities and English Learners are underperforming school and district averages in all measures. John Muir has a significant percentage of students in both groups.

- **Critical Learner Needs**

(based on the data, with correlated schoolwide learner outcomes)

1. Students need ***daily rigorous practice in developing and strengthening critical thinking and analysis skills*** demonstrated through speaking, reading, and writing.
 - *Master college and career readiness standards.*
 - *Identify solutions to problems through critical thinking.*
 2. Students need ***to be engaged as active participants in classrooms where instruction is both relevant to their lives and the world beyond high school.***
 - *Utilize technology to communicate ideas.*
 - *Realize potential through collaboration, creativity, and perseverance.*
 3. Students need ***a safe and supportive community that strengthens students' sense of confidence, belonging, pride, and interdependence.***
 - *Realize potential through collaboration, creativity, and perseverance.*
- **List important questions that have been raised by the analysis of the student performance, demographic, and perception data to be used by Home and Focus Groups in their study.**
 - How can curriculum and instruction be better aligned within and across core subjects and grade levels to facilitate students' growth in critical thinking, reading, and writing?
 - How can curriculum and instructional activities in CTE and elective classes be strengthened to more explicitly support students' growth in critical thinking, reading, and writing?
 - What instructional approaches and strategies need to be employed and/or strengthened to ensure the success of our students with disabilities?
 - How can the use of performance assessments support the alignment of expectations, the revision of grading practices, and development of students' understanding of standards and schoolwide learning outcomes?
 - What are the hindrances and obstacles students face in meeting A-G eligibility requirements at each grade level?
 - What are the actions that could address the significant achievement gap for African American students relative to Latino students, both with respect to SBAC performance in English/Literacy and math as well as in A-G eligibility?
 - What instructional approaches and strategies need to be employed and/or

strengthened to ensure much higher percentage of 9th grade students attain and maintain A-G eligibility with grades of C or better in core classes?

- How can the application of knowledge and skills be more explicitly connected to contexts that are of importance to our students and their families?
- How can students experience more personalized accountability and timely support to engage in the school community both academically and socially?
- What strategies can be employed/strengthened to ensure students explore, identify, and prepare for the widest range of academic and career options possible as they move up through the grade levels?



Chapter IV: Self-Study Findings





Chapter IV: Self-Study Findings

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



Chapter IV: Self-Study Findings

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school’s purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school’s statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

| Findings | Supporting Evidence |
|---|--|
| <p>The development of the Muir Mission, Vision and SLO’s is a living process. The original “visions” were developed over six years ago, during the WASC process. In the past six years, each of the Mission, Vision and SLO statements have been modified to meet our changing goals. The creation and modification of Muir goals are based on actual student performance as measured by state and district assessments as well as everyday teacher observations of student performance and competencies.</p> <p style="text-align: center;">Mission Statement</p> <p>John Muir High School is committed to providing a safe learning environment in which students will be academically prepared for the rigors of college and thrive in the careers of the 21st Century.</p> <p style="text-align: center;">Vision Statement</p> <p>John Muir High School will be a model urban learning community that fosters the intellectual and social growth for students to become lifelong learners, community leaders, and advocates for change.</p> <p style="text-align: center;">Schoolwide Learner Outcomes</p> <p>John Muir High School Graduates will: Master college and career readiness standards. Utilize technology to communicate effectively. Identify solutions through critical thinking. Realize potential through creativity, collaboration, and perseverance.</p> | <ul style="list-style-type: none"> ● Published Mission and Vision Statement ● Published SLOs ● Faculty survey data ● Statement Input Survey ● <i>School and Community Profile</i> ● <i>Parent Survey (2016)</i> ● <i>School Climate Survey (2016)</i> ● <i>California Healthy Kids Survey (2016)</i> |

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

| Findings | Supporting Evidence |
|----------|---------------------|
|----------|---------------------|

| | |
|--|---|
| <p>In developing the SLOs, the WASC Leadership team and focus group members emphasized that all members of our school community are essential factors in achieving our Mission and Vision. Therefore, our Schoolwide Learner Outcomes (SLOs) focus on each segment of our school community, and are presented as a compact that binds us all to our overall Mission and Vision.</p> <p>An important part of the process in developing our School Wide Learning Outcomes that included objectives for staff and parents were discussions during staff meetings and WASC retreats about the following goals and objectives. These also informed our review of John Muir High School’s Mission/Vision Statement.</p> <p>Muir’s process for regular review/revision of the school Vision, Mission, and SLOs are based on student needs, the district LCAP, global, national, and local needs, and community conditions including teacher collaboration and instructional practices embodied in the practice of PLCs (Professional Learning Communities).</p> <p>The current mission and vision statement at John Muir High School represents a statement that all students can learn and be prepared both for the rigors of college and thrive in careers in the 21st century. John Muir High School has used pertinent student/community data to create a community that believes all students can achieve at high academic standards. After being given the opportunity to give input in the development and periodic refinement of JMHS’s vision, mission and schoolwide learner outcomes, the faculty is in agreement with the statements.</p> | <ul style="list-style-type: none"> ● School and Community Profile ● Parent Survey (2016) ● School Climate Survey (2016) ● California Healthy Kids Survey (2016) ● WASC Teacher Survey (2016) ● Meeting notes and/or agendas from: ILT, Academies, Monday schoolwide PD ● |
|--|---|

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school’s community understand and are committed to the school’s vision, mission, and schoolwide learner outcomes.*

| Findings | Supporting Evidence |
|---|--|
| <p>John Muir High School’s Mission and Vision Statements and Schoolwide Learner Outcomes are presented on our school web site and are the focus of the first assembly at the start of the year.</p> <p>The school counselors have developed a comprehensive Counseling Program that seeks to support and inform parents about how to successfully navigate life during high school and after graduation. There are classroom lessons, parent information nights, workshops, and celebration nights planned for each grade level. The lessons and events are designed to meet American School Counselor Association’s domains and standards, and the Counseling team continues to develop tools to assess the efficacy of their program.</p> <p>JMHS’ Vision, Mission and Schoolwide Learner Outcomes are presented at parent meetings and academy meetings. Additionally, every Friday morning, our school is open to interested community members seeking a tour led by Principal Sippel. This ensures that the school community is aware of Muir’s Vision, Mission and Schoolwide Learner Outcomes and has the opportunity to see them in action.</p> | <ul style="list-style-type: none"> ● John Muir High School Single Plan ● Pasadena Unified School District LCAP ● Powerpoint from Orientation ● Minutes and Agendas from School Site Council ● Material handed out to parents at registration. |

A2.Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Indicators with Prompts

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school’s vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

| Findings | Supporting Evidence |
|---|--|
| <p>The Pasadena Unified School District governing board is composed of seven board members elected by the public. The board meetings are scheduled twice a month on Thursday evenings. The school board has clearly established policies and regulations that provide clear operating procedures for school personnel.</p> <p>The PUSD School Board has an established process for reviewing and approving the school sites’ Single Plan for Student Achievement. Therefore, John Muir High School includes their Vision, Mission, and SLO’s within our Single Plan. This way, the governing board has access to review them as part of their annual process of approving the Single Plan for Student Achievement.</p> <p>As part of the LCAP process, John Muir High School gathers input from its stakeholders to address the findings of the John Muir High School and District data. Input is gathered in staff meetings, PTSA Meetings, ASB Leadership class, ELAC, School Climate meetings, and School Site Council meetings. Parent, students and staff survey data is also used to gain input for the LCAP. The District also holds multiple local community forums to gather input from community members.</p> <p>PUSD has established a comprehensive set of criteria that has become the basis for the LCAP accountability. This data is used to evaluate the effectiveness of programs and to make decisions about strategies and interventions that need to be put in place to address the student needs. John Muir High School’s Single Plan is aligned with Pasadena Unified School District LCAP.</p> | <ul style="list-style-type: none"> ● District LCAP ● District Board Minutes ● John Muir High School Single Plan |

A2.1. Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school’s use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

| Findings | Supporting Evidence |
|--|---|
| To ensure the ability of each school to meet the current online assessment | <ul style="list-style-type: none"> ● PUSD Student Handbook Use |

| | |
|---|---------------|
| <p>requirements and Schoolwide Learner Outcomes, Pasadena Unified School District has been upgrading and updating technology devices, infrastructure, use policies, and internet safety guidelines. During annual school registration, parents are introduced to the district acceptable use policy and sign consents for their children to use district technology. The district has staffed a technology department to support all schools through inservices and software acquisition.</p> | <p>Policy</p> |
|---|---------------|

Understanding the Role of the Governing Board

A2.2. Indicator: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

A2.2. Prompt: *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

| Findings | Supporting Evidence |
|---|--|
| <p>The Pasadena Unified Governing Board has an articulated expectation of the responsibilities of professional staff viewed most clearly through the United Teachers of Pasadena (UTP) contract and the California Standards for the Teaching Profession (CSTP). The UTP contract outlines the rights and responsibilities of professional staff and the Governing Board has the authority to hold staff accountable to maintain these standards. The CSTP’s outline how Pasadena educators can strengthen their teaching skills and the governing board has the authority to make sure progress is happening through the evaluation system. When the Governing Board or the United Teachers of Pasadena (UTP) would like to revise expectations for teaching staff they are free to enter into negotiations. UTP may communicate to the staff through newsletters and meetings and the School Board communicates through school visits, school board meetings and district communications.</p> | <ul style="list-style-type: none"> ● UTP Mailers ● UTP Contract ● District communication through email, telephone, district mail. |

Governing Board and Stakeholder Involvement

A2.3. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.3. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school’s governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

| Findings | Supporting Evidence |
|---|---|
| <p>Parents, community members, staff and students are encouraged to participate in School Site Council, ELAC and district LCAP committees by regular notices from the school about the activities of these committees and encouragement of all stakeholders to participate.</p> | <ul style="list-style-type: none"> ● Weekly message from the Principal and weekly announcement sent from the school and PTA. |

Board’s Evaluation/Monitoring Procedures

A2.4. Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

A2.4. Prompt: *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of*

overall school programs and operations, and the fiscal health of the school.

| Findings | Supporting Evidence |
|--|--|
| <p>The LCAP District committees annually assess the district goals and Eight State Priorities with a review of student performance on state tests. This evaluation informs the report process of LCAP district goals. The PUSD has established a comprehensive set of criteria that has become the basis for the LCAP accountability. The data is used to evaluate the effectiveness of programs and to make decisions about strategies and interventions that need to be put in place to address student needs.</p> | <ul style="list-style-type: none"> ● District LCAP ● Muir Single Plan ● Agendas and meeting notes from; Academies, PTSA, ELAC, SSC. |

Complaint and Conflict Resolution Procedures

A2.5. Indicator: The established governing board/school’s complaint and conflict resolution procedures as they apply to the school’s stakeholders are effective.

A2.5. Prompt: *Evaluate the effectiveness of the established governing board/school’s complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

| Findings | Supporting Evidence |
|--|--|
| <p>Uniform complaint procedures are established by the governing board, and the process is disseminated to staff members each year. The school leadership works closely with the CSEA and CTA local chapter leadership when issues arise related to employees. Additionally, JMHS has begun holding open-door meetings on B Monday mornings where staff is able to voice concerns with our principal. The process for students and parents to file complaints about school and district policies is contained within the school district student handbook. Counselors, teachers and administrators are available through in-person, e-mail and telephonic communication.</p> | <ul style="list-style-type: none"> ● PUSD agreements with UTP, CSEA and Teamsters. ● School District Student Handbook. ● JMHS Website |

A3.Leadership: Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school’s broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

| Findings | Supporting Evidence |
|---|--|
| <p>John Muir High School’s administration has developed a culture of shared leadership by working closely with the WASC Leadership Team, the PLC Leads, the SSC (School Site Council), the PTSA, and the Muir Instructional Leadership Team, to maintain open and ongoing forums for feedback. Additionally, all stakeholders (staff, students, parents, and the business community) are encouraged to voice concerns and opinions.</p> <p>The school’s planning process has as its overarching goal the participation of all stakeholders. The planning process includes diverse groups who meet in a variety of settings wherein voices of all stakeholders are welcome and respected. These include professional development opportunities throughout the academic year, monthly staff meetings, PLCs or Professional Learning Communities made up of grade level instructors from the school site and district-wide, the WASC Leadership Team, the Muir Leadership Team, PTSA, ELAC, and School Site Council (SSC).</p> | <ul style="list-style-type: none"> ● Minutes from ILT, Academies, SSC, PTSA |

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school’s Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

| Findings | Supporting Evidence |
|--|--|
| <p>Staff has input into the SPSA in many ways. Administration reviews the SPSA with the Instructional Leadership Team and the School Site Council.</p> <p>The information contained within the SPSA is shared with all staff during a regularly scheduled staff meeting. Input from individual teachers, as well as department and academy representatives, are used by the principal in the completion of the plan.</p> | <ul style="list-style-type: none"> ● School Single Plan ● Senior Project Rubric ● A Monday professional development agenda. |

