SELF-STUDY VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
FOR

PIONEER HIGH SCHOOL

1290 Blossom Hill Road
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San Jose Unified School District

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Introduction

Pioneer High School's (PHS) student and community profile has remained stable since the 2019–2020 WASC visit. The school serves students from Blossom Valley and Almaden Valley in south San Jose—areas that historically differed socioeconomically but are becoming more similar due to rising housing costs and an influx of dual-income, tech-sector families. Some students are children of PHS alumni, reflecting long-standing community ties.

In 2024–25, PHS enrolled 1,394 students, with about two-thirds living within school boundaries and the rest attending through the district's open-enrollment school-choice system. This system allows students to attend any district high school, using preference categories and random selection to promote diversity, maintain sibling placement, and support specialized programs. Most non-boundary students at PHS come from the nearby Gunderson High School area, while some boundary students choose other schools, especially Leland High School. Overall, the process increases socioeconomic diversity at PHS but reduces school connectedness because many students live farther from campus.

PHS follows the shared SJUSD mission and vision: preparing students to be future thinkers and leaders while elevating opportunities for all. The school's learner outcomes are defined by the "Mustang Way" (RIFLO): Respect, Inclusiveness, Flexibility, Listening, and Open-Mindedness, which guide behavior and learning across campus.

The district's Local Control and Accountability Plan (LCAP) supports underserved student groups, informed by extensive parent and community input. At PHS, diversity, equity, and inclusion are promoted through open enrollment, inclusive curriculum and teaching practices, counseling and SEL supports, mainstreaming of IEP students, teacher professional support, numerous student-led clubs, and active LGBTQ+ allyship.

PHS received a six-year WASC accreditation term in 2019–2020, reaffirmed in a 2023–24 progress review. The current self-study was conducted over 18 months beginning in Fall 2024. All staff participated in the self-study through both Focus Groups and their Home Groups (departments). Focus Group members were mostly assigned randomly, while leaders volunteered and received stipends and WASC-aligned training.

Eight parents participated in the groups, and although students did not join Focus Groups, student voice was captured through the annual PHS WASC Student Climate Survey. Focus Groups met three times in Spring 2025, with some groups requiring additional meetings. A few staff members contributed through panel feedback due to scheduling conflicts.

The WASC Self-Study Coordinator provided guidance and structure for each session, and groups used Google Drive to organize work and evidence. Education partners and parents

also contributed through meetings, PTSA, and School Site Council feedback on the self-study process and report.

The involvement and collaboration of educational partners in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The Pioneer High School self-study was a collaborative effort involving the site administration, teaching staff, classified staff, parents, and students. While the majority of the work was led by the WASC Coordinator, the administrative team, and credentialed teachers, other stakeholders contributed and their input was incorporated into the report and validated during the site visit. Although parents and students were not fully familiar with all aspects of the WASC process, they effectively shared their perspectives on the school's goals and practices based on their experiences.

Chapter 1: Progress Report

Over the six-year accreditation cycle, Pioneer High School has experienced a 12% enrollment decline (from approximately 1,600 to 1,400 students), but student demographics have remained largely stable. The gender and ethnic composition has shown no significant shifts, with the current population identifying as 38% White, 38% Hispanic, 11% Asian, 2% Black or African American, and 8% multiethnic. Less than 0.1% of students are foster youth or homeless. Additionally, 29% of students are socioeconomically disadvantaged, 7% are English Language Learners, and 8% are students with disabilities. Enrollment losses during the school year are typically offset by the waitlist.

Staffing has changed notably since the 2019–20 school year. Administrative positions were reduced from five to three fully staffed administrators, with one ongoing vacancy temporarily covered by retired principals during the first semester of 2025–26. Due to limitations on substitute administrator days, this vacancy does not have consistent daily coverage in the second semester. Over the accreditation cycle, the school has seen multiple leadership transitions, including three principals and several assistant principals. Declining enrollment has also resulted in staffing reductions, down to 63.5 certificated and 9.5 classified staff members.

The Wellness Center has undergone several adjustments following the expiration of its original grant at the end of the 2022–23 school year. Through district advocacy, new grants allowed the center to reopen midyear in 2023–24 with daily support from a contracted counselor. In 2024–25, PHS counselors staffed the center one day per week each, keeping it open four days weekly. By 2025–26, counselor oversight shifted to one day per month per counselor, with most mental health services now provided through counselors' offices in the library and supported by health staff and administrators as needed.

SJUSD's LCAP goals, actions, and services apply to all 41 district schools and focus on improving California Dashboard outcomes for underserved student groups. Districtwide parent

and community input is gathered through established advisory committees, including DELAC, CAC-SE, BAC, and VIP. At the school level, Pioneer High School engages parent committees to guide and monitor its local LCAP implementation.

The mid-cycle WASC progress report and visit helped clarify Pioneer High School's strengths and priority areas for growth. Collaborative work during the 2022–23 school year reduced the original eight areas of growth identified in the 2019–20 WASC report to five targeted focus areas, as approved by the Mid-Cycle Visiting Committee Chair. Implementation of the Action Plan began in Spring 2023.

During the 2023–24 school year, insights from the mid-cycle review supported the development of a coherent professional learning framework. School leadership, instructional coaches, teachers, and staff engaged in professional development centered on Constructing Meaning as a core instructional approach, while continuing implementation of the district's Uniform Grading Policy to promote equitable grading practices. These initiatives were increasingly aligned to strengthen collaboration within course-alike teams and build teacher capacity to plan, analyze, reflect on, and adjust instruction based on student learning outcomes.

The San Jose Unified School District's LCAP outlines five priority areas focused on rigorous curriculum, equity and community, enhanced resources, efficient systems, and strong relationships and supports for students, including foster youth. Pioneer High School (PHS) aligns its Action Plan and School Plan for Student Achievement (SPSA) directly with these district goals, ensuring resources and strategies support continuous improvement.

PHS uses the SPSA to guide planning, resource allocation, and reflection each year. Following spring 2023 reflection and the WASC process, staff and administrators identified areas for growth and implemented professional development and action steps for the 2023–24 school year, with ongoing adjustments aimed at incremental and sustainable progress.

Academically, SPSA goals targeted a 5% increase in SAT and SBAC scores for both ELA and Math in 2024–25. While SBAC ELA and Math scores declined in 2024, SAT scores increased by 7% in both subjects. A third goal—having 50% of English Learners show one level of growth on the ELPAC—was not met.

A fourth SPSA goal focused on reducing chronic absenteeism by 3% to below 15%. PHS continues to experience high chronic absenteeism, with Hispanic students nearly twice as likely to be absent and Students with Disabilities three times more likely to be absent.

PHS has worked to more closely align SPSA goals with the WASC Areas for Growth, ensuring both plans are intentionally connected and reflected in the WASC progress report and Action Plan. The 2024–25 SPSA outlines these aligned goals and strategies.