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

| Findings | Supporting Evidence |
|---|--|
| <p>Staff shares in the decision-making, responsibility, and reflection on the implementation of programs supporting student learning through the Instructional Leadership Team (ILT). ILT evaluates student learning through the process of looking at student work. They also engage in reading current books on pedagogy. Each year goals are written to inform ILT toward the support of student learning.</p> | <ul style="list-style-type: none"> ● ILT Minutes ● WASC faculty survey |

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

| Findings | Supporting Evidence |
|---|--|
| <p>John Muir High School has effective structures for internal communication, planning, and resolving differences among the staff and administration. Faculty Meetings are used to discuss and share updates to policies and procedures as well as individual and team responsibilities. Academy Leads and department chairpersons serve as connections between departments and administration. The leads and chairpersons receive information to disseminate at Instructional Leadership Team (ILT) meetings.</p> <p>Communication channels take advantage of face-to-face meetings, paper reminders/notices, and online communication. These different channels ensure site policies and procedures are readily understood, revisited, and discussed. The school email system is used frequently to disseminate relevant information.</p> | <ul style="list-style-type: none"> ● A Monday Agendas ● Instructional Leadership Team Agendas ● Weekly emails from both John Muir High School and Pasadena Unified School District. |

A4.Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

A4.2. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

| Findings | Supporting Evidence |
|---|--|
| All John Muir High School staff members are hired through the District Human Resources department. Employment policies and practices are very clear regarding qualification, statutory requirements of current and potential staff for all programs, including all types of online instruction and specialized programs such as college/career preparation are clear. Additionally, specific school site expectations and responsibilities are post in the job description, which is posted for public viewing on Edjoin. | <ul style="list-style-type: none"> ● District Hiring Policies ● Professional Development Days from Curriculum and Instruction at Pasadena School District. ● Edjoin employment postings |

Staff Assignment and Preparation

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

| Findings | Supporting Evidence |
|---|---|
| Administration assigns staff members based on experience, credentials, and current student needs. All staff members are provided with appropriate orientation and instruction opportunities to ensure that they understand their responsibilities and are prepared to maximize the student learning process. In addition to formal evaluations by administration, there are informal walk-throughs with feedback to the teachers. | <ul style="list-style-type: none"> ● School Master Schedule ● Teacher Handbook ● Instructional Coaches ● BTSA providers |

Defining and Understanding Practices/Relationships

A4.3. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.3. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing*

guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.

| Findings | Supporting Evidence |
|---|--|
| John Muir has an effective system for communicating administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. However, the current distribution for new teachers is not effective. | <ul style="list-style-type: none"> ● WASC Teacher Survey ● Distribution of policies and procedures at the beginning of the school year |

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.4. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

| Findings | Supporting Evidence |
|---|---|
| <p>Professional development at John Muir High School is used to make teachers more effective in their student instruction. Professional development is provided both at the school site as well as trainings provided by the school district. These trainings use research based techniques and model strategies for teachers to take back to their classes and use.</p> <p>John Muir High School uses faculty meeting time (alternating Mondays) as well as minimum days built into the school schedule to provide staff development. Administration, resource teachers, and the PLC Leadership team use information from achievement data and surveys collected from the staff to determine professional development priorities.</p> <p>While co-teaching has been implemented in some classes, adequate training for this model has not been sufficient.</p> | <ul style="list-style-type: none"> ● A Monday Agendas ● District PD Agendas ● District PD Feedback Surveys ● District PD Presentation Registration form ● Read Like a Historian ● Writer’s Workshop ● Stanford Math Meeting Agendas ● KYTE Training |

A4.4. Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

| Findings | Supporting Evidence |
|--|---|
| Training for online curriculum is provided by the vendors of the two programs we use: Thesys and Edhesive. | <ul style="list-style-type: none"> ● Support is available through the vendors of these programs. |

Supervision and Evaluation

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Prompt: *How effective are the school’s supervision and evaluation procedures?*

| Findings | Supporting Evidence |
|---|--|
| John Muir High School follows evaluation guidelines approved by the | <ul style="list-style-type: none"> ● Professional Development Templates |

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| <p>labor union and the school board. Depending on how long teachers have been teaching, they are evaluated every year (probationary teachers), or every other year, (permanent teachers). In addition to formal evaluations, the John Muir High School administration uses walkthroughs to gauge the degree to which strategies or methods provided in professional development are being implemented.</p> <p>Instructional Rounds, a practice of peer observation, was performed twice during the 2015-16 school year and are scheduled again for Spring 2017</p> | <ul style="list-style-type: none"> • Instructional Rounds observations. |
|--|--|

A4.5. Additional Online Instruction Prompt: *How effective is the school’s supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

| Findings | Supporting Evidence |
|---|--|
| <p>Currently John Muir High School uses two faculty members to implement the two online programs we use (THESYS and EDHESIVE). Supervision is provided by Dr. Ben Aroyan, a guidance counselor.</p> | <ul style="list-style-type: none"> • THESYS and EDhesive programs |

A5.Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Indicators with Prompts

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the school’s vision, mission, the schoolwide learner outcomes, the critical learner needs, the district’s LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school’s vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

| Findings | Supporting Evidence |
|---|---|
| <p>John Muir uses the School Site Council (SSC) to ensure that the allocation of resources is a shared decision among stakeholders. Each of the last two years staff, students, parents, and staff have reviewed data and had the opportunity to provide input through the LCAP process to help determine how to allocate funds. Any department or individual staff member can submit a request to SSC, and that request is reviewed at the monthly SSC meeting. All expenditures are approved by the SSC.</p> <p>John Muir High School has used LCAP funds to equip every classroom with a technology package (Document camera and LCD projector) to ensure that every teacher has access to technology to deliver instruction. Over the past three years, funds have been budgeted for purchase of databases to help students better prepare for the research projects in each of their classes.</p> <p>Pasadena Unified School District is a Linked Learning District and provides support to John Muir High School’s College and Career readiness program. Pasadena Unified School Districts has identified</p> | <ul style="list-style-type: none"> • John Muir High School Single Plan for Student Achievement • JMHS Single Plan budget • Pasadena Unified School District LCAP • Linked Learning - Irvine Foundation Grant - California Career Pathways |

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| measurements that align with the eight state priorities. SSC reviews the expenditures through the lens of the district adopted data points. The impact of these changes on student learning has yet to be defined. | |
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Practices

A5.2. Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school’s processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

| Findings | Supporting Evidence |
|--|---|
| <p>Pasadena Unified School District business office ensures that the business and accounting practices are in line with district policies and legal requirements for managing ASB funds. External audits are conducted and recommendations from the audit findings are implemented to ensure against any mishandling of ASB funds.</p> <p>Our school’s resources are appropriately allocated to meet the school’s vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs in the district LCAP and SPSA, the academic standards, and the college-and career-readiness standards.</p> | <ul style="list-style-type: none"> ● PUSD Purchase Order process ● WASC Teacher survey ● School Bookkeeper Records |

Facilities

A5.3. Indicator: The school’s facilities are adequate to meet the students’ learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

| Findings | Supporting Evidence |
|---|--|
| <p>John Muir High School has undergone several physical changes to its’ facilities. Currently, it is in process of remodeling the Auditorium and Cafeteria. Maintenance on grounds and buildings is performed on a regularly scheduled and as-needed basis. Recent upgrades to the weight room, baseball and softball fields, and football field house has not only improved student safety, but has increased student participation in various sports. Our school facilities enable us to maintain a learning environment to meet the educational, health and safety needs of students</p> | <ul style="list-style-type: none"> ● Pasadena School District ● Bond TT ● Work order and district maintenance schedules. ● Facilities Plan ● WASC Teacher Survey ● NFL/Gatorade Athletic Training Grant ● Tournament of Roses Grant ● Dodger, PEF and Munger Foundation awards |

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology,*

software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.

| Findings | Supporting Evidence |
|---|---|
| <p>The District is responsible for the acquisition of most instructional materials including textbooks, computers and other instructional materials. Currently, our textbooks are not aligned with Common Core or NGSS standards for regular students. Changes in the progression of math courses from specialized subjects to integrated classes has resulted in new consumables for students. As Advanced Placement classes have been redesigned, teachers and students have received textbooks and instructional support materials to support those changes. Resources for the library have been added to PUSD LCAP in accordance with ESSA. Chromebook carts were implemented on a limited basis for students in 2013 . Currently, the carts are being shared by teachers. This creates problems when teachers infuse the use of computers into their lesson plans. PUSD has indicated plans for a 1:1 ratio in the future.</p> | <ul style="list-style-type: none"> ● The last adoption of new textbooks was in 2006 for non-Advanced Placement Classes. ● 2015-2016 New AP Books were purchased for US History, Environmental Science, Physics and Psychology through PUSD. ● 2016- AP World History received new textbooks ● PUSD LCAP ● PUSD Technology Plan |

Well-Qualified Staff

A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

A5.5. Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

| Findings | Supporting Evidence |
|---|---|
| <p>A Mondays in Pasadena Unified School District are allocated to provide Professional Development for all faculty and staff. PD is offered in-house and by learning coaches provided through Pasadena Unified.</p> | <ul style="list-style-type: none"> ● Contract between Pasadena Unified School District and bargaining units. ● PUSD Budget and LCAP |

Long-Range Planning

A5.6. Indicator: The district and school’s processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students’ achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

| Findings | Supporting Evidence |
|--|--|
| <p>Pasadena Unified School District has included stakeholders in the development of a three-year Local Control Accountability Plan (LCAP). John Muir High School’s SPSA is reviewed every year and aligned with the LCAP</p> | <ul style="list-style-type: none"> ● Membership list from LCAP committee 2016. ● School Site Council Membership list |

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III). Jo

Summary (including comments about the critical learner needs)

John Muir High School has all stakeholders in the development of its vision for all students becoming lifelong learners, community leaders, and advocates for change through the fostering of intellectual and social growth. This is supported at all levels through the allocation of resources from LCAP, Career Pathways Trust and local foundation partnerships. Staff members are afforded new instructional strategies through ongoing and varied professional development opportunities.

Prioritize the strengths and areas for growth for Category A.

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

- John Muir High School along with Pasadena Unified is working to increase academic supports to students taking Advanced Placement and college-level classes.
- Current textbooks and support are provided through LCAP funding at the district level.
- Additional support material and online resources are provided at the district and school levels.
- Pasadena Unified School District LCAP provides district support.
- John Muir High School is supported through a variety of funding sources, Title I and LCAP.

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

- While professional development designed to improve student achievement and is readily provided to staff, the consistency of implementation across academies and departments varies greatly.
- Co-teaching cohorts have not received sufficient training to make their classes more effective.
- The school's inclusion and support of students with special needs in all faces of the learning environment can be improved.
- Pasadena Unified School District's current textbook adoption is out-of-date with respect to both Common Core and Next Generation Science Standards.
- The District's struggle to fully fund technology for all students has begun to hinder full implementation of various instructional initiatives.
- The school's distribution of the teacher handbook is not consistently updated and disseminated. Placing the documents online may provide better access to all staff.
- Just a handful of parents are involved in the numerous decision making bodies, which shape our campus instructional environment.



Chapter IV: Self-Study Findings

B. Standards-based Student Learning: Curriculum



Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.1. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

| Findings | Supporting Evidence |
|---|--|
| <p>Teacher leaders and administration have engaged in Instructional Rounds, a process of detailed description and analysis of classroom practice. The resulting information from the first round in the spring of 2016 led to school-wide action plan items targeting student argument writing. As it is a recursive practice, the focus of each Instructional Round is determined only after a timely manner has allowed for implementation of resulting school decisions. The next round slotted for January of 2017 will focus on student engagement as evidenced by a balance of student- and teacher- talk time.</p> <p>Educational research (Murawski) outlines the benefits of co-teaching for students with IEPs. At Muir over the past two years there has been an increase in co-teaching where general education and special education teachers integrate classes to help special education students bridge from high school to college or career. Co-teaching courses are available for freshmen [Math 1 (two sections), English 1 (two sections), biology (two sections)] and sophomores [Math 2 (two sections) English 2 (two sections) and world history (two sections)]. Limited staffing prohibits co-teaching sections for upperclassmen. Therefore the plan is that with two years of co-teaching support, juniors will be able to succeed fully mainstreamed into general education classes for their core content areas.</p> <p>Specific teachers are engaged in a Live Action Research Group that is dedicated to addressing specific students in need and developing strategies to help them become successful in their studies and personal lives.</p> <p>School administration and Instructional Coaches collaborate around ways to facilitate school improvement as outlined by <i>Leverage Leadership</i> (Bambrick-Santoyo and Lemov). The focus of these weekly collaborations is on the regular observation and feedback sessions with teachers in the English, history and math departments (adding the science department in the spring of 2017).</p> | <ul style="list-style-type: none"> ● Writers Workshop publications ● Stanford History Education Group ● Kagan Strategies ● Depth of Knowledge resources ● Instructional Rounds Data ● Coaching Notes ● Co-teaching plans ● |

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|---|--|
| <p>The staff has participated in training for Depth of Knowledge questioning techniques to support students in moving beyond surface level tasks during class instruction. In addition, in the Fall of 2015, over 85% of teachers participated in an extended professional development on Kagan cooperative learning strategies. The results of these trainings is monitored through administrative and coaching observation and feedback sessions which focus primarily on student engagement and questioning strategies.</p> <p>All history teachers engage with members of the Stanford History Education Group to plan mini units that utilize modified primary sources that engage students in collaboratively exploring critical topics in history.</p> <p>Half of all freshmen are in Writer’s Workshop English courses, where students write extensively, often on self-selected topics within specific units of study. Workshop teachers meet regularly to ground their practice and their instructional units in research around student writing (Graves, Atkins, etc).</p> | |
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Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

| Findings | Supporting Evidence |
|--|--|
| <p>At Muir, A-G expectations are met and all core courses, and most elective and career technical courses, have UC approval. Course guides are current and updated by the district, with teacher input. All AP courses have College Board approval. In summary, there are clear academic and college- and career-readiness standards for each subject area, course, and program that meet the state and national standard.</p> <p>State-adopted texts are used to support student learning, but not as the sole means of curriculum. Teachers access other curricular materials, ensuring that subject matter is current and regularly updated to be relevant and rigorous. For example, half of the freshmen are engaged in Writers Workshop, where students write extensively, often on self-selected topics within specific units of study. Seniors either take AP English literature, applying their learning directly toward college credit, or the English Readers and Writers Course, engaging in units of study aligned with the California State University requirements for college readiness. All history courses include units of study from the Stanford History Education Group.</p> <p>In Mathematics, the district is in the process of transferring from the standard sequence of classes to the Integrated Math sequence. This is to integrate the New California State Standards appropriately. As a result, the Holt Textbooks have been phased out, and the district has adopted the Mathematics Vision Project’s online textbook. The district is continuing to search for a permanent text.</p> <p>The Pathway Academies meet with advisory boards comprised of Industry and Business members to address the needs of students for career skills and education. CTE courses focus on developing career-ready skills</p> | <ul style="list-style-type: none"> ● AP Course Approvals ● UC approvals ● Graduation requirements ● Portfolio Requirements and defense ● Internships ● Field trips ● AP listings ● PCC classes |

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| <p>and place-based learning in internships, integrated projects, and field studies.</p> <p>A College and Career Readiness course is offered to freshmen where they develop a ten year plan by exploring how they define success in career and life. They backwards map the necessary college and high school objectives that will lead to this self-identified career choice.</p> <p>District graduation requirements have been modified to reflect a more integrated education with a focus on argument writing and creative expression. Thus, a new graduate profile has been adopted so students can reflect on their education over the four years, and showcase their accomplishments. While district requirements will go into effect for the Class of 2019, Muir seniors have been defending a research paper in front of a panel since 2015. Each subsequent year, the expectation for seniors has/ will increase so that the Class of 2018 will defend a graduate portfolio that meets and / or exceeds the district requirements. The Class of 2016 demonstrated mastery in analytical writing by scoring a 3 or 4 on a 4-point SCALE modified rubric. The Class of 2017 will align their research paper with their Academy Pathway theme. And the Class of 2018 will defend not only a research paper, but also an artifact that evidences creative expression.</p> <p>Pasadena City College has expanded its offerings at Muir’s campus. The result is that many students take advantage of after school courses to earn college credit. It is estimated that by ????, students will be able to take advantage of these courses during the regular school day.</p> | |
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Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

| Findings | Supporting Evidence |
|--|--|
| <p>Schoolwide learner outcomes are used by administration to designate school wide goals and critical learner needs. These goals are used to guide professional development and programs for the year. Teacher leaders and administrators participated in Instructional Rounds facilitated by an outside party to observe and identify alignment between instruction, academic standards and learner outcomes. The administration continually focuses on observations of alignment in walk-throughs of classrooms many times a week with a focus on student engagement, application of learning and a clear congruence between instructional activities and learner outcomes. To ensure that there is congruence between academic standard, skills being taught and learner outcomes, the staff has engaged in norming and scoring, lesson tuning protocols, and writing labs to continue a focus on rigor and relevance. Each department and the instructional leadership team identified goals, and created an action plan to be implemented throughout the year to ensure that learner outcomes were met and student engagement was maximized. Beginning in the 2016-2017 School year, the staff identified ways to have students explain their learning in all core classes. Various goals to address student needs were developed with input from the community and students in the form of the California Healthy Kids Survey (CHKS) and other formative means.</p> <p>The math department collaborates in the design of common assessments,</p> | <ul style="list-style-type: none"> ● Course alignments ● Lesson tuning protocols ● Writing lab results ● Action plans ● Coaching notes ● Surveys ● Instructional rounds notes ● Cross-curricular plans ● Department meeting notes ● Student data on district benchmark tests and performance tasks ● SHEG |

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| <p>and in the reteaching deemed necessary after they are scored. Furthermore, they have agreed on the distribution of points for course grades.</p> <p>English teachers have participated in lesson tuning protocols that identify specific learning outcomes in alignment with district benchmark tests and performance assessments. Teachers share common strategies that then are dissected to analyze how effectively they guided students to mastery of standards targeted through district-mandated performance tasks twice a year. The science department has begun this process with 2016-2017 being the first year that the district has mandated science performance tasks. The history department has begun this process with the use of common assessments from the Stanford History Education Group.</p> <p>In the history department, research papers are required of juniors (since 2014) and seniors (since 2015). The department works extensively to ensure that similar rigorous expectations are held of students across the various academies, sharing detailed assignment protocols and teaching strategies. The entire faculty norms and scores the senior history research paper, which resulted in a focus on writing across each course to ensure that students are developing as writers and will be ready for the writing requirements of college courses.</p> <p>To better inform teachers on the types of writing students engage in cross-curricular, all teachers have participated in Writing Labs this year to come together and discuss what students are doing well, and how to push them to improve their skills as writers. As part of the Writing Lab structure, teachers diagnose possible issues and share ideas and strategies through an informal protocol and / or through teacher led professional development sessions (starting January 2017).</p> | |
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Integration among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

| Findings | Supporting Evidence |
|---|--|
| <p>Integrated projects across academies and core subjects strengthen student’s sense of belonging, pride, and interdependence, making learning more relevant. Within each academy pathway, many core, elective and CTE classes have integrated projects to make learning more relevant for real world applications. There are school-wide integrated projects by department: senior English/ history/ CTE where specific skills are covered in separate classes for a common project to ensure that academic integrity and reliability are strengthened. There are also integrated projects, school-wide by department: junior English/history/foreign language to prepare students for a rigorous senior year where they will apply their learning in a unique way and showcase the development of their skills in a portfolio and/or senior project. Integrated projects include cultural aspects in Spanish classes and History classes, multimedia presentations of current events, websites and public service announcements that integrate arts, English and social sciences.</p> | <ul style="list-style-type: none"> ● CTE courses ● Senior projects that span English, History, and CTE ● Integrated CTE projects and unit plans ● Cross-curricular projects and unit plans ● NAF ● Internship offerings and documentation ● Field trips ● Business plans ● Stang Express ● Letters to Dena ● Engineering problem to solve real world problems ● Portfolios ● Music videos that integrate Spanish with music and film to |

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| | teach the conjugation of different verb tenses |
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Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

| Findings | Supporting Evidence |
|--|---|
| <p>The school hosts 8th graders from feeder schools so that they can gain insight into courses and curricular expectations. Also, there are 8th grade outreach days where counselors, principals and Academy students meet with incoming 9th grade students and parents to present curricular options and academic expectations for all students at particular grades, in particular academies and courses. Parent meetings are held at the beginning of the school year for incoming 9th grade students. Also academies hold parent nights where parents are introduced to course offerings, internship opportunities and academic expectations for specific academies.</p> <p>College nights are held for soon to be graduates to help in the transition from high school to college. Parents are offered FAFSA help on specific nights to ensure the process is transparent and efficient. High School Graduation information is passed out to parents in pamphlets, mailed home, and disseminated in phone calls home.</p> <p>Students have 4 year plan meetings with counselors and advisory teachers to keep students on track with graduation and A-G compliance.</p> <p>UCLA/EAOP program works collaboratively with our school, educators, students and their families to provide students with challenging academic enrichment activities to promote and cultivate a college-going culture.</p> <p>Administration conducts Friday walking tours for parents to observe classrooms, meet teachers, and discuss expectations for academic endeavors.</p> <p>Administration sends out all calls for important upcoming events and curricular information weekly to parents.</p> <p>Many business and community members, as well as PCC advisors attend academy meetings and give feedback and advice on curricular needs.</p> | <ul style="list-style-type: none"> ● Student surveys ● Parent surveys ● Photos of outreach events ● Student reflections ● PCC ● Advisory board minutes ● Academy meeting minutes ● Sample 4 year plans ● Advisory Conference Notes ● Graduation data ● EAOP enrollment data ● Internship data |

B2. Access to Curriculum Criterion

All students have equal access to the school’s entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Online Programs: iNACOL Standard H: Equity and Access: A quality online program’s policies and practice support students’ ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

| Findings | Supporting Evidence |
|---|--|
| <p>Students have the option to take classes for college credit through AP course offerings and PCC course offerings on campus.</p> <p>All students have the ability to choose the academy that they will enroll in based on career plans and personal interests, limited to the the academy pathways offered by the school. Within the academies the students are allowed to pick their choice of classes within their concentration. Within the academies, the students are exposed to industry professionals’ expertise, immersed in Work Based Learning through internships and field study opportunities to help them personalize and enrich their educational experiences.</p> <p>School Counselors meet with students often to review academic plan, goals, and needed remediation to help students realize their college or career goals. When needed, after school program assists in education, counseling and meeting students’ academic needs.</p> <p>To help students transition to college, we have a UCLA Community Partnership to guide students from freshman year, and keep students informed as to what exactly is expected each academic year, and keep track of progress towards goals.</p> <p>College fair field trips are offered to all students to help in the transition from high school to college.</p> <p>College Presentations during lunch and advisory are offered to keep students informed on entrance criteria and programs offered to help maximize student success.</p> | <ul style="list-style-type: none"> ● PCC concurrent enrollment ● Advanced Placement courses (exams with score of 3 or better) ● Students choice of Academy ● Career explorations, pre-tech training ● MUIR LEARNS ● Tutors ● Clubs / Programs- Young life, Day One, Generation Green, Green Club, Solar Cup, MPYD, Upward Bound (TRIO) Program ● Course Requests, WBL, CTE course, AP open, A-G requirements, 8 period schedule to allow retakes, and freshmen 10 year plan ● UCLA/EAOP Program ● Copies of 4year plans/academic reviews, notes on counseling screen ● Calendar |

Accessibility of All Students to Curriculum

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students’ access to a rigorous, relevant, and coherent curriculum across all programs that include real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

| Findings | Supporting Evidence |
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| <p>(ALSO in I.1)There is an increase in co-teaching where general education and special education teachers integrate classes to help special education students bridge from high school to college or career. Co-teaching courses are available for freshmen [Math 1 (two sections), English 1 (two sections), biology (two sections)] and sophomores [Math 2 (two sections) English 2 (two sections) and world history (two sections)]. Limited staffing prohibits co-teaching sections for upperclassmen. Therefore the plan is that with two years of co-teaching support, juniors will be able to succeed fully mainstreamed into general education classes for their core content areas.</p> <p>Students have open access to AP courses which offers the opportunity for academic rigor and success.</p> <p>Muir offers a diverse catalogue of classes and structures to ensure that all students learn in a way that maximizes their personal potential: Pasadena City College courses, AP courses, A-G course offerings, SAI courses and Life Skills for students with moderate-to-severe disabilities.</p> <p>Some classroom activities include real-world problem-solution tasks. Community and business members visit with many students, sharing their expertise. Students have the opportunity to go out into the world and observe first-hand what their education is preparing them for through field study and WBL experiences. These internships and work based learning experiences prepare students for real world applications and employment. Students engage in a 3-4 year sequential course of study in each Academy / CTE themed courses. They learn and hone the skills for a specific career throughout the four years in the academy, as well as network to ensure success post high school and beyond.</p> <p>Starting with the Class of 2018, students will compile a graduation portfolio that chronicles their evolution as an academic thinker during their four years at Muir (detailed in B1.2 above).</p> | <ul style="list-style-type: none"> ● Open selection of courses by students after requirements are met (AP, Elective, etc.). ● Writers Workshop ● Science Labs ● School wide PD's ● Argumentative Writing ● Learning Progression ● Common Core ● EXPLORE ● Graduation projects Freshmen course, and 10yr plan, and integrations of technology ● CTE Electives ● Foreign Languages ● Fine Arts ● Dept. Chairs ● Stanford History Education Group Reading Like a Historian materials ● ● |
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Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student’s learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student’s personal learning plan and their college and career and/or other educational goals.*

| Findings | Supporting Evidence |
|---|---|
| <p>We reach out to parents concerning students and their academics through various modes including: Academy meetings, email from teachers on specific concerns, conference nights, and back to school night. Administration leads walking tours on Fridays to allow parents to observe classrooms and be involved in the school culture. Parents are encouraged to sit in classrooms with their children to assess any areas of need for their child.</p> <p>Students have a four year plan that they develop with their counselors. They meet in advisory four times a week, during which time they confer with their advisory teacher about grades, attendance and other educational goals. To help students make the final push to move from high school to college, various bridge programs are on campus to ensure that students are informed and armed with the skills necessary for college acceptance. When there is any academic need, or attendance concern, parents are called in to help address the concern and formulate a plan for improvement. Parent meetings are established for 4 year plans and D/F grades. If parents do not attend, a signed form is requested.</p> | <ul style="list-style-type: none"> ● Academy meetings for parents ● Parent Portal ● Parent meetings for D’s/ Failing grades of students ● Student Four Year Plans ● Individual teachers sent out student reports with missing assignments every grading period. ● Open House and Back to School fliers, agenda, sign-in sheets ● 1-on-1 teacher collaboration notes ● Co-teaching lesson plans ● Open dialog with parents via email throughout the year. ● Counselor and student or |