The PHS Action Plan has guided planning and implementation during the 2023–24 and 2024–25 school years. While all focus areas are important, progress has varied across them. PHS emphasizes making steady, incremental improvements in each key area, recognizing that some

priorities may receive greater attention in certain years. Overall progress on each section of the Action Plan is summarized, with additional details available in the full PHS Action Plan.

Area for Growth 1 targets improved academic achievement and college/career readiness for underperforming student groups, including Hispanic students, English Learners, socioeconomically disadvantaged students, and students with disabilities. PHS is focusing on strengthening student and family engagement through inclusive, bilingual communication and expanded college and career education, while increasing instructional and academic supports—particularly for English Learners. Counseling and instructional teams have expanded outreach, postsecondary guidance, and targeted interventions, supported by professional development, data review, and consistent grading and assessment practices. While these strategies are in place, measurable outcomes are still developing, with ongoing efforts guided by prior accreditation findings and student performance data.

Area for Growth 2 emphasizes strengthening schoolwide leadership and shared understanding of Multi-Tiered Systems of Support (MTSS) to promote academic success, social-emotional well-being, and a sense of belonging. PHS goals focus on implementing multi-tiered instructional strategies in all classrooms and FLEX periods, aligned with Positive Behavior Intervention Strategies, and expanding student supports to address mental health and stress management. While MTSS efforts have largely centered on school culture—through initiatives such as Mustang Bucks, RIFLO recognition, and the Mustang Way—progress has been limited by Wellness Center staffing and funding constraints. These efforts have improved school climate; however, deeper integration of MTSS with academic supports remains a priority area for continued growth.

For Area Growth 3, PHS is working to strengthen instructional practices by expanding real-world and cross-curricular connections to increase student engagement and academic achievement, particularly for students less motivated by traditional instructional approaches. Teachers are encouraged to plan lessons that connect content areas, use multiple research-based instructional strategies, and incorporate asset-based, personally relevant activities. While progress is evident through emerging cross-curricular projects and highlighted lessons, this area remains in development. Additional structures and dedicated collaboration time are needed to further support and expand cross-curricular lesson design and implementation.

Growth Area 4 states that PHS is focused on strengthening connections among counselors, students, and families to improve awareness of post-secondary options. Efforts include increasing communication through tools such as ParentSquare and implementing Five Star to track student participation and engagement. While opportunities related to college, military, and career pathways have expanded, communication and outreach practices remain informal and are still developing. Continued refinement of tracking systems and more consistent outreach will be necessary to ensure sustained, effective communication and support for all students and families.

The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale

PHS has an existing course-alike collaboration structure to support the use of common formative and summative assessments. This structure is embedded in the professional development calendar and reinforced through regularly scheduled meetings, providing teachers with dedicated time to analyze assessment data and inform instructional decisions. The development and implementation of Common Performance Tasks demonstrate measurable progress toward consistent assessment practices across departments. While this work is increasingly embedded in instructional practice, continued attention to refining schoolwide assessment protocols and ensuring consistent data analysis will be essential to fully realize the impact on student achievement and equitable outcomes.

Chapter 2: School and Student Profile and Supporting Data

Pioneer High School (PHS) is a comprehensive public high school located in San Jose, California, and is part of the San Jose Unified School District (SJUSD). PHS serves students in grades 9–12 and operates on a seven-period bell schedule with a combination of traditional and block scheduling. Most students are enrolled in six academic courses, with approximately 400 students participating in a voluntary Period 0 class. Instruction is supported by a Flex Period that allows students to access office hours, academic support, enrichment, and targeted preparation sessions.

PHS offers a broad general education program aligned to SJUSD graduation requirements, which include the UC/CSU A–G admission requirements. Students have access to a full range of college preparatory, honors, and Advanced Placement (AP) courses, as well as Career Technical Education (CTE) pathways offered both on campus and through partnerships with Silicon Valley Career Technical Education (SVCTE) and San Jose City College (SJCC). Online coursework is available through Edgenuity for credit recovery and grade improvement. Co-curricular programs include a comprehensive athletics program, Associated Student Body (ASB), and a wide variety of student clubs.

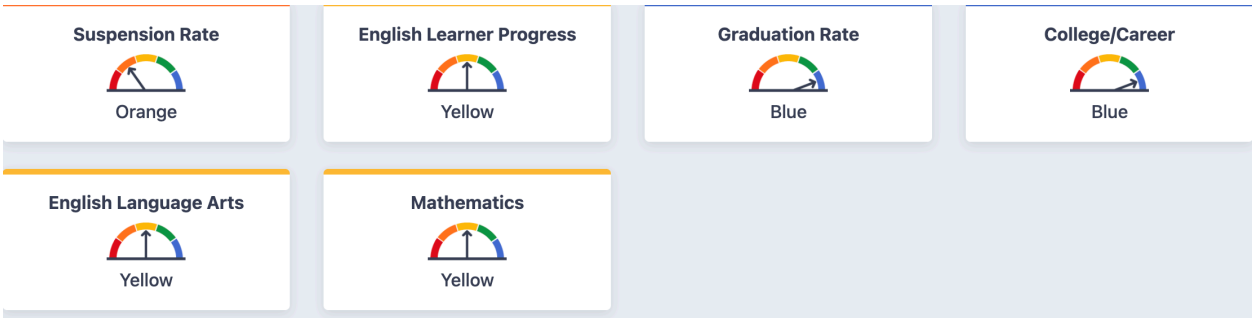
PHS enrollment has declined approximately 12% since 2018–19, stabilizing post-pandemic. The student population is ethnically diverse, with approximately 37% Hispanic, 37% White, 10% Asian, and the remainder identifying as Two or More Races or other groups. English Learners (EL) and Students with Disabilities (SWD) populations have increased during the current WASC cycle. Approximately 25–30% of students qualify for free or reduced-price meals. Spanish is the most common non-English language spoken at home.

PHS's vision and mission are operationalized through the Mustang Way, a set of Schoolwide Learner Outcomes that define the behaviors and dispositions expected of all students and adults. These outcomes are captured in the acronym RIFLO: Respect, Inclusiveness, Flexibility, Listening, and Open-Mindedness. These attributes guide classroom practice, student behavior, and community interactions and are reinforced through PBIS structures, including Mustang Bucks and quarterly RIFLO recognition events. Student survey data indicate increasing awareness of the SLOs, with 84% of students reporting familiarity with RIFLO in 2025, a 30-point increase since 2023.

According to the California School Dashboard and local measures, PHS demonstrates strong

overall graduation rates, exceeding district and state averages, with improved outcomes for most subgroups following pandemic-related declines. The dropout rate remains significantly below district and state levels.

Academic performance data show:



ELA and Mathematics performance declined post-pandemic but rebounded in 2024, with notable gains among male, Hispanic, and socioeconomically disadvantaged students

Science (CAST) results show gradual improvement across most subgroups, though EL, SWD, and SED students continue to lag.

College/Career Indicator (CCI) results improved over the cycle, approaching 70% prepared in 2023 before declining in 2024, with persistent gaps for EL and SWD students.

AP participation and exam volume have rebounded and expanded post-pandemic, though Hispanic students remain underrepresented relative to enrollment.

PSAT and SAT scores show consistent improvement, especially in ELA, with n arrowing gaps in some subgroups.

ELPAC results indicate a growing EL population but continued challenges in reclassification and English proficiency growth, with the Dashboard rating EL progress as “Low.”

Chronic absenteeism remains a significant challenge, particularly for Hispanic students, EL students, and SWD students.

Suspension rates have decreased significantly since 2022 and are now aligned with historical averages, though disproportionality persists.

Based on longitudinal analysis of academic, demographic, and perception data, PHS has identified the following major learner needs:

1. **Improved academic achievement and language development for English Learners,** particularly in written and oral academic English and reclassification outcomes.

2. **Targeted academic and behavioral supports for underperforming student groups**, especially Hispanic students, socioeconomically disadvantaged students, and students with disabilities, to improve course success, A–G completion, and college/career readiness

3. **Reduction of chronic absenteeism and D/F-level course outcomes** through strengthened MTSS systems, timely interventions, and consistent progress monitoring.

Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Reviewing the documentation from the self-study, classroom visits and interviews with all stakeholders, Pioneer High School has a clearly defined vision for student success that meets or exceeds the San Jose Unified School District expectations. The school is very aware of the English Learner Progress decline as indicated in the dashboard and are addressing these needs along with absenteeism rates, and targeting underperforming student groups.

Chapter 3: Quality of the School's Program

CATEGORY A: ORGANIZATION FOR STUDENT LEARNING: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Vision and Purpose

Visiting Committee Comments

From the PHS 2020 WASC Report: "At the direction of the school board, all schools in San José Unified School District (SJUSD) share a common mission and vision statements. The statements were developed by a team of district stakeholders who participated in a "visioning retreat" during the 2014 revision of the district's strategic plan. Input from 30 stakeholder focus groups was used to refine the statements." Pioneer High School (PHS) was not able to determine what, if any, current education research impacted its development. The final language was approved by the school board.

The Mustang Way (RIFLO) serves as the school's Student Learning Outcomes and is widely recognized and embedded in school culture, though it hasn't been formally reviewed during the current accreditation cycle. Staff believe it should be revisited and possibly updated. The school currently lacks a formal Graduate Profile that defines desired student outcomes at graduation; creating one could expand on the Mustang Way by outlining expectations for cognitive achievement, socioemotional development, and interpersonal skills, measured through academic indicators, engagement data, service, and collaborative experiences.

As written, the current Mission states that we elevate opportunities for all students, however

simply giving students an "opportunity" does not necessarily equate with a "belief" that all students can learn and achieve. The creation of a PHS Mission and Vision might address this disparity. In practice, however, PHS's purpose does reflect this belief.

During the current WASC cycle, no formal process has ensured that all educational partners participate in shaping and refining the school's vision, mission, and learner goals. PHS desires to establish a clear, inclusive process that engages all stakeholders in developing and updating the vision, mission, schoolwide learner goals, and a graduate profile.

At the start of each year, staff are shown the district's Mission and Vision, but have limited opportunities to analyze or discuss them deeply. The Mustang Way (SLOs) is reviewed annually and regularly highlighted in meetings. It is communicated schoolwide through events, classroom presentations, orientations, the website, SEL activities, and student recognition programs such as RIFLO bucks and pizza party nominations.

Vision and Purpose **that supports high achievement for all students. Defining of the school's vision and purpose through schoolwide learner goals/graduate profile and academic standards.**

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

There is a limited formal process that ensures all educational partners participate in shaping and refining the school but have limited opportunities to analyze or discuss them deeply. However, The Mustang Way (SLOs) is reviewed annually and regularly highlighted in meetings. It is communicated schoolwide through events, classroom presentations, orientations, the website, SEL activities, and student recognition programs such as RIFLO bucks and pizza party nominations.

Governance

Visiting Committee Comments

The school community generally understands the Board's role, but its decisions are often perceived as applying a uniform approach that does not fully account for individual school needs. Communication from the Board and District Administration is sometimes unclear or delayed, making it difficult for staff to implement initiatives such as Canvas, Grading for Equity, SEL, reopening plans, and counseling changes. In some cases, insufficient training and professional development have further complicated implementation. Additionally, teachers feel they have limited opportunities to contribute input, as district decision-making processes do not consistently seek or incorporate their perspectives.

Governance **that supports high achievement for all students.**

Visiting Committee Rating: Highly Effective Effective **Somewhat Effective** Ineffective

Narrative Rationale:

Communication from the Board and District Administration is sometimes unclear or delayed, making it difficult for staff to implement initiatives such as Canvas, Grading for Equity, SEL, reopening plans, and counseling changes. The school is impeded by their desire to support student achievement as they are operating under district directives with limited ability to

provide input and adjust to site-based needs resulting in the misalignment of the school and district initiatives.

Leadership for Learning

Visiting Committee Comments

Teachers often use student performance data to adjust instruction and track results, and some departments analyze data collaboratively, though this is not consistent across the school. While student data is increasingly shared at staff meetings, there is no schoolwide system for collecting, disaggregating, and analyzing data to guide instruction or measure impact. Staff have received training in tools and strategies such as Ellevation and Constructing Meaning, but evidence of their effectiveness on student outcomes has not been shared. Counseling and student services use data effectively, yet teachers sometimes lack timely access to new students' prior records, making support more difficult. Moving forward, the school aims to embed regular data discussions into meetings—especially focused on at-risk subgroups—and build a systematic, ongoing data-analysis process supported by training and cultural change.

Staff report limited shared decision-making, with many decisions made at the district level and implemented without meaningful faculty input. Although feedback is sometimes requested, it is often not reflected in final decisions, leading to frustration and a sense that staff voices are undervalued. Communication challenges and reduced responsiveness have contributed to a decline in school community and trust. Staff climate survey data shows decreases from 2023 to 2025 in perceived administrative support, comfort approaching administrators, the usefulness of professional development, and clarity of staff roles in decision-making. However, with new administration in 2025–26, staff have noted improving communication, renewed optimism, and a rebuilding sense of community, which may be reflected in future survey results.

San Jose Unified School District's LCAP is driven by the analysis of student achievement data.

The goals within the Pioneer High School SPSA are driven by the analysis of student achievement data and are directly aligned with the district's LCAP. All schools within SJUSD are required to have SPSAs which are fully aligned by the district's LCAP. The PHS SPSA is drafted in the Spring of each academic year and is presented to the school's Site Council for approval in May. In general, staff are not fully aware of all of the components in the SPSA and staff have expressed a desire for a clearer understanding of the PHS SPSA goals.