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| <p>During academy meetings and department meetings, staff discuss students of concern, student leaders to help mentor other students, and collaborative units, lessons, and strategies to help improve student achievement in all areas.</p> <p>Staff provides personal learning plans and college-career planning opportunities for students and parents to attend. We work with students in advisory periods, and check on the academic progress, as well as the mental and emotional well-being of the child. We work to ensure that the student is thriving in every possible way.</p> <p>We created multiple co-teaching classes and create collaborative lessons and units to draw on the strengths of multiple teachers to effectively reach all students and facilitate mastery of all skills.</p> <p>We have an instructional leadership team (ILT) that meets bi-weekly to address concerns in curriculum and student learner outcomes. We collaborate to develop the most effective curriculum for all students and all courses.</p> <p>All staff meets bi-monthly to discuss student concerns, share strategies and evaluate student learning.</p> <p>Since the Class of 2019, freshmen work to create their ten year plans during one of their elective courses. The ten year plan is readdressed and refined through subsequent modules during advisory classes with the guidance of students' advisory teachers.</p> | <p>counselor and parent planning meetings.</p> <ul style="list-style-type: none"> ● Copies of letters ● Meeting agendas |
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Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

| Findings | Supporting Evidence |
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| <p>We offer College & Career Readiness classes for all freshmen for career exploration, preparation for postsecondary education, and pre-technical training. Students have opportunities to enroll in AP classes offered by our school and by our college partner PCC, and they can enroll in courses that prepare them for college readiness, like internships for WBL and CTE courses. Also, through our community partnership with UCLA, students participate in the UCLA/EAOP program.</p> <p>The LEARNS programs provide academic support, cultural enrichment and recreation from the time the traditional school day ends until 6:00pm during the academic year.</p> <p>Students and parents are offered FAFSA workshops at school to make sure eligible college freshmen can afford to further their education.</p> <p>The Career Access Planning (CAP) program offers help our financially needy students attend eligible public and private colleges and universities, proprietary schools, and technical colleges. Students learn strategies to be a successful first year college student, critical thinking and effective test taking skills. Career Development sessions develop self-awareness of skills and interests in various careers. This helps students learn about career opportunities and the academic skills necessary to be successful in those careers.</p> <p>Students explore College and Career Options (ECCO) in an academy driven curriculum that focuses on cross curricular projects, Work Based Learning (WBL) opportunities and honing real-world problem solving skills, and career based experience.</p> <p>The Practice Scholastic Aptitude Test (PSAT) administered by the</p> | <ul style="list-style-type: none"> ● AP enrollment ● Freshman CCR enrollment ● EAOP flier ● Learns flier ● FAFSA flier ● CAP flier ● Academy offerings ● WBL opportunities ● Field trips ● PSAT scores |

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| College Board is required for all 10 th grade students to identify any struggles or gaps in skills that need to be addressed for college success. | |
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ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Muir faculty and staff encourage students to move beyond the self-perceived limits of their academic success and to engage in rigorous standards-based curriculum in courses throughout their high school career. Department meeting collaboratives are structures where teachers, with administrative support, work to make curricular decisions that heighten academic rigor for students. Co-teaching structures provide support for students with IEPs to experience academic success within a general education classroom setting. Counselors regularly examine student grades and attendance data and meet with students and families as needed to ensure progress on educational goals. Through academies, advisories, and supplemental support programs, Muir provides students a supportive community that not only enhances academic endeavors but also strengthens students' sense of pride, camaraderie and belonging.

Prioritize the strengths and areas for growth for Category B.

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

- Muir engages with current educational research related to viable, meaningful instructional programs to prepare students for college, career, and life through integrated collaborative projects, instructional coaches, and a thorough graduate profile in accordance with and beyond the Williams Act.
- Common core standards are addressed to meet the UC requirements. All students are continually encouraged to fulfill all UC academic requirements. Internships fulfill college and career-readiness needs. Curricular materials and resources are all aligned to state, national and /or college and career readiness standards
- As entering freshmen, Muir students are able to select an Academy that matches their interests (of the three offered), helping them to focus at an early age on a career path for their future.
- All freshmen take a College and Career Readiness Course (excluding students with moderate-to-severe disabilities, who take other Life Skills transition courses) that guides them on a high school, college and career plan in alignment with their self-defined life goals.
- Students are actively working towards transition for life after high school by participating in internships, project-based learning and in completing their senior culminating research project that commences in their junior year. School staff consistently supports and mentors all students to continue to provide a safe school and community environment on a daily basis. We offer a variety of CTE classes within academies that provide hands on opportunities for career exploration, providing job placement and internships. Academies offer a sense of belonging and nurture closer relationships between peers, and teachers and students.
- We work with PCC to offer classes that give college credit. We offer a PCC Freshman Class to ensure that students know what is required of them and what skills they will need to hone over the four years of their academic endeavors. We have PCC offerings after school to offer college experience and enrichment opportunities. We connect our Academy students to pathways at PCC that provide extra support, as well as, offer tutoring every day through many organizations to help student succeed such as CAP and LEARNS.
- Students have opportunities to enroll in AP classes offered by our school and by our college partner PCC, and they can enroll in courses that prepare them for college readiness, like internships for WBL and CTE courses. Also, through our community partnership with UCLA, students participate in the UCLA/EAOP program.
- Muir students have ample opportunities to participate in after-school activities like sports, tutoring, clubs, and a variety of programs; and throughout the school year, they are able to learn about the different colleges and universities by attending on campus college presentations offered by those schools.
- Parents, students and staff incessantly collaborate in developing and monitoring a student's plan through parent meetings, letters home, parent portal updates, and communication between parents, counselors, administration

and other staff.

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

- Despite robust and effective educational research there are areas to improve on in regards to curriculum and standards-based student learning.
- The district's new integrated mathematics curriculum requires the math department to overhaul its entire program. The curriculum provided is in need of refinement. While the math department has begun this process by creating common assessments, it will take more time to fully transition from the traditional math sequence to the integrated math sequence.
- The school's action plan has engaged teachers in a discussion of how to support students in reaching mastery in argument writing, well before their senior research paper requires it of them. While this focus on vertical alignment is an area that is making a difference in closing the gaps in student learning outcomes, it needs to continue to be a focus for the school. Departments, teachers, students and families would benefit from a detailed mapping of the specific tasks and assessments that will build towards artifacts that demonstrate growth and mastery in both argument writing and creative expression, as outlined by the district graduate portfolio requirements.
- While some departments work to align standards to assessments, and assessments to the curriculum, the practice is spotty and needs to be more consistent. The math department works extensively to design common unit tests. And the English department has used a lesson tuning protocol (Department Protocol for Common Assessments) for the pacing of the district performance task for one grade level this past semester. However all content departments can work to better align their curriculum and key assessments along the common core standards. Fortunately, the district common assessments are aligned with focus standards for math, English and science. However these assessments occur only twice a year, and they are not given much weight by many of the teachers.
- While curriculum is standards-based, regular review of long-term and weekly planning would ensure that appropriate attention is given to focus standards in the areas of analytical thinking, speaking and writing.



Chapter IV: Self-Study Findings

C. Standards-based Student Learning: Instruction



Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

| Findings | Supporting Evidence |
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| <p>All students are enrolled in classes intended to engage them in challenging and relevant learning throughout their time at Muir. All students are enrolled in UC-approved core academic courses in order to achieve the college and career readiness standards and learner outcomes.</p> <p>Pasadena Unified School District common benchmark assessments and performance tasks in core academic subjects keep students and teachers accountable to follow pacing and content guidelines in implementing Common Core and Next Generation Science standards.</p> <p>Students also participate in themed pathways partially funded by California Partnership Academies grants to expose them to a variety of work-based learning opportunities building toward a senior capstone project. Additionally, all seniors are required to complete a research project and defense, scoring proficient or better on a schoolwide, four-point rubric.</p> <p>Teachers and staff regularly collaborate to examine student work to determine areas of strength and need, as well as achieve college and career readiness. Academic departments develop and implement common lessons and assessments to ensure that all students are held to similar standards. The English department, in collaboration with the district writing coach, facilitates schoolwide “writing labs” during professional development sessions to help teachers embed meaningful writing and calibrate expectations across the curriculum.</p> <p>School administration effectively communicates expectations for instructional practices and follows up with regular formal and informal classroom observation. All teachers are formally observed for evaluation on a biannual basis. Administrators also</p> | <ul style="list-style-type: none"> ● Student papers ● Rubrics ● Oral presentations (power points) ● Power point presentations of projects ● Rubrics, scored student work samples ● Professional development documentation ● Grade level calibrated examples of student work ● EADMS reports on performance tasks and assessments ● District coaches facilitated review of data for math and English benchmarks and performance tasks ● Math: Work samples ● Science: laboratory reports; research papers ● Instructional Rounds schedules and reports ● Administration formal observation records ● A Monday agenda ● Department meeting agenda/minutes ● ● |

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| <p>frequently visit classrooms on an informal basis to observe teachers and students. Teachers are also encouraged to visit their peers in order to observe methods and strategies. Teachers participate in formal Instructional Rounds observations, as well as informal visits scheduled during department or academy planning time.</p> | |
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Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

| Findings | Supporting Evidence |
|---|--|
| <p>In order to achieve college and career readiness, students need to understand the learning standards and performance expectations that must be met to demonstrate proficiency. Teachers are expected to prepare course syllabi, which outline classroom performance expectations and assessment policies. Teachers are also expected to use a “blackboard configuration” where learning objectives and class agenda are posted daily.</p> <p>Student’s written work is evaluated using a rubric for many written assignments; teachers review rubrics with their classes in advance so students can evaluate their own work before submission. Parents and students have access to view teacher gradebooks and assignments through Aeries.net to track their own progress and grades.</p> <p>All students work with their counselor to develop a 4-year academic plan detailing their expected coursework at John Muir. Educational specialists work with counselors, parents, and staff to develop Individual Education Plan goals for student with special academic needs.</p> | <ul style="list-style-type: none"> ● Course syllabi ● Assignment rubrics ● Blackboard configuration in classrooms ● Aeries parent portal ● IEP records ● Counselor records ● Student work samples with rubric |

Differentiation of Instruction

C1.3. Indicator: The school’s instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

| Findings | Supporting Evidence |
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| <p>Teachers use a variety of methods to differentiate instruction and meet the learning needs of all students. Muir offers several options for accelerated learning for advanced students. These include a selection of Advanced Placement courses, as well as honors coursework in mathematics and English for 9th and 10th grade students. Students are</p> | <ul style="list-style-type: none"> ● Classroom observations ● Class rosters, grade reports ● Collaborative lesson plans ● Student work samples ● Text modification for |