Leadership for Learning **that supports high achievement for all students.**

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Pioneer High School effectively uses data-driven decision-making and **c**ollaborative leadership to shape policies, improve student outcomes, and align with LCAP and district goals**.** The PHS SPSA is drafted in the Spring of each academic year and is presented to the school's Site Council for approval in May. Nevertheless, some staff are not fully aware of all of the components in the SPSA and staff have expressed a desire for a clearer understanding of the PHS SPSA goals.

Qualified Staff and Professional Development

Visiting Committee Comments

Pioneer High School follows district procedures to ensure staff are properly qualified, with about 85% of teachers credentialed in their subjects, a small percentage of interns or misassigned teachers, and a highly experienced faculty—most holding advanced degrees and many with over 10 years of teaching experience. Staff growth is supported through structured evaluation systems such as the Professional Growth Cycle, jointly developed by the district and teachers' union, and administrators often show flexibility in how evaluations are conducted. However, some probationary teachers have concerns about evaluations tied to classroom management and student behavior, along with a perception that administrative support for addressing discipline issues can be inconsistent.

On-site professional development (PD) is primarily driven by district mandates, with limited evaluation of its impact on improving teaching practices or student achievement. While administration supports subject-specific PD aligned with the SPSA—such as Advanced Placement training—staff feedback and suggestions for additional PD have largely not been implemented. There is a need to better align PD with teacher evaluations and student performance data. Additionally, course-alike teams currently meet two to three hour per month, which staff report is insufficient for effective collaboration, data analysis, and instructional planning.

Written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff exist and are housed in Box. In many cases, however, operational procedures may not be well understood or agreed upon.

Qualified Staff and Professional Development **that supports high achievement for all students.**

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

On-site professional development (PD) is primarily driven by district mandates, with limited evaluation of its impact on improving teaching practices or student achievement. PHS excels in staff qualifications, professional development, evaluation procedures, and communication**,** ensuring a highly effective and well-supported faculty.

Resources

Visiting Committee Comments

Resource planning and allocation are guided by the SPSA, as determined by school and district administration. However, certificated staff have generally not been involved in developing the SPSA. The Site Council—composed of only two to three staff members—is asked to approve the plan after it has been completed, typically with just 20–30 minutes allotted for review.

Although the district reportedly holds public LCAP meetings to gather input from teachers and staff regarding resource allocation, no PHS staff member or administrator can recall when these meetings most recently took place.

At the district and administration level, LCAP and SPSA processes are in place to develop an annual budget. The process is opaque to staff, who have expressed a desire to be made more aware of the process and outcomes.

Audits (ASB, Attendance, Safety) are conducted in accordance with legal best practices and the results are transparently communicated with staff whose role involves a need to know.

PHS does not allocate specific budgets to departments; instead, staff may submit funding requests for professional development and instructional resources to administration. These requests are generally supported when they align with the SPSA and demonstrate a benefit to student learning. However, many staff—particularly new teachers—are not fully aware of the approval processes. Although guidelines are available for instructional materials, staff have called for clearer communication and a more transparent process for different types of requests, which could be addressed during new teacher orientation and beginning-of-year meetings.

PHS facilities are generally safe, functional, and supportive of student achievement, though aging infrastructure and deferred maintenance have limited optimal functionality. Due to insufficient state funding for facilities, the San José Unified Board of Education placed Measure R on the November 2024 ballot to address districtwide repair and improvement needs. After a facility needs analysis and community review, voters approved Measure R with 64.7% support. The measure will generate $1.15 billion to upgrade safety systems, repair aging infrastructure, modernize classrooms and labs, and provide affordable housing for staff.

In 2025, SJUSD partnered with National School Safety and Security Services to assess campus safety and infrastructure. Following a site visit to Pioneer, the safety committee identified upgrades to security cameras and perimeter fencing as priorities.
Technology is managed and maintained by the district, with no dedicated site-based technology budget. Pioneer funds additional site-specific technology through its general fund and employs a full-time Technology Support Coordinator. While overall access to technology is adequate, high usage demands can occasionally cause delays, such as during state testing.

Resources **that supports high achievement for all students.**

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Resource planning and allocation are guided by the SPSA, as determined by school and district administration. Faculty can request learning materials that demonstrate a benefit to student learning. PHS facilities are generally safe, functional, and supportive of student achievement, though aging infrastructure and deferred maintenance have limited optimal functionality.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

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

1. The Mustang Way (SLOs) is deeply embedded in the school culture and clearly communicated to students and the broader community.
2. Counseling and student services effectively use student data to design strategies that support both academic success and social-emotional well-being.
3. Professional growth is supported through multiple evaluation measures, including the Professional Growth Cycle (PGC), in which staff are assessed throughout the year by administrators and Consulting Teachers.
4. Since the administrative transition in 2025–26, communication has improved and a stronger sense of community has re-emerged across the campus.

Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

1. Establish a consistent, schoolwide system for collecting and analyzing data to inform curriculum and instructional improvements.
2. Align professional development with teacher needs, evaluation feedback, and student performance data, while increasing staff voice in its design and assessing its effectiveness through teacher input and student outcomes.
3. Strengthen communication processes between administration and staff, as well as among staff members.
4. Enhance procedures for integrating new students by ensuring timely teacher notification and access to prior coursework and performance records.
5. Create a structured process that actively involves all educational partners in shaping and refining the school's vision, mission, learner goals, and graduate profile.

CATEGORY B: CURRICULUM

Rigorous and Relevant Standards-Based Curriculum

Visiting Committee Comments

Pioneer High School provides a rigorous, relevant, and coherent standards-based curriculum aligned with college and career readiness indicators to support both graduation requirements and post-secondary success. The school offers cohesive academic pathways in English, Math, Science, Social Studies, Foreign Language, Visual and Performing Arts, and PE/Electives/Applied Arts. Students also have access to extended learning opportunities through Advanced Placement (AP) courses and Silicon Valley Career Technical Education (SVCTE).

Through coordinated training, departmental and school-wide meetings, subject-level collaboration, and Constructing Meaning (CM) strategies, the school maintains strong alignment and consistency across programs. Cross-curricular projects continue to expand, enhancing cohesion and enriching learning experiences.

Pioneer High School has also established meaningful partnerships with feeder schools, the military, industry partners, and local community colleges. Guidance counselors support students and families through information sessions and planning workshops that help align educational pathways with students' post-secondary goals.

Despite these strengths, the school is experiencing achievement gaps among several marginalized student groups, including Hispanic students, English Learners, foster youth, homeless students, and low-income populations.