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| <p>also able to enroll in on-site, concurrent college-level coursework through a partnership with Pasadena City College.</p> <p>Over the last several years, Special Education students have averaged nearly 20% of the total school enrollment. With one out of every five students being identified as a student with a disability, John Muir began implementing co-teaching classes in the second semester of the 2014-2015 school year, beginning with a 10th grade English class. In 2015-2016 co-teaching was expanded to one section each of Freshman English, Junior English, Integrated Math 1, Biology, and Chemistry. In the 2016-2017 school year, is offering at least one section of each of the following Freshman and Sophomore core academic classes in the co-teaching model: English 1 and 2, Math 1 and 2, World History, and Biology.</p> <p>Teachers also regularly integrate technology and multimedia assets to engage students and differentiate instruction. During the 2014-2015 school year, John Muir spent over \$25,000 to equip each classroom with an LCD projector as well as a document camera. Teachers have utilized these tools to provide model close reading and annotation of text across the curriculum.</p> <p>The school district also provides access and training for teachers to use online multi-media programs such as Nearpod and Stemsopes. Many teachers use the Hapara and Google apps for assignment delivery and submission. Students and teachers have regular internet access through Chromebooks in the classroom and school wide wireless internet.</p> | <p>Special Education and EL learners?*</p> <ul style="list-style-type: none"> ● Table of SAI enrollment that shows gen ed inclusion, co-teaching, and separate SAI sections for each course. ● Class rosters and AP exam results ● Enrollment numbers for AP courses ● Puente Counselor: Dr. Gonzalez ● Puente meeting records ● Community service records ● -counselor/coordinator records ● use of online resources eg.utah.edu for genetics ● use of district provided computerized equipment for science virtual labs and graphing data. ● Discovery education, YouTube, PBS for access and guided note taking ● Lynda.com technical tutorials and instruction for CTE courses. ● History.com (History and English Literature), as well as e-library online research databases. ● |
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C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Indicators with Prompts

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

| Findings | Supporting Evidence |
|---|---|
| <p>Teachers have a broad familiarity with research-based pedagogy both through their teacher preparation programs and through district- and school-provided professional development opportunities. The extent to which teachers utilize these research-based strategies varies considerably across the school.</p> <p>Specific site-based professional development initiatives to strengthen use of research-based methodology have included:</p> <p><i>Capturing Kids’ Hearts</i> – 3-day schoolwide training in relationship-building and classroom management that was held in August 2014.</p> <p><i>Kagan Cooperative Learning Institute</i> (Days 1 & 2) in August 2015. This training established a definition of student engagement and introduced a set of strategies for teachers to better support their students’ learning.</p> <p>“<i>Interactive Lecture</i>” (chunking of instruction, facilitating student interaction and processing, and systematic checking for understanding) and “<i>Authentic Literacy</i>” (modeling of close reading and writing in context) have been a regular focus of professional development sessions and instructional coaching since 2014.</p> <p>Whole-faculty “<i>Writing Lab</i>” protocols also support teachers’ delivery of writing instruction across the curriculum. Two were conducted in fall 2016; one is pending in January 2017.</p> <p>History department is engaging in ongoing training and support to implement Stanford History Education Group’s “<i>Reading Like a Historian</i>” curriculum for application of literacy in social science. This training commenced in August 2016.</p> <p>District instructional technology coaches have also provided teachers training in the use of <i>Haiku</i>, <i>Hapara</i>, <i>Nearpod</i>, <i>TenMarks</i> (mathematics), and <i>Stemscopes</i> (sciences). Many teachers regularly utilize <i>Hapara</i> and Google apps for assignment delivery and submission. Students and teachers have regular internet access through district Google accounts, Chromebooks in the classroom, and schoolwide wireless internet.</p> | <ul style="list-style-type: none"> ● Teacher surveys ● Professional development agendas and faculty sign-in records ● Google Drive records and Aeries.Net gradebooks ● Classroom observations ● Instructional rounds documentation |

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

| Findings | Supporting Evidence |
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| <p>Teachers frequently use coaching strategies to facilitate learning for all students, though the consistency and effectiveness of implementation varies across the school. For example, many teachers use equitable questioning strategies to call on random non-volunteers for responses during instruction to ensure that all students are attentive during instruction and check for understanding. However, the majority of teachers often are not yet systematically checking for understanding in this way. It is more common to observe teachers posing questions to the class as a whole and allowing volunteers to respond, either by raising their hands or calling out answers.</p> <p>Many teachers are using a variety of cooperative learning strategies and structures to give students an opportunity to work together to construct their learning. Teachers using these strategies often have their students’ desks arranged in clusters of four to facilitate group work, and then rearrange desks for the administration of tests or other individual assignments. The faculty as a whole is growing in its comfort with the use of cooperative learning; the majority is not yet using these strategies on a daily basis.</p> <p>Teachers use scaffolding strategies (such as graphic organizers, note templates, and sentence starters) to support student learning in the classroom. Teachers require students to engage in both guided and independent practice during in class activities. Examples of guided practice include close reading and annotation of text, as well as guided laboratory activities.</p> <p>To complete grade-level research projects for 10th-12th grade, students engage in independent research with teachers and support staff acting as coaches to help students locate and analyze sources. The history department is engaging students in regular document-based inquiry through which students analyze information and form arguments based on various primary sources.</p> | <ul style="list-style-type: none"> ● Instructional rounds documentation. ● Classroom observations ● Teacher survey responses ● Student interviews and focus groups ● Senior research project artifacts ● Junior Research project artifacts ● Chemistry research project artifacts ● Submitted student work ● Student Reading Like a Historian student work artifacts |

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

| Findings | Supporting Evidence |
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| <p>Students have an increasing range of opportunities to demonstrate their ability to gather information through inquiry and research, synthesize and draw conclusions, and then communicate their ideas to others.</p> | <ul style="list-style-type: none"> ● Senior research project paper and oral defense, scored by entire faculty ● Chemistry research papers ● Junior research papers in US history ● History document-based inquiry |

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| <p>The senior research project requires students to analyze multiple points of view and integrate their findings to present a solution for a real world problem. Students present an oral defense of their proposals to prove their true understanding of their topic and demonstrate their verbal communication skills. Research papers produced by the classes of 2015 and 2016 revealed that a majority of students were not able to successfully analyze information obtained from various sources and present a coherent argument based on evidence gathered. In 2015, 80% of seniors had to rewrite their papers because they did not score a passing grade (3 or 4 on a four-point SCALE-modified rubric). While the rewrite was a new expectation for many students, the bar was still set fairly low: students who scored a 2 on the four-point rubric were able to pass the course. For the Class of 2016, the bar was set higher: students had to pass the analysis section of their paper with a score of 3 or 4.</p> <ul style="list-style-type: none"> • 17% of seniors passed on the first school-wide scoring of their research paper. • Of the remaining 83%, half passed after instruction from their English teachers on revising their analysis. • The remaining students passed after further instruction, using student exemplars and peer revision. <p>In order to support students’ growth in research, analysis, and argumentative writing, teachers across several content areas have assigned course-specific research projects, including English Language Arts, History, Spanish, and Sciences. However, students frequently show similar difficulties in the context of these complex assignments, as classroom instruction does not yet provide an adequate structure with explicit modeling for students to learn and practice these unto mastery. Teachers are making efforts to shift the use instructional time that in the past was devoted to students merely copying information from the board, presentation slides, or other text resources; this represents a significant shift for teachers and students alike.</p> <p>Each of the academies requires students to complete a capstone course and project that represents a culmination of their classroom- and work-based learning. Engineering students research a real-world problem and design a solution for it within their Engineering Development and Design course. This includes both a written report and oral presentation in front of teachers, district staff, and community partners. Business students engage in Virtual Enterprise where they design, market, and run a virtual business and compete against other schools. Students within the Arts, Entertainment, and Media academy apply their skills to core academic contexts (such as American Government) and projects serve the school and outside community.</p> | <p>assignments</p> <ul style="list-style-type: none"> • Academy capstone projects • Teacher survey and focus groups • Student interviews and focus groups |
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C2.4. Indicator: Students demonstrate higher-level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

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| Findings | Supporting Evidence |
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| <p>Student work is used in departments to measure the degree to which students are able to think, reason and problem solve. Students are using argumentative writing in projects and activities in a variety of subject areas.</p> <p>The overall quality of independent work demonstrates that level of reasoning/thinking expected from students during daily instruction needs to grow. For example, students' laboratory reports in science classes demonstrate their competence in copying lab procedures and recording results from experimentation and demonstration activities; they show much less proficiency in analyzing results and drawing conclusions from the data gathered.</p> <p>Classroom observations show that teachers continue to be the focal point of class discussions and debates; students are not yet consistently able to reason, debate, and challenge one another's thinking without the teachers' overt direction and mediation. Indeed, most class discussions tend to center on questions regarding factual information with right/wrong answers that are quickly confirmed by the teacher. Opportunities for discussion of more complex ideas are frequently missed as students quickly defer to teachers' opinions on such topics; teachers in turn are less experienced in structuring discussion and debate to facilitate students' reaching and defending their own conclusions.</p> | <ul style="list-style-type: none"> ● Senior research projects ● Junior research paper ● Mathematics performance tasks ● Science laboratory reports and inquiry projects ● Classroom observations |
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C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes..*

| Findings | Supporting Evidence |
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| <p>Students utilize Chromebooks and/or online supplementary material for class assignments and projects across the curriculum, including: Google classroom, <i>Haiku</i>, <i>Hapara</i>, <i>Nearpod</i>, <i>Edmodo</i>, and <i>TenMarks</i>.</p> <p>Students access <i>E-Library</i>, <i>SIRS</i>, <i>Encyclopedia Britannica</i>, and <i>Student Resources in Context</i> databases as research tools for projects across the curriculum.</p> <p>Students also use a wide range of technology resources in Career Technical Education classes, including computers, photography and videography equipment, robotics kits, 3D printers, and other devices.</p> | <ul style="list-style-type: none"> ● Senior Projects (research papers and slide presentations) ● Biotech Solution Designs ● Typed essays, Google slide presentations, etc. ● Exam and written assignment submissions via Google drive ● Utah.edu for virtual science labs ● CTE projects and products ● Database analytic reports ● Teacher surveys ● Classroom observations ● Student interviews and focus groups |

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

| Findings | Supporting Evidence |
|--|---|
| <p>Students in all three academies engage in a continuum of Work-Based Learning experiences, including field experiences, visits from industry professionals, internships, job shadows, and presentations of their work before panels that include members of the community. Students also access E-Library, SIRS, Encyclopedia Britannica, and Student Resources in Context databases as research tools for projects across the curriculum, and learn to evaluate the credibility of other online resources.</p> <p>Teachers also use a variety of field experiences and real world applications to supplement and extend the curriculum. In addition to classroom laboratory activities, the science department organizes field-learning activities for AP classes that allow students to apply what they have learned in the classroom.</p> <p>Students also engage with local business partners to extend their classroom learning. The culinary arts classes, for example, help to create new food menus for local businesses, as well as providing students with the opportunity to obtain industry recognized food safety certification. Business students currently operate an on-campus student store and are working to expand the number of student run businesses on campus. After school clubs, such as Solar Cup, allow students to develop and test practical solutions and compete against other area schools.</p> | <ul style="list-style-type: none"> ● Photographs and video footage of students in multiple field experiences, including: NASA JPL, City of Pasadena, Marriott Hotel, Armory Center for the Arts, US Forest Service, and Caltech ● Business Academy Virtual Enterprise projects ● Works cited pages in research papers ● Certificate of participation from Amnesty International ● Senior presentations, class or Cross-curricular projects ● Primary documents used in Stanford History initiative (Reading Like a Historian) |

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.

| Findings | Supporting Evidence |
|--|--|
| <p>All John Muir students are enrolled in one of three career-themed academies in which they engage in a sequence of thematic Career Technical Education courses. Each academy also features a continuum of career exploration and Work-Based Learning experiences that are guided by an advisory board of industry professionals.</p> <p>Students in the Arts, Entertainment, and Media academy have visited multiple settings including Art Center College of Design, the Fashion Institute of Design and Merchandise (FIDM), YouTube Studios, and Annenberg Photo Space. Students have filmed and live-streamed Muir football games (both home and away) and have provided “green screen” photo booths at multiple district and community events. Students engaged in summer internships as well, helping to produce professional quality videos for the district television station, KLRN, and the Pasadena Educational Foundation.</p> <p>Business and Entrepreneurship academy students also visit multiple destinations as part of their career exploration, including Junior Achievement Finance Park,</p> | <ul style="list-style-type: none"> ● Photographs and video footage of students in multiple field experiences, including: NASA JPL, City of Pasadena, Marriott Hotel, Armory Center for the Arts, US Forest Service, and Caltech ● Business Academy Virtual Enterprise projects ● Career Choices curricular materials and workbooks ● “My10YearPlan.com” documentation for current freshmen and sophomores ● “Business Week” and “Engineering Week” schedules ● AEM “Field Day” documentation ● Academy work-based learning and field experience |

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| <p>The Engineering and Environmental Science Academy students have likewise visited many real-world environments, including NASA’s Jet Propulsion Laboratory, Aerospace Corporation, the University of Southern California, Cal Poly Pomona, and the Physics Day competition at Knott’s Berry Farm. Students prepare and pass certification tests for Autodesk Inventor, and they engage in the Solar Cup and ACE Mentoring projects, each of which involve intensive off-site experiences. Students have also completed internships with the US Forest Service, JPL, and other local businesses and nonprofit organizations.</p> <p>Since the 2015-2016 school year, all John Muir freshmen are given the opportunity to take the yearlong College and Career Readiness course for which they can also earn elective college credit through Pasadena City College. One semester of the course utilizes the <i>Career Choices</i> curriculum that engages students in exploring possible careers and beginning the development of a ten-year plan of educational preparation for fields of interest to them.</p> <p>All John Muir students also have direct access to the school’s college and career center, staffed by a College and Career Technician and district counselor, where they can access college and career information, obtain support in submitting college and scholarship applications, and also apply for work permits.</p> | <p>records</p> <ul style="list-style-type: none"> ● Pathways Internship applications and documentation ● Work-based learning participation data |
|--|---|

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

The faculty and staff are implementing a wide variety of instructional practices to support student learning. The academic performance history of the majority of students makes it absolutely necessary for teachers to use the most engaging pedagogical approaches possible, and to frequently check for student understanding throughout each lesson and unit of study. John Muir also has a higher percentage of students with disabilities relative to the District and state averages; the

Prioritize the strengths and areas for growth for Category C.

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

- All students are enrolled in UC-approved core courses intended to prepare them for college and career.
- Significant investment of resources has developed faculty's repertoire of research-based instructional strategies.
- Regular allocation of time for teachers to collaboratively strengthen and coordinate their implementation of strategies, both by department and by academy team.
- Increased number of students with disabilities enrolled in general education core classes that are co-taught by educational specialists.
- All teachers have access to basic instructional technology (laptop/Chromebook, document camera, and LCD projector).
- Students use Chromebooks and other computer technology to support instruction across the curriculum, including core academic subjects and Career Technical Education classes.
- Many teachers are using coaching strategies to strengthen student engagement and support higher-order thinking skills.

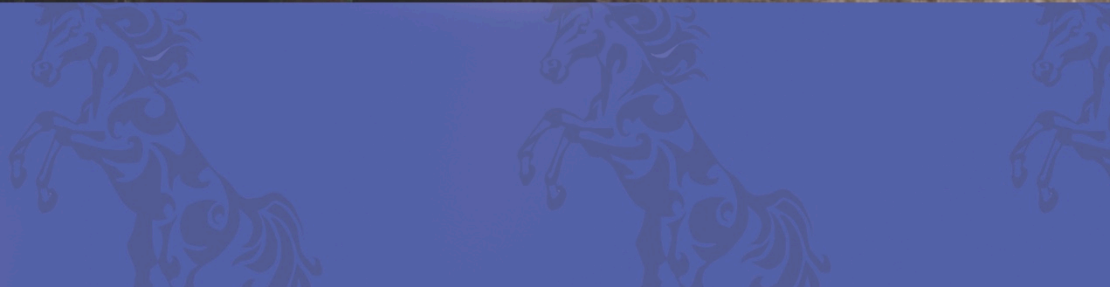
Category C: Standards-based Student Learning: Instruction: Areas of Growth

- More consistent and systematic use of student engagement, formative assessment and checking for understanding across all classrooms.
- More daily, systematic use of cooperative learning across all classrooms and content areas to challenge students to discuss and process information being presented and ideas.
- The overall quality of students' independent work demonstrates that level of reasoning/thinking expected from them during daily instruction needs to grow.
- Focus on the development of higher-order thinking skills across all classrooms and content areas, as evidenced through facilitation of regular (if not daily) classroom dialogues/debates of complex ideas and students' analytical writing.



Chapter IV: Self-Study Findings

D. Standards-based Student Learning: Assessment and Accountability



Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school’s assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

| Findings | Supporting Evidence |
|---|--|
| <p>John Muir High School uses multiple resources to collect data that is then analyzed through various perspectives. The data can be broken down into multiple subgroups to observe trends over the years and decide on the best course of action. Over 65% of our staff feels that we are currently doing this effectively. At the district level, Common Assessments and Performance Tasks are being designed by grade level and subject matter, where the teachers are given a window to administer. Departments are able to measure school-wide performance this way. Data is also broken down and discussed at several of the school’s community based meetings. Within the school site, departments are working to develop more unity among the disciplines. Subjects are developing internal common assessments and performance tasks, and results are analyzed in department meetings. The Math department has piloted a common grading scale for their classes. Two teachers have piloted the use of Standards-Based Grading with their classes. In the co-teaching classrooms, general education and Special Education students are assigned to separate rosters in Aeries to assist in analyzing the data for the respective groups.</p> | <ul style="list-style-type: none"> ● Smarter Balanced Assessment Data over the last three years. ● EADMS Data collected from District-Wide Assessments and Performance Tasks ● AP, SAT, PSAT, and ACT Test Scores ● Common Assessments designed by departments. ● Reading Like a Historian work samples ● Senior Research Paper Rubric and Samples ● CELDT Testing Results ● Minutes and Analyzed Data from School Site Council. ● Math Department Grading scale ● Graduate Data from Academics ● Teacher Survey Data |

Monitoring and Reporting Student Progress

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

D1.2. Prompt: *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

| Findings | Supporting Evidence |
|--|---|
| <p>Over the last several years, John Muir High School has been making a proactive effort to increase its outreach towards the families and community members of our school. Every Friday morning, principal lead tours are available for everyone where they will see inside the classrooms and learn about the changes happening on our campus. Three years ago, our PTSA became more active, and membership has increased. The</p> | <ul style="list-style-type: none"> ● Parent Portal registration data. ● Advisory Board minutes and agendas ● Senior Research Paper ● Advisory Phone Call Template ● Advisory Pick-Six Template ● Flier from Puente Conference |

| | |
|--|--|
| <p>Puente Program holds yearly conferences and potlucks to bring the families onto the campus and recognize their child’s achievement. Over the last three years, JMHS has re-established an honor roll and became members of the National Honor Society. Parent portal is available for parents to have online access to their child’s grade progress in real time. Our support staff in the Welcome Center is readily available to help parents gain access to this service.</p> <p>Additionally, efforts have been taken at the academy level to increase parent and community awareness. All three academies had an orientation meeting at the beginning of this year to increase parent awareness and involvement. Each student is placed into an advisory class, with teachers making a concerted effort to call home and establish a connection with parents for questions and information on their child’s progress.</p> <p>The community has become involved in the assessment process through the Academy’s Advisory Board structure and the Senior Research Project. The advisory board gives input into the classroom, makes visits to classrooms, and invites students to see real-world applications of their work. Community members have also sat on the judging panel for the senior presentations.</p> | <ul style="list-style-type: none"> ● Friday Morning Tour Flier ● Academy Orientation Flier ● National Honor Society Charter ● Counselor’s and Principal’s Honor Roll |
|--|--|

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students’ growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students’ grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students’ grades, their growth, and performance levels are determined.*

| Findings | Supporting Evidence |
|--|--|
| <p>Over 78% of teachers report that they effectively monitor our students’ progress towards meeting the academic standards. There has been a push to incorporate more rubrics as a grading tool within our classes, and to create a metacognitive buy-in from students to take ownership and understanding of their own progress. On campus, we have a College and Career Technician who tracks students’ internship and work-based learning hours, as well as offers assistance in the college application process. The CAP after school program offers guidance in the college application process and an SAT Prep class. Guidance counselors will regularly meet with students to discuss their progress towards CSU / UC Eligibility and discuss post-high school options with their population. Every five weeks, progress report grades are submitted by teachers and sent home with grades and comments on progress in the classroom.</p> | <ul style="list-style-type: none"> ● School-wide argument writing rubric ● Teacher survey data ● CAP Attendance Data ● SAT Prep Attendance Data ● Upward Bound Enrollment Data ● College Application Completion percentage ● College acceptance rates |

D1.3. Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether the teachers do it electronically or individually.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit

exam are used in decisions about student achievement and advancement and improving the instructional program.

| Findings | Supporting Evidence |
|--|---|
| There are not many courses that utilize an online curriculum. It has only been integrated as a credit recovery class for students. | <ul style="list-style-type: none"> • Thesys enrollment data • Thesys syllabus and grading scale |

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

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

| Findings | Supporting Evidence |
|--|--|
| <p>According to survey results, 82% of our teachers regularly evaluate their students' work to measure their progress towards the standards. There have been numerous resources and trainings that our staff has gone through to develop and analyze our assessment strategies. Though there is a low number of teachers using the Kagan strategies, our staff has gone through this training to assist in facilitating classroom discussion.</p> <p>During our A Monday professional developments and department meetings, teachers share best practices to guide instruction. Within the department, these conversations are driven by results of common assessments to share strategies of attaining the desired results. At the beginning of each year, the Math and English classes administer assessments to determine student's levels.</p> | <ul style="list-style-type: none"> • Classroom set-ups • "A" Monday Agendas • District Performance Tasks • TenMarks Assessment results • Degrees of Reading Power (DRP) testing • History DBQ scores • Review 360 Results • Common Assessment / Performance Task data • "A" Monday Writing Labs |

D2.1. Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

| Findings | Supporting Evidence |
|--|--|
| The Thesys credit recovery curriculum is the only classroom that is entirely online. However, there has been increased access for all classrooms to administer forms of online assessment tools. | <ul style="list-style-type: none"> • EADMS online testing • TenMarks • Certification Exams • Thesys • Adhesive • Hapara • Haiku • Google Drive and Classroom |

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

| Findings | Supporting Evidence |
|---|--|
| <p>The instructional discussions are generally held within department collaboration time. The school has been making efforts to increase consistency among the courses. The Math department has created a common grading scale. Common assessments, projects, and performance tasks are developed within the departments. Within the academies, student behavior is discussed. Strategies for engaging and motivating the individual student are shared.</p> <p>When issues are unable to be resolved within these meetings, issues will be brought up with Administrators. The administrators are able to bring these discussions to the Instructional Leadership Team (ILT), where a strategy can be developed to integrate the issue into our “A” Monday meetings.</p> | <ul style="list-style-type: none"> ● Academy Minutes / Agendas ● Department Minutes / Agendas ● ILT Agendas / Minutes ● PD Agendas / Minutes |

Student Feedback

D2.3. Indicator: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

| Findings | Supporting Evidence |
|---|--|
| <p>There are several venues for student’s to monitor their progress in preparing for life after John Muir. One of the most common methods is through Parent Portal, in which the child’s guardian is able to track and monitor the gradebooks for each of their child’s classes. Recently, teachers have been able to have live overview of all of their students’ gradebooks. This is increasingly helpful for advisory teachers to have conversations with their class about their progress and teaching them to create awareness of their own habits.</p> <p>Additionally, conversations exist between students and their guidance counselors to create their plans for after graduation. Because of recent concerns, last year JMHS created a mandatory College and Career Readiness for all freshmen to explore their options in life. This coincides with the creation of a MyTenYearPlan profile for students to always be looking ahead. Students with IEPs also have conversations with the Special Education department to decide on their best course of action.</p> | <ul style="list-style-type: none"> ● IEP Transition Plans ● Rubrics ● Exemplar Papers ● Advisory Templates ● College and Career Readiness Syllabus ● MyTenYearPlan.com ● Aeries.NET |

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school’s program to continually improve and to allocate resources to effectively meet student needs.