Rigorous and Relevant Standards-Based Curriculum **that supports high achievement for all students.**

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

Pioneer High School offers academic programming reflected in comprehensive curriculum that is aligned to state Academic Standards and College and Career Readiness Indicators. There is evidence of congruence measures and alignment through thematic foci such as Constructed Meaning, the Mustang Way, and Social and Emotional Learning curriculum. Course sequencing, teacher collaboration, Flex class, and department meeting schedules provide evidence of program monitoring and cohesiveness across all school settings. Pioneer High School offers extension and intervention systems to provide appropriate and rigorous learning opportunities for all learners at individualized stages of their high school journey. This is guided by school leadership vision and individualized planning through counseling outreach to match each student's post-secondary goals and trajectory.

Access to Curriculum

Visiting Committee Comments

Pioneer High School provides broad access to its academic program through a comprehensive and cohesive course sequence that supports high school graduation, A–G college entrance requirements, and Advanced Placement pathways. The counseling team plays a central role in ensuring equitable access by engaging in extensive outreach with students and families for goal-setting, academic planning, and continuous progress monitoring. This proactive guidance structure helps all students—regardless of background—navigate course offerings and select programs aligned with their post-secondary goals.

The school offers multiple points of entry into advanced and specialized learning, including AP courses, Career Technical Education programs, independent projects, and extended learning opportunities such as Edgenuity remediation and summer learning. These options allow students with diverse academic needs to personalize their pathways and receive targeted support or acceleration as needed.

Instructional access is further strengthened through strategies that enhance engagement and relevance, including project-based learning, service learning, BioSITE experiences, and the integration of Canvas for consistent instructional delivery. Families also have access to real-time

academic information through platforms such as Infinite Campus and Naviance, promoting greater transparency and involvement in students' academic planning. Survey data, enrollment patterns, and focus group feedback indicate that students and families feel safe, connected, and supported within the school's educational model, suggesting that Pioneer High School's structures help ensure widespread access to its full academic programs.

Access to Curriculum **that supports high achievement for all students.**

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

The curriculum supports students at all levels through multiple access points, meaningful goal setting, and long-term academic planning aligned with postsecondary aspirations. A wide range of extensions and interventions promotes continuous growth, while strong communication ensures families can make informed decisions. These systems contribute to an effective and responsive academic program, with generally positive feedback from students, staff, families, and partners. Pioneer High School aims to further close achievement gaps among Hispanic, Foster and Homeless, English Learners, and other historically underserved student groups.

CATEGORY B: CURRICULUM

Areas of Strength for Curriculum:

1. Standards-Aligned Curriculum**:** Schoolwide curriculum aligns with academic standards and graduation requirements and supports college and career readiness for most students.
2. Inclusive and Accessible: All courses are open to all students, with schoolwide digital access and a strong focus on diversity, equity, inclusion, and belonging.
3. College and Career Focus: A strong AP program, counseling, postsecondary partnerships, and career pathways prepare students for college, military, and careers.
4. Integrated, Project-Based Learning**:** Cross-curricular integration, project-based learning, Constructed Meaning (CM), and schoolwide goals promote real-world connections.
5. Continuous Improvement**:** The curriculum is regularly updated to enhance access, engagement, and student outcomes.

Growth Areas for Continuous Improvement for Curriculum:

1. Increase Curriculum Access for All Students – Focus on Hispanic, low-SES, English learners, homeless, and foster youth through AP encouragement, supplemental staffing, and targeted teacher support.
2. Enhance Course Integration – Strengthen vertical alignment and articulation across courses to create smoother learning pathways.
3. Expand Course Offerings – Explore more electives and language courses to broaden student options within the school day.
4. Strengthen Teacher Support – Provide additional professional development beyond Constructed Meaning (CM) to improve curriculum and instruction.
5. Integrate 21st-Century Skills – Embed design thinking, STEAM, creative problem solving, environmental awareness, and social justice more systematically across the curriculum.

CATEGORY C: LEARNING AND TEACHING

Student Engagement in Challenging and Relevant Learning Experiences

Visiting Committee Comments

PHS offers a wide range of age-appropriate and academically challenging courses, from Algebra I through AP classes, and in several subjects more students choose Honors pathways than standard tracks. Teachers regularly collaborate in course-alike teams to analyze assessment data and adjust instruction and pacing, while emphasizing equitable teaching practices and clearly communicating learning goals and expectations, often through shared rubrics.

Professional development in Constructing Meaning has strengthened support for English language development, and two weekly Flex periods provide extra help for struggling students. Despite these supports, an achievement gap persists among certain student groups—including Hispanic and Black students, students with disabilities, and English learners—and longitudinal grade data shows that D and F rates remain relatively stable over a semester.

Student Engagement in Challenging and Relevant Learning Experiences **that supports high achievement for all students.**

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Overall, the school demonstrates satisfactory-to-strong elements in curriculum access, teacher collaboration, targeted support, and clarity of expectations, but the lack of progress in closing achievement gaps and reducing D/F rates for underperforming groups shows that these practices have only limited impact on ensuring high achievement and engagement for all students.

Student-Centered Instruction through a Variety of Strategies and Resources

Visiting Committee Comments

Most teachers use varied, differentiated strategies to meet diverse learning needs, scaffolding instruction through multiple pathways—visuals, text, discussion, labs, problem-solving, technology, and collaborative or student-led activities. Instruction regularly includes formative assessment, project-based learning, debates, peer tutoring, and thematic units, while promoting student voice, choice, and agency through flexible learning options and self-selected projects.

Technology integration is strong, supported by a 1:1 Chromebook program and platforms like Canvas and Google Workspace for instruction, assessment, collaboration, and personalized learning. However, lower engagement among some student groups points to a need for expanded professional development in differentiation and effective AI integration. The district is currently exploring options to guide a comprehensive systemwide plan.

Student-Centered Instruction through a Variety of Strategies and Resources **that supports high achievement for all students.**

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Pioneer High School demonstrates effective performance under using WASC criteria through differentiated, student-centered instruction that provides multiple access points and integrates collaboration, project-based learning, technology, and real-world applications. Students benefit from voice and choice, broad academic and extracurricular opportunities, and strong technology systems that promote personalized and equitable access. However, some student groups remain less engaged, and additional professional development in advanced differentiation and AI integration is needed.

CATEGORY C: LEARNING AND TEACHING

Areas of Strength for Learning and Teaching:

1. Student-centered strategies**:** Teachers use visuals, academic talk, small groups, projects, choice, and real-world applications to support diverse learners.
2. Effective technology integration; such as, Canvas, Google Workspace, simulations, GradeCam, and digital tools enhance engagement, feedback, collaboration, and flexible pacing.
3. Focused professional development**:** Recent PD emphasizes Constructing Meaning, common assessments, task analysis, video study, and course-alike collaboration to strengthen reflective practice and alignment.
4. Sustained course-alike collaboration: Teams regularly use common assessments, analyze data, review tasks, and monitor D/F lists to ensure instructional consistency.