Indicators with Prompts

Schoolwide Assessment and Monitoring Process

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

| Findings | Supporting Evidence |
|---|--|
| Throughout their four years at John Muir High School, students have opportunities to learn and get feedback from community members and industry professionals through career exploration visits, guest speakers, and internship opportunities. This all culminates during their senior year, when they begin work on their Senior Research Project. In their academy’s capstone class, students have industry professionals come in and are allowed to bounce ideas off of them and receive feedback throughout the year. Then, during the writing of the paper, the students are given time to submit and revise each section before their presentations. During the presentations and grading process, all stakeholders are brought in to participate in the grading process. | <ul style="list-style-type: none"> ● Senior Research Project Presentation Schedule ● School Site Council Meetings ● Advisory Board Meeting Minutes ● Internship Application Process ● Senior Capstone Syllabi |

D3.1. Additional Online Instruction Prompt: *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

| Findings | Supporting Evidence |
|---|--|
| All work and progress on the paper is submitted through Google Docs to allow real time correction of the paper. | <ul style="list-style-type: none"> ● Hapara access. |

Curriculum-Embedded Assessments

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

| Findings | Supporting Evidence |
|--|---|
| The school’s decision-making team is constantly reviewing assessment data to drive forward initiatives of the school. Among those recent decisions is “Writing Across the Curriculum” that was driven by low achievement scores on Smarter Balanced and EAP tests. Additionally, the math department has been collaborating on common assessments and performance tasks to increase the DOK level and rigor of our curriculum. All classes have received various training on cooperative learning and SDAIE strategies to increase the discussion among our student population | <ul style="list-style-type: none"> ● Smarter Balanced and EAP Data ● District Benchmark Data ● CELDT Test Data |

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| as a result of the high number of English Language Learners enrolled. | |
|---|--|

Schoolwide Modifications Based on Assessment Results

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

| Findings | Supporting Evidence |
|---|---|
| As a result of discussions within departments and the Instructional Leadership Team, the school has established Professional Development trainings based off of needs. Over the summer we have been trained in both Kagan Cooperative Learning strategies and Capturing Kid’s Hearts. Additionally, A Monday professional development sessions have been focused on increasing writing, analyzing, and lecture protocols. | <ul style="list-style-type: none"> ● KAGAN Training and Resources ● Capturing Kids Hearts Training and Resources ● Writer’s Lab protocols ● Math Department collaboration with ConnectEd ● “Focus” Lesson Plan Template (Schmoker) |

D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D3.4. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

| Findings | Supporting Evidence |
|--|---|
| Currently, there is a district-wide policy on homework, where it cannot be more that 10% of a student’s grade. On the site level, we do not have a common grading policy. However, the Math department is piloting a uniform policy for this coming semester. We are also practicing Instructional Rounds to assess and support the instruction of our faculty. Currently, for student support, Academy interventions are in place to monitor student progress. Each student also has an academic counselor to monitor his or her graduation status. | <ul style="list-style-type: none"> ● Common Grading Policies ● Academy Interventions ● Common Assessments ● Informal Observations |

D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

| Findings | Supporting Evidence |
|--|--|
| When assessments are given, proctors are chosen by prep periods and grade-level that teachers are primarily responsible for. Assessments are housed in a “home-base” where the exams are dropped off and picked up, already sorted in bankers’ boxes. Substitutes that are more familiar with our site are brought in to assist with the process. Exams can be held in classrooms or the gymnasium, depending on the exam. | <ul style="list-style-type: none"> ● Proctor Scheduling ● Procedures for Conducting Exams ● Substitutes assisting |

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

The faculty and staff of John Muir High School are keenly aware of various areas in which their students need to grow to attain college and career readiness. Efforts are being made to help students grow in the areas of critical thinking and analysis through day-to-day instruction. The faculty is trying to make lessons engaging and relevant, through various trainings.

Departments are working to collaborate and get on the same page with commonalities in the classroom. Additionally, they are trying to hold each other accountable for raising the rigor in the manner of assessing their students. John Muir is also leading the way in raising expectations of students as they progress towards graduation.

Prioritize the strengths and areas for growth for Category D.

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

- We have an established Senior Research Project with defense that serves as a culminating performance assessment of college readiness for all students.
- Schoolwide involvement in scoring of Senior Research Project and service on panels for Senior Defense, including all faculty as well as classified staff, district personnel, parents, and members of the community.
- All academic departments have utilized computer-based assessment tools, such as TenMarks (Math) and EADMS.
- Participation in Advanced Placement courses and examinations has increased substantially.
- SAT participation rate for seniors exceeds the rates for PUSD and the State of California.
- Collaborations with Stanford History Education Group and ConnectEd: The California Center for College and Career.
- Engagement with public as part of assessment and reporting process, including parents, alumni, and the local business community.

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

- Grading practices reflect assignment completion and test/quiz percentage scores; students receive less feedback related to their specific performance on college and career readiness standards
- Standards-based district benchmark assessments are aligned with CAASPP assessments, but most teachers do not yet assign them significant weight in determining students' grades
- The school lacks a schedule of performance assessments and tasks that scaffold students' performance in preparation for the completion of their graduation portfolios (beginning with the class of 2019)
- SAT and AP results are not analyzed systematically to ensure instruction is preparing students for college-level rigor
- Teachers' use of formative assessment practices (systematically checking for understanding during instruction) is not consistent; teachers frequently assume understanding based on the participation/responses of a small number of students in each class.



Chapter IV: Self-Study Findings

E. School Culture and Support for Student Personal and Academic Growth



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

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Online Programs: iNACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the **regular involvement of the family, business, industry, and the community**, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

| Findings | Supporting Evidence |
|---|--|
| <p>Parents and guardians receive weekly updates through various media, informing them (English and Spanish) of school activities, accomplishments, and opportunities to get involved at the school. There has been an increase in strong parent involvement through a small team of active parents.</p> <p>However, there is still a need for a larger percentage of parents to become regularly involved in their children's academics and on-campus activities.</p> | <ul style="list-style-type: none"> • Log of weekly email bulletins to staff and parents • Log of weekly phone calls home to both parents and staff, available in both English and Spanish • Log of parents and students signed up for access to Parent Portal • Logs of parent attendance and participation at campus events such as Academy Parents Nights, Back to School Night, Open House, ELAC meetings, Homecoming/spirit events, and senior thesis panels • Attendance/participation logs for PTSA members and meetings • Work-based learning Career Center records and student reflections on parents who serve as classroom speakers/mentors • List of staff members who have attended meetings with parents in order to provide translations • Responses from teacher survey • Records of the number of IEP meetings in which parents do not show up from special education case carriers • List of parents present at advisory board meetings • Responses from parent survey illustrating their knowledge regarding the goals and processes of John Muir |

Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs **business and community resources** to*

support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, **provide real world applications** of the learning standards and schoolwide learning outcomes.

| Findings | Supporting Evidence |
|---|---|
| <p>There is a lot of strong and eager involvement from alumni and local organizations in supporting campus events and efforts to provide our students with real-world learning experiences. As a result of this, students are frequently exposed to a wide variety of different careers and hands-on experiences that expand their knowledge of the vast array of opportunities available to them in academic and career choices. Students also have various opportunities to engage with and receive mentorship from alumni and business professionals to gain exposure to the various methods and paths that different people have taken in order to achieve success after high school. In addition to this, students are encouraged and provided chances to give back to and participate within their local communities through volunteer work, further increasing their opportunities to network with local organizations and professionals. An area for improvement for community involvement however is to increase the percentage of students taking advantage of these opportunities.</p> | <ul style="list-style-type: none"> ● Logs of members and attendance rates of advisory board members ● Student rosters indicating wall-to-wall academies for 9th-12th grade ● Attendance/participation logs from academy leads and the Career Center of community members volunteering/attending academic events such as Back to School Night, academy medallion ceremonies, senior thesis and other end-of-the-semester project/portfolio panels, and Senior Capstone Project evaluations ● Attendance/participation logs from academy leads and the Career Center of community members providing WBL opportunities for students, such as... <ul style="list-style-type: none"> ○ Mock interviews ○ Resume reviews ○ Career fairs/panels during academy-themed weeks ○ In-class presentations, guest lecturers ○ Job shadows ● Attendance/participation logs from LEARNS, MPYD, and Saturday High on students participating in additional programs for extracurricular and/or academic purposes ● Records from academy leads and the Career Center listing community liaisons and partnerships with professional and extracurricular organizations for students: <ul style="list-style-type: none"> ○ Armory Center for the Arts ○ Art Center College of Design ○ Artist in Residence ○ Day One ○ Generation Green ○ JPL ○ Metro ○ Pasadena Water and Power ○ Perry’s Joint ○ Rose Bowl Operating Company ○ Ryman Program ○ Scripps Aquarium ○ Solar Cup ○ Tournament of Roses float decorating ○ U.S. Forest Service ○ Young Life ● Logs of students who attend field trips ● Logs of students participating in volunteer opportunities or field trips that benefit the community, such as... <ul style="list-style-type: none"> ○ L.A. River exploration and clean-up ○ San Gabriel mountains trail |

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| | <ul style="list-style-type: none"> ○ Devil’s Gate dam environmental clean-up ○ Heal the Bay coast clean-up ● E-waste recycling ● Lights On Afterschool ● Side Street Projects ● Light Bringer Project ● Records of donations by alumni, PTSA, and local organizations ● Annual John Muir Alumni Association grants for teacher supplies ● Pasadena Arts commission town grant ● Castle Press card stock and paper ● Winter clothing for Pali Mountain field trips ● PTSA food donations ● Meeting agendas for alumni, business professionals, and local organizations collaborating with staff through staff meetings, professional development trainings, and field trips ● Arts Week PSA Challenge (professional collaborations with students to create a PSA in 4 hours, and other opportunities for students to create professional videos and photo booths) ● Pasadena City College ● Live streaming of John Muir football games ● Muirnow.com |
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E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

E2.1. Prompt: *Determine the extent to which the school has **implemented policies and committed resources to ensure a safe, clean, and orderly environment** that nurtures learning. Evaluate the **effectiveness of the school’s practices and procedures** for all aspects of student safety including: **effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.***

| Findings | Supporting Evidence |
|---|---|
| Staff members generally agree that the campus is committed to providing a safe learning environment for students, and the campus does appear to feel safer overall in recent years from the perspective of staff members and parents. However, there is still a great need for continued progress in further reducing the amount of distractions both in and out of the classroom, both on and off-campus, that may be preventing students from achieving academic success. These include but are not limited to tardies, absences, | <ul style="list-style-type: none"> ● John Muir mission statement and SLO ● Document of campus rules and policies ● Discipline records and trends in the number of fights both on and off campus, student referrals, cell phone confiscations, suspensions, and expulsions in the past few years ● Student attendance records to illustrate trends in tardies, as well as excused and unexcused absences ● Log of students recommended to the psychologist, counseling, drug and alcohol prevention/intervention programs |

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| <p>cell phone use during class, repeated referrals for the same group of students, physical altercations, and gang affiliations. Additionally, although there is a zero tolerance policy for bullying and hateful and derogatory language, there is a lack of explicit instruction for students in regards to anti-bullying and tolerance.</p> <p>Classrooms have varying degrees of access to student and Internet resources. There is also often a lack of substitutes available within the district, leaving classrooms at times without an instructor. Lastly, there is some concern in terms of the cleanliness of the school campus, and the rarity with which emergency preparedness protocol/drills and information are covered in terms of staff training.</p> | <ul style="list-style-type: none"> ● Log of parent conferences ● Record of teachers with in-class Chromebook carts ● Record of number of custodians on site, and the inconsistency of custodial staff members in order to meet cleaning needs ● Record of emergency preparedness training and drill dates ● Parent reactions and reviews following campus visits ● Survey responses from staff and parents on effectiveness of school procedures in achieving a clean and safe learning environment. |
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High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students’ heritage and ethnicity and other information or practices that support a caring, learning environment.*

| Findings | Supporting Evidence |
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| <p>Staff members attend various professional development trainings in order to learn and practice different strategies for reaching students and establishing a learning environment that feels safe and supportive for as many students as possible. Teachers are asked to establish classroom social norms at the beginning of the school year in order to make expectations for behavior very clear, as well as build community within their general and advisory classes, and many teachers provide regular after school tutoring options for students. Schoolwide events such as assemblies and medallion ceremonies encourage students to embrace not only their own cultural backgrounds but the cultural diversity of others. Small and large events are also organized in order to publicly celebrate the talents and achievements and unique individuality of students. However, the number of trainings and procedures being taught to teachers and students may or may not always be effective in actual practice, considering the ambiguity around the number of teachers who actually find the professional development trainings useful and relevant (as opposed to forced and required), and execute the strategies with success regularly. For instance, Q64 and Q67 responses from the teacher survey indicate that many teachers do report using</p> | <ul style="list-style-type: none"> ● SLO vision mission statements ● Academy codes of conduct ● Records/agendas from professional development trainings which expose teachers to a variety of different methods that support the creation of a positive learning environment, such as Kagan, Capturing Kids’ Hearts, and Dr. Mack Hines ● Photos of social contracts within classrooms ● Logs of community building activities planned during A Mondays for advisory classes within each academy/grade-level ● Dates and records of school assemblies with the purpose of promoting cultural diversity and appreciation, such as the Black History and Latino Heritage assemblies ● Logs of students who participate in assemblies, school band, drum section, etc. to perform at assemblies, spirit rallies, school sports events, etc. ● Logs of attendance/participation of parents and students at academy-themed medallion and Honor Roll ceremonies ● Logs of students who participate in field trips such as Writes of Passage, the New Americans and Refugees exhibits at the Annenberg Space for Photography, etc. ● Record of messages and shout-outs placed on the marquee in front of the school, on the LCD at the entrance of the school, as well as during daily school announcements |