Growth Areas for Continuous Improvement for Learning and Teaching:

- Increase PD on differentiation and engagement for key subgroups: Develop ongoing professional development focused on strategies that support EL, SWD, Hispanic, and Black students, with emphasis on differentiation and culturally responsive engagement.
- Align PD with student engagement needs: Strengthen PD to directly address student engagement strategies, subgroup monitoring, and consistent classroom implementation.
- Formalize the Wellness Center as instructional support**:** Integrate the Wellness Center into the schoolwide support system with clear referral processes, data monitoring, and connections to classroom engagement.
- Connect engagement strategies to data cycles: Link engagement practices to progress monitoring and subgroup data to better track impact and reduce D/F rates.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

Reporting and Accountability Process

Visiting Committee Comments

Pioneer High School's student assessment processes are generally equitable and effective for reporting performance, identifying needs, ensuring fair access to testing, and offering multiple ways for students to demonstrate learning, including retakes and corrections. However, data analysis practices are inconsistent across departments, with some collaboration but no

schoolwide system, leading to siloed information. Although the school has developed a structured process in recent years to collect and analyze data—supported by AI—there is not yet an effective system for staff wide discussion or for using results to drive systemic change. Grades and comments are shared regularly with families, but parents report gaps in access to standardized test results and want stronger communication when students are at risk or have accommodations.

Grading practices across grade levels and subjects are generally consistent and well understood, enabling staff to identify student trends, support vertical alignment, and better monitor progress. This consistency is supported by shared standards, rubrics, planners, syllabi, common grading weights, and collaboration through course-alike teams. District-required *Grading for Equity* guidelines, based on Joe Feldman's framework, are consistently implemented through department policies and aligned course syllabi.

Many departments use assessment data collaboratively to adjust instruction and programs, but this is not consistent schoolwide and would benefit from a more formal, systematic data process. Instructional coaches help teachers use data effectively when engaged, though individualized professional development based on assessment results is uncommon despite available resources and a need for more transparent systems to access them.

Disaggregated data reveals achievement gaps among certain student groups, and the school faces challenges meeting diverse needs due to limited resources, training, and programs—particularly for both high- and low-performing students, as well as ELL Level 1–2 learners. Chronic absenteeism and inconsistent participation in Flex time also reduce the usefulness of data for targeted support.

While staff participate in the district textbook adoption process, it can feel unclear—especially for newer teachers—and slow update cycles and site-funded textbook costs make it difficult to keep materials current.

PHS administrators regularly collaborate with district departments through monthly meetings and site visits that focus on data analysis, student progress, and classroom practices. These partnerships have led to targeted action plans, such as implementing Constructing Meaning based on ELPAC data, aligning writing tasks with SBAC expectations, tracking A–G graduation progress with counselors, and using assessment data to guide math instruction and differentiation. However, many staff members are unaware of these district–administration collaborations and their outcomes, highlighting the need for a clearer system to share findings and involve staff in data analysis to better support students.

Reporting and Accountability Process **that supports high achievement for all students.**

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The school uses effective assessment processes to collect, analyze, disaggregate, and share student performance data with stakeholders to ensure informed decision-making. Staff have agreed upon clear and consistent criteria for grading and measuring student growth across grade levels and content areas. School teams use assessment results to improve programs, guide professional development, and allocate resources strategically as part of a continuous improvement process. In partnership with district leadership, the school regularly reviews and adjusts programs and expectations based on student growth and performance data to support ongoing schoolwide improvement.

Using Student Assessment Strategies to Monitor and Modify Learning Progress

Visiting Committee Comments

PHS teachers use a wide range of assessment methods to evaluate student learning, standards mastery, and college and career readiness, including formative and summative assessments, collaborative work, projects, performances, and research. Students also participate in formal measures such as WPA, NWEA, ELPAC, CAASPP/CAST, SAT/PSAT, AP, and SVCTE assessments. Teachers regularly reteach and adjust instruction—often with course-alike colleagues—based on results. English Learners' progress is closely monitored with frequent opportunities for reclassification, and all students meet annually with counselors to review progress and set academic goals.

PHS departments have established feedback standards, outlined in course syllabi, and many classes—especially project-based or technology-supported courses—provide timely feedback. Flex periods offer additional support, but many students needing help do not attend, indicating a need for stronger accountability. Some teachers provide delayed feedback or fail to update grading systems consistently, highlighting a need for higher expectations.

Students needing extra support receive feedback through SST, 504, IEP, and ELD processes. The 2025 student survey showed generally positive perceptions of support: ~85% receive extra help, ~84% are aware of support systems, ~80% of ELL students feel adequately supported, and 77% feel comfortable asking for help. While some teachers use student surveys to improve practice, this is not universal. PHS aims to expand stakeholder input, including reactivating CLAC initiatives to better involve students and parents.

Teachers at PHS regularly use formative and summative assessments to inform instruction, and most course-alike groups implement common assessments. However, not all groups systematically use these results for collaborative curriculum or instructional adjustments, with modifications often occurring at the individual teacher level rather than collectively.

Using Student Assessment Strategies to Monitor and Modify Learning Progress **that supports high achievement for all students.**

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:
PHS teachers use a wide range of formative and summative assessments, including state and national measures, to monitor student growth toward standards, graduation goals, and college and career readiness. Teachers provide feedback through course-based standards, flex support, and intervention systems such as SST, 504, IEP, and ELD, with most students reporting positive access to help, though consistency and timely grading remain areas for improvement. Assessment results are used to reteach and adjust instruction, often in collaboration with course-alike colleagues, but systematic collective analysis and curriculum adjustments are not yet consistent across all departments. PHS continues working to strengthen accountability, expand stakeholder voice, and improve collaborative use of data to enhance student achievement.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

Areas of Strength for Assessment and Accountability:

1. Teachers are regularly assessing students and providing feedback.
2. Teachers extensively use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.
3. The basis for students' grades, growth, and performance levels across and within grade levels and content areas is generally well understood and consistent.
4. PHS has very effective procedures in place to collect and report student performance data to all stakeholders**.**
5. The processes for school leadership to partner with district leadership to periodically assess programs and expectations for students' academic growth and progress are in place and generally effective.

Growth Areas for Continuous Improvement for Assessment and Accountability:

1. Develop and implement a systemic, schoolwide process for data collection, disaggregation, and analysis to drive improvements in curriculum, instruction, and school culture.
2. Develop a more effective system to combat chronic absenteeism across many of our groups of students, including attendance in Flex periods.
3. Utilize data to better support accommodations for 504, ELD, and IEP students.
4. Develop a system to share the outcomes of Administration-District data talks with staff, then include staff in the analysis.
5. More explicit expectations and feedback after formal and informal observations of teachers.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

Family and Community Involvement

Visiting Committee Comments

The school prioritizes culturally sensitive communication and support through counseling

services, the Destination College Advising Corps, and regular outreach such as counselor newsletters. Parent Square serves as a key school-to-home communication tool, allowing families to communicate with teachers in their native languages and supporting collaboration around academics, student services, and other student needs; newsletters are distributed through this platform in both English and Spanish. PHS also hosts inclusive family events such as Parent Nights, orientations, financial aid workshops with Spanish speakers, and provides translation services to ensure accessibility for diverse families.

Community and family engagement is further strengthened through student-led initiatives, service-learning requirements, mentoring programs like Link Crew, and partnerships such as BioSite, which connects PHS students with younger learners. The school fosters cultural inclusion within the curriculum through courses such as Ethnic Studies and Latino Literature and through culturally responsive instruction across disciplines. A wide range of student clubs, including the Culture Club, arts exhibitions, performances, and schoolwide events, help build a strong sense of belonging. In addition, the PHS Climate Committee meets monthly to address school climate and incorporate community feedback.

While these efforts demonstrate a strong commitment to family and community involvement, the school continues to face challenges in fully supporting certain student populations, such as those who are chronically absent and those with behavioral challenges, highlighting the need for continued growth and targeted strategies. Teachers specifically shared that the lack of a dedicated Parent Liaison can be seen as a barrier to engagement specifically with Latino and Hispanic families.

Family and Community Involvement **that supports high achievement for all students.**

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

PHS demonstrates a commitment to accessibility and equity for diverse families. Additional evidence points to academic and social connections further being strengthened through student leadership programs, service learning, community partnerships, and culturally inclusive curriculum and activities, including athletics. Acknowledging ongoing challenges shows that the school not only values engagement but is also reflective and committed to continuous improvement in reaching and supporting all members of its community.

School Culture and Environment

Visiting Committee Comments

Comprehensive policies and resources—including the Student and Parent Handbook, student rights policies, wellness supports, technology guidelines, discipline procedures, and safety protocols—establish consistent expectations and promote student well-being, creating a stable environment focused on learning.

School leadership fosters a culture of trust, professionalism, and high expectations through consistent implementation of the "Mustang Way" (RIFLO) Schoolwide Learner Outcomes. Staff explicitly teach and reinforce these values, recognize positive behavior, and embed them into daily practice. Counseling and wellness supports—including mental health services and a part-

time Wellness Center—demonstrate commitment to students' social-emotional growth. Survey data indicates that most students feel respected, supported, safe, and encouraged to succeed, though some report inconsistent experiences with staff.

Overall, leadership promotes a caring school culture with clear expectations while continuing to strengthen trust and professionalism. Future growth includes expanding Wellness Center staffing, increasing student engagement in the learning cycle, ensuring equitable expectations, deepening professional development, and strengthening data-driven reflection to sustain continuous improvement and trust schoolwide.

School Culture and Environment **that supports high achievement for all students.**

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Pioneer High School leadership prioritizes continuous improvement through well-established policies, systems, and supports that promote student safety and well-being. The consistent use of the Mustang Way (RIFLO) demonstrates how shared values and high expectations are intentionally taught and reinforced across the school community. Comprehensive counseling further supports a nurturing environment that addresses academic needs, although there is an opportunity for growth in offering dedicated staffing in the Wellness Center services to further support the social-emotional needs of students. Finally, student survey data validates the effectiveness of these leadership practices by showing that students generally feel respected, supported, and motivated to succeed.

Academic, Social-Emotional, and Multi-tiered Supports

Visiting Committee Comments

Academically, the school implements a three-tiered system of support that includes in-class differentiation and reteaching (Tier 1), structured supports such as FLEX and peer tutoring (Tier 2), and more intensive interventions including credit recovery, Edgenuity, and alternative settings (Tier 3). These supports are regularly reviewed and adjusted to meet student needs.

Social-emotional development is supported through dedicated SEL periods using a school-developed curriculum tailored to high school students, as well as through PBIS as the school's behavioral MTSS framework and a clearly defined system of tiered social-emotional supports. In addition, students have access to a wide range of co-curricular and extracurricular opportunities, including clubs, ASB, athletics, service learning, and student-led initiatives, which help foster engagement, leadership, and a sense of belonging. Teachers shared that the SEL period allows dedicated time to reinforce RIFLO and build community. In discussions with students, the visiting committee heard feedback that students did not feel that they benefit from the SEL time, due to inconsistent implementation, and questioned the necessity of this dedicated time with the weekly schedule.

Students with special talents and/or needs have access to personalized support and enrichment opportunities both on campus and in the community. Programs such as Peer Tutoring, service learning, the Sophomore Project, and Career Technical Education through SVCTE provide

academic assistance, real-world experience, and career exploration. While participation in activities is high overall, the school recognizes that some opportunities are limited and some students remain disconnected from the broader school culture, indicating a need for continued efforts to expand access and engagement for all learners and to continue to build school spirit and increased effort to connect students to staff. The FLEX period was mentioned specifically as an area where some student populations, including chronically absent and low performing students, are being underserved.

Academic, Social-Emotional, and Multi-tiered Supports **that supports high achievement for all students.**

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

Pioneer High School has established a well developed and intentional system of academic, social-emotional, and multi-tiered supports designed to promote student learning and postsecondary readiness. The range of tiered academic interventions, SEL instruction, and PBIS structures shows a comprehensive approach to meeting diverse student needs. Additionally, the wide variety of co-curricular, service learning, and career-focused opportunities highlights the school's commitment to supporting students with different talents and interests. At the same time, there are areas for growth, including the learning curve for teachers on new technology that has been adopted in part to manage FLEX and also in ensuring that all students feel connected and fully benefit from these supports.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

1. Comprehensive Student Support – Counselors and DCAC provide culturally sensitive guidance, and mental health is prioritized through both on campus supports and referrals to external counseling services.
2. Positive School Culture – The RIFLO "Mustang Way" behavioral expectations are integrated schoolwide, supported by clear policies and resources to foster a safe and nurturing environment.
3. Community Engagement – Students participate in meaningful initiatives like Community Service, the Sophomore Project, BioSite, and student-led programs to connect with and support the broader community.
4. Leadership and Mentorship – Programs like Link Crew and ASB cultivate student leadership, mentoring, and school spirit.
5. Extracurricular Opportunities – A wide variety of athletics, arts, clubs, and community events provide avenues for student involvement and personal growth.

Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

1. Increase student socio-emotional supports available through the Wellness Center beyond services offered one day per week.
2. Improve Campus Safety – Address risks from an exposed campus, student movement during FLEX/lunch, and unauthorized visitors.