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| <p>cooperative learning structures in their classroom, but Q60 indicates that not many teachers find Universal Screener useful as a source of data for planning interventions for at-risk students. Therefore, although there are procedures in place at John Muir in order to hold students to high expectations in terms of both behavior and academics, and as mentioned in E2.1, John Muir’s reputation has improved over the years in terms of student behavior, we can still continue to work on improving success rates when it comes to decreasing the number of tardies, referrals, suspensions, and expulsions in regards to the small percentage of students whose needs do not appear to be met in the current school system.</p> | <ul style="list-style-type: none"> ● Records of students enrolled in high-level course options, such as AP, Puente, and PCC ● Records illustrating what percentage of students take the AP exam, and what percentage of students end up passing the AP exam and PCC and Puente courses ● Records of trends in student grades over the years ● Review 360 and Universal Screener data ● Survey responses from staff surveys in terms of professional development and school culture, such as Q61, Q68, and Q69 ● Attendance/participation logs in regards to MYPD, Day One, Young Life, etc. ● Social Justice Class Course - Master Schedule |
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Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the **quality and consistency of communication and collaboration between and among the school’s leadership, staff and stakeholders**; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District’s Local Control Accountability Plan and to what extent they are included in decision-making.

| Findings | Supporting Evidence |
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| <p>There is time set aside specifically for collaboration with and among stakeholders. Therefore, there are many opportunities for teachers, staff, parents, and local community stakeholders to communicate as well as collaborate, and staff members are often promised payment for any other additional hours they put in with the purpose of collaboration. There is also consistent communication from administration to the rest of the staff in regards to agendas and goals for collaboration meeting times. Additionally there is a great desire among all the members of staff, administration, and stakeholders to communicate and collaborate with the students’ best interests in mind.</p> <p>However, there can still be further improvement made in terms of the participation rate, buy-in, and efficiency of this collaborative time. Whereas some staff members report being satisfied with the current amount of opportunities available for staff input, other staff members are dissatisfied with what they perceive as a lack of teacher input in setting agendas and decisions. There is also a lot of general disagreement in regards to the co-teaching model currently in place on campus.</p> <p>All stakeholders have opportunity to give input for decisions for the District LCAP and John Muir High School Single Plan.</p> | <ul style="list-style-type: none"> ● Roster of stakeholders represented on SSC ● E-mail records and/or meeting agendas for weekly academy and department meetings, advisory board meetings, A Monday meetings, meetings between teachers and district coaches, etc. ● Logs of attendance/participation by administration, teachers, parents, and/or students at open meetings like ILT, SSC, PTSA, and ELAC and the weekly department and/or academy meetings. ● Survey responses from staff in regards to the effectiveness of collaboration time set aside for departments, academies, co-teaching, etc. - Q62-66 ● Attendance sheet for JMHS SSC ● District membership in LCAP committees |

E3. Personal and Academic Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. Business, industry, and the community enhance these support services.

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student’s personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

| Findings | Supporting Evidence |
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| <p>There are currently many forms of support and intervention procedures existing on campus designed with the purpose of supporting students in regards to academic and personal counseling. There is also a variety of extracurricular activities available to students in order to foster the healthy wellbeing of students, both academically and emotionally. However, in terms of effectiveness school-wide, there can still be improvement made in terms of the percentage of students reached, taking advantage of these extracurricular options, or the academic and personal counseling available. Staff members can also be made more aware of the various support systems and intervention procedures available at the school, so they can make better use of these support programs for the benefit of their struggling students.</p> | <ul style="list-style-type: none"> ● IEP documents with learning accommodations for Special Education students ● Documents of invitations to ELL students for additional tutoring on Saturdays ● Logs of attendance/participation in regards to Saturday tutoring, available for ELL students, student athletes, etc. ● Survey responses in terms of student attendance for additional after-school (and during-school) tutoring provided by teachers ● LEARNS documents ● MYPD documents ● Class rosters of students enrolled in academically rigorous courses, such as AP ● Class rosters of students enrolled in the freshmen College & Career Counseling courses ● Class rosters of students enrolled in Social Justice class, a mentorship/leadership course for street-life oriented male freshmen ● Syllabi / course outlines of College & Career, and Social Justice classes ● Logs of attendance by students at weekly Wednesday STARS Center support for foster care students, a joint project between All Saints Church and CWAS. ● Records from counselors in regards to the number of students who seek counseling either personally or academically ● Referral and discipline records ● Record of parent-teacher conferences and e-mails between staff and parents in regards to students struggling either behaviorally or academically ● Records of phone calls home in regards to poor student punctuality and/or attendance ● Logs of attendance/participation by students in extracurricular activities, such as sports, journalism, and solar cup. ● Universal Screener / Review 360 data ● D’Veal Site based mental health ● A step ahead mentoring |

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| | <ul style="list-style-type: none"> • Linx mentoring |
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Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options that allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

| Findings | Supporting Evidence |
|--|---|
| <p>The staff at John Muir High school implements many different strategies for providing personalized instruction to students, particularly throughout the wall-to-wall academy structure. John Muir staff is also frequently provided professional development opportunities, both optional and required, in order to expand the repertoire of strategies for them to use in order to create a personalized approach to their classrooms. There is also a co-teaching model being implemented at John Muir in order to provide our Special Education students with more rigorous instruction, as well as A.P. and Puente classes available to challenge GATE and non-GATE students.</p> <p>English Language Learners are supported by and Instructional Coach and an Instructional Aide . ELLs are evaluated upon arriving at John Muir High School and supported in their class work by an Instructional Aide.</p> <p>There is still progress that could be made in terms of the percentage of students who actually pass the A.P. exam. The Co-Teaching model is still relatively new at John Muir, meaning that data regarding its success in helping both general education and Special Education students is still limited. There is also concern regarding the amount of instruction time students are receiving as a result of the block scheduling.</p> | <ul style="list-style-type: none"> • NAF certification • Meeting agendas of professional development trainings and staff meetings, such as Capturing Kids’ Hearts, Kagan, Dr. Mack Hines, etc. • Bi-weekly full-staff meeting sign-in sheets • Master schedule • Roster of students enrolled in co-taught courses, AP courses, and Puente courses • Records of AP exam scores • Roster of students enrolled in academy-specific CTE courses • IEP accommodations • Agendas from academy meetings • Student support office data • Instructional round reports • SPCA plan supporting Instructional Aide for ELL. |

Support Services and Learning – Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

| Findings | Supporting Evidence |
|---|---|
| John Muir teachers have established uniform | <ul style="list-style-type: none"> • IEP sign-in documentation |

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| <p>standards in their respective core content areas to establish baselines for student achievement. Teachers then consistently examine student work and assessments to determine what interventions, if any, may be necessary for a particular student. There is a lot of collaborative time dedicated to discussing students of concern and the different methods of interventions for these students. Many staff members scaffold instruction in order to meet the needs of the variety of skill levels within their classrooms, both individually and as a department, as well as provide after school tutoring. In addition to after school tutoring provided by staff members, after school tutoring is available through LEARNS. Parents have many forms of accessing information regarding their children’s success or struggles behaviorally and academically.</p> | <ul style="list-style-type: none"> ● Sharing of accommodations and modifications between special ed. and general ed. teachers ● E-mail confirmations of SST and parent-teacher conferences ● Records of phone calls home ● Attendance logs for after-school tutoring with LEARNS ● Academy meeting agendas ● Department meeting agendas ● Parent survey responses ● 5 week progress reports ● Universal screener data |
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E3.3. Additional Online Instruction Prompt: *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

| Findings | Supporting Evidence |
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Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school’s effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

| Findings | Supporting Evidence |
|---|---|
| <p>There are strong attempts to help give students equal access to instruction, although there can still be improvements made on these programs/attempts in terms of execution. There is also a disconnect between professional development / expectations for co-teaching versus what is actually happening. Special Education students may at times be excluded/neglected from academy-specific WBL opportunities. Difficult for CTE and general education teachers to collaborate on integrated projects. More success collaborating on grade-level projects within departments, although teachers can use more collaboration time in order to make improvements on current projects. Scholarships for HS students are on the rise with more students having access to applications. Advanced placement courses have been expanded over the last few years. All AP courses are open to all students with a special emphasis for those who have demonstrated academic success through classes and/or statewide assessments.</p> | <ul style="list-style-type: none"> ● Double block classes for remediation ● Master schedule ● Honors classes ● AP course offerings ● PCC dual enrollment ● PCC Concurrent enrollment ● Night School/ Twilight (CIS, CEC -failed course credit redemption) ● Online course credit redemption/THESYS ● Learns After School classes ● Internships/ WBL ● Co-teaching ● Review 360 ● LEARNS program ● Almost all teachers offer some form of after-school additional tutoring ● MPYD offers after-school tutoring ● Unequal access to gradebooks, attendance, etc. between general education / Special Education co-teachers ● Special Education students not assigned academies |

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| <p>In 2015, PUSD expanded its dual and concurrent enrollment program with Pasadena City College including the development of a satellite campus housed at John Muir. The addition of the satellite campus has resulted in 8-10 extra college course offerings each year.</p> | <ul style="list-style-type: none"> ● Special Education classes were not included during instructional rounds ● Non-academy-pure classes ● Need for a template/process for better integration between CTE and general education classes ● Lack of time for teachers to collaborate ● Senior research papers ● Junior research papers ● Sophomore papers on immigration ● Art Center Saturday High, Ryman Arts, Armory classes, Art works, NEY, PEF |
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Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

| Findings | Supporting Evidence |
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| <p>General Ed students have more access to curricular and co-curricular activities than SDC students. MANY opportunities for students to participate in after-school programs. Co-curricular assignments integrated into CTE and regular ed classrooms</p> | <ul style="list-style-type: none"> ● SDC students aren't placed in academies, and therefore do not participate in the co-curricular activities that general education students have access to ● LEARNS sign-in sheets for evaluating student involvement ● CAP, Day One, Young Life, MPYD, Outward Bound, Green Club, Generation Green, Solar Cup, Tutoring, Band, PIC Club, Dance, Sports, Armory Center for the Arts, Dance Team ● Internships, Research-Related Employment, Directed Volunteer Work, Membership in Student Clubs, and Community Service, Study Abroad Opportunities, Pali Mountain, Blazer, yearbook, <i>Wild Horses</i> literary journal ● Small yearbook staff ● Few books purchased ● The Blazer ● Principal's weekly updates phone calls ● WBL field studies in each academy ● Service learning groups ● Green Club, Generation Green, Outward Bound, Sierra Club, PTSA campus beautification events ● PCC Courses ● Internship / WBL Hours |

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

While we are making improvements in several of the “perception” categories above, there are still areas that need attention. All of the items above are critical to the future development and maintenance of the safe, productive, and thriving academic culture that we tirelessly work to create.

Prioritize the strengths and areas for growth for Category E.

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

- Many opportunities available for students to gain exposure or access to tutoring, different careers, cultures, hobbies, enrichment activities, and scholarships.
- Many opportunities for teachers to collaborate with fellow teachers through academy, department, and staff meetings.
- Strong support for teachers, staff and students, through the Alumni Association
- A lot of community involvement through advisory boards and PTSA.
- Existence of intervention methods for student growth and development
- Dual and concurrent course offerings are increasing.

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

- The percentage of students actually taking advantage of educational support, career, volunteer, and extracurricular opportunities can be higher.
- Improvement in efficient and successful use of collaboration time among teachers.
- Although there is information being provided to parents, and there is a small team of parents who are regularly involved. There can still be improvement in regards to how many parents are actually accessing this information, and the percentage of parents involved on campus regularly
- Improve support for Special Education students, Special Education teachers, and General-Ed teachers who are co-teaching
- There is still a great need for refinement of policies and procedures and consistent implementation by all staff to further reduce the distractions inside and outside of the classroom that may prevent students from achieving academic success, including: “tardies,” excessive absences, cell phone use during class, disruptive behavior, physical altercations, and gang affiliations.

Prioritized Areas of Growth Needs from Categories A through E

- All departments need to better align their curriculum and key assessments with the common core standards.
- The school needs a schedule of performance assessments and tasks that scaffold students' performance in preparation for the completion of their graduation portfolios (beginning with the class of 2019)
- More consistent and systematic use of student engagement, formative assessment and checking for understanding across all classrooms.
- The overall quality of students' independent work demonstrates that level of reasoning/thinking expected from them during daily instruction needs to grow.
- More daily, systematic use of cooperative learning across all classrooms and content areas to challenge students to discuss and process information being presented and ideas.
- While curriculum is standards-based, regular review of long-term and weekly planning would ensure that appropriate attention is given to focus standards in the areas of analytical thinking, speaking and writing.
- Need for improvement of support for Special Education students in all educational settings, including co-teaching classrooms
- There is still a great need for refinement of policies and procedures and consistent implementation by all staff to further reduce the distractions inside and outside of the classroom that may prevent students from achieving academic success, including: "tardies," excessive absences, cell phone use during class, disruptive behavior, physical altercations, and gang affiliations.
- Grading practices need to provide students better feedback related to their specific performance on college and career readiness standards
- The school's faculty handbook is not consistently updated and disseminated; placing the documents online may provide better access to all staff
- More parents need to become actively involved in the decision-making which shape our campus instructional environment



Chapter V: Schoolwide Action Plan