3. Support Diverse Student Needs – Implement culturally sensitive strategies for Hispanic and African-American students, underclassmen with behavioral challenges, chronically absent students, and those needing FLEX support.
4. Increase Parent and Community Involvement – Engage families, especially those in underserved populations, in supporting struggling students and participating in campus community events.

Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

1. The administration and staff create a well maintained, welcoming environment for the entire Pioneer High School community that is conducive to teaching and learning.
2. Pioneer offers a wide range of academic and co-curricular activities to ensure all students have access to options that support life after they graduate.
3. Teachers employ a wide range of summative and formative assessments to meet the needs of student learning modalities.
4. Students report feeling connected to the school and their teachers, often citing having at least one trusted adult on campus which promotes academic achievement and positive mental health.
5. A wide variety of athletics, arts, clubs, and community events provide avenues for student involvement and personal growth.
6. A strong AP program, counseling, postsecondary partnerships, and access to career pathways to prepare students for college and careers.
7. Cross-curricular integration, project-based learning, Constructed Meaning (CM), and schoolwide goals promote real-world connections.
8. Teams regularly use common assessments, analyze data, review tasks, and monitor D/F lists to ensure instructional consistency.
9. Teachers use visuals, academic talk, small groups, projects, choice, and real-world applications to support diverse learners.
10. Counselors support comprehensive advising, socio-emotional support, community engagement, and coordination of programs for effective instructional model.
11. The campus is well maintained by the custodial and ground maintenance staff.

Schoolwide Growth Areas for Continuous Improvement

The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below.

1. The site administration and staff develop a process to address underperforming student populations, including Hispanic and Black populations, students with disabilities and English Language Learners.
2. The staff administration and instructional leadership team along with the SJUSD seek ways to develop and implement a schoolwide, systematic, data driven cycle of analysis to support curricular changes and instructional best practices.

3. The administration and staff explore opportunities for greater community engagement with underrepresented populations.
4. The school's administration and instructional leadership team further develop data driven and transparent professional development plan to support student achievement.
5. The school's Administration and Instructional Leadership Team continue to grow in fidelity to the WASC process and develop the WASC Action Plan as the guiding, overarching plan for school improvement.

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed:

1. The school administration, along with the SJUSD, seek ways to improve safety on campus, including, but not limited to, upgrading the surveillance system, review of student supervision processes and campus safety procedures, and facilities upgrades.
2. The school administration work towards reestablishment of fulltime staffing of the Wellness Center to increase student socio-emotional support and student engagement, particularly of underserved and chronically truant populations.
3. The school administration and staff explore possible structures to support regular and systematic teacher collaboration beyond current practices for deeper and more consistently aligned instructional and engagement strategies and assessment practices.

Chapter 5: Ongoing School Improvement

The schoolwide action plan and the SPSA function as two distinct improvement plans with only partial alignment. The SPSA organizes its goals around state-identified target areas—Math, Language Arts, English Learners, Climate and Culture, and Graduation Rates—while the schoolwide action plan emphasizes improving instruction, strengthening data analysis practices, expanding targeted interventions, enhancing professional development, and sustaining the WASC process. Although there are structural and formatting differences between the two plans, there are also clear points of connection, particularly around shared priorities for key student groups. With continued efforts to align these plans, the school is well-positioned to streamline resources and build stronger coherence across initiatives.

Both plans are grounded in solid evidence, meaningful stakeholder input, and findings gathered through the WASC visit, which reinforces their overall direction and potential for impact. While full alignment has not yet been realized, the foundation for effective implementation is strong. The school demonstrates the organizational capacity, expertise, and commitment needed to carry out the identified strategies. With growing collaboration across stakeholder groups and continued refinement of structures and processes, the school is poised to strengthen coherence between the plans, enhance collective ownership, and ensure steady progress during the continuous improvement cycle.

The alignment of a long-range schoolwide action plan/SPSA to the school's areas of greatest need to support high achievement for all students.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The schoolwide action plan and the SPSA, while structured as two distinct documents, are both aligned to the school's greatest areas of need and collectively support high levels of student achievement. Each plan outlines clear goals supported by detailed, specific action steps designed to strengthen instruction, expand targeted supports, and deepen outreach to marginalized student groups. The schoolwide action plan, in particular, includes well-defined implementation timelines and projected impacts that guide staff in executing and monitoring each step with coherence and purpose. These elements provide a strong foundation for sustained progress.

Although the two plans differ in format and scope, they share common priorities and are grounded in the same evidence-based needs. This shared focus enables the school to coordinate its efforts effectively, even as alignment continues to improve. The clarity and specificity of the planned actions—combined with thoughtful timelines, responsible parties, and measurable benchmarks—demonstrate the school's strong capacity to implement improvement initiatives with fidelity. With these systems in place, the school is well-positioned to support continuous improvement and promote high achievement for all students.

The capacity to implement and monitor the schoolwide action plan/SPSA.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

The school's action plan outlines clear, actionable steps supported by detailed implementation timelines that strengthen the school's capacity to monitor progress effectively. The specificity of the scheduled actions, responsible parties, and defined benchmarks demonstrates a strong organizational foundation for carrying out the plan. While some misalignment remains between the schoolwide action plan and the SPSA, the visiting committee notes that both plans share common priorities and are guided by consistent data sources. These shared priorities provide a solid basis for continued alignment work without hindering the school's ability to implement current strategies.

The school has established effective systems for tracking progress, reviewing evidence, and adjusting practices as needed. Leadership and staff demonstrate a high level of commitment to the identified goals, supported by collaborative structures and regular opportunities for reflection. The clarity of the action steps, combined with the school's strong follow-through and monitoring routines, positions the school well for successful plan implementation. With ongoing collaborative efforts to deepen alignment across documents, the school is well-equipped to maintain momentum and ensure steady progress toward its goals.

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of the entire school community in the self-study that reflects a thorough, accurate analysis of what currently exists as well as aligned schoolwide prioritized areas of strength and growth.		X		
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive continuous school improvement.		X		
Acceptable progress by all students		X		
Vision and Purpose (A1)		X		
Governance (A2)			X	
Leadership for Learning (A3)		X		
Qualified Staff and Professional Development (A4)		X		
Resources (A5)		X		
Rigorous and Relevant Standards-Based Curriculum (B1)	X			
Access to the Curriculum (B2)	X			
Student Engagement in Challenging and Relevant Learning Experiences (C1)		X		
Student-Centered Instruction through a Variety of Strategies and Resources (C2)		X		
Reporting and Accountability Process (D1)		X		
Using Student Assessment Strategies to Monitor and Modify Learning Progress (D2)	X			
Family and Community Engagement (E1)		X		
School Culture and Environment (E2)		X		
Multi-tiered Personal, Social-emotional, and Academic Support (E3)	X			
Alignment of a schoolwide action plan/SPSA to school's areas of greatest need		X		
The capacity to implement and monitor the schoolwide action plan/SPSA	X			