
WASC 2018

Jeremy Meadows, Associate Principal
Rene Vela, WASC Coordinator

W.A.S.C.

Western

Association of

Schools &

Colleges

We

Are

Student -

Centered

Visiting Committee

Four Day Visit:

1. Chairperson (1)
 - a. WASC Chair Training
2. Visiting Committee Members (6)
 - a. Teachers, Counselors, Principals, Education Professionals (Training, WASC School)

*Volunteer

*Day and night

*Presentation

*Hotel

*Random

*Normal

Visiting Committee from 2012

Mrs. Nadine Lee Elwood,

Chairperson Spanish-ELD Teacher/WASC Coordinator, Esperanza High School, Anaheim, CA

Mr. Michael Fages Assistant Principal, Vista Murrieta High School, Murrieta, CA

Miss Stefani Owen English Teacher, Mira Costa High School, Manhattan Beach, CA

Dr. Charles Park Assistant Principal, John Muir High School, Pasadena, CA

Mr. David Parsons Teacher, Shadow Hills High School, Indio, CA

Mr. Erik Selekman English Teacher/Self Study Coordinator, Roybal Learning Center, Los Angeles, CA

Mr. Lawrence A. Winzenread Support Provider, Adjunct Professor, National University School of Education

Why serve?

Why serve on an ACS WASC visiting committee?

- Learn about strategies, approaches, and practices
- Observe research and programs in action
- Develop and cultivate new professional relationships
- Work together for high achievement of all learners
- Demonstrate one's professional commitment to quality education
- Provide insights and reflections as a fellow educator
- Give back to the educational community.

Join a WASC team

“Serving as a visiting team member is by far the best professional development opportunity available in education today. Taking the time to see a school from all facets does so much for the perspective that we bring back to our own sites.”

Shawn Marshall, ACS WASC VC Member Riverside, CA

To join: <https://webportal.acswasc.org/>

What happens on Day 1, Sunday?

*Chair, Visiting Committee Members will meet at 1pm

- 2pm Meet with WASC Coordinator and Administration
- 3pm Meet with Department Chairs
- 4pm Meet with Parents
- 5pm Meet with Board Members
- 6pm Dinner

*Hotel, Day 2

What happens on Day 2, Monday?

*Chair, Visiting Committee Members will meet at 7am

- 7am Meet with Focus Group
- 8am Meet with Specific Departments
- 9am Meet with Counselors
- 10am - 2pm Classroom Observations
- 2pm Meet with Student Leaders
- 3pm - 6pm Begin writing
 - The Chair and the VC have a section of the report to write.

*Hotel, Review Day 3

What happens on Day 3, Tuesday?

*Chair, Visiting Committee Members will meet at 7am

- 7am Meet with Focus Group
- 8am Meet with Specific Departments
- 9am Meet with Parent Groups
- 10am - 2pm Classroom Observations
- 2pm Meet with Random Students
- 3pm - 6pm Continue writing

*Hotel, Review Day 4

What happens on Day 4, Wednesday?

*Chair, Visiting Committee Members will meet at 7am

- 7am Meet with Focus Group
- 8am Meet with Specific Departments
- 9am - 1pm Finish Writing
- 1pm Prepare Presentation
- 2pm - Vote and Sign
- 2:45pm - 3:45pm Present Presentation

*Chair will continue writing and has the final edit

Focus Groups

- A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES
- B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM
- C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION
- D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY
- E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

*Survey

*Pick your 2 groups

A. Organization

- Vision and Purpose,
- Governance,
- Leadership and Staff
- Resources

Faculty and Staff	Department
Anikouchine, Nick	Art/Social Studies
Belmonte, Hasmine	Special Education
Burton, Richard	Security
Camp, Patty	Student Store
Chudy, Steve	Math
Colin, Pat	Counseling
Fame Kao, Chi	Foreign Language
Gardner, Guy	Social Studies
Gray, Laurie	Special Education
Kastelan, Lisa	Support
Kim, Jennifer	Math
Kim, Shawn	Custodial
Kuwahara, Teri	College and Career
Mastan, Kathleen	Physical Education
Maxfield, Jama	Administration
Moeller, Jill	Science
Soufl, Mary Jo	English
Stamper, Eva	Science
Stephany, Nick	Administration
Stoddart, Bryce	Social Studies
Strahle, Scott	Security
Tabarango, Irene	Spec. Support
Toombs, Lea*	English
Vander Veen, Steve	Physical Education
Whitmer, Keith	English

Parents
Johnson, Cynthia
Klein, Song
St. Denis, Sue

Students
Bahl, Julia (12)
Hawley, Will (10)
Lalchandani, Keshav (11)
Lambert, Claudia (9)
Mar, Alexandria (11)

B. Curriculum

Focus Group B: Curriculum

*Indicates Focus Lead

- Student Learning
- Classroom
- Classes

Faculty and Staff	Department
Anthony, Katie	Special Education
Apodaca, Paul	Support
Brockman, Ashley	English
Calescibetta, Gina	Foreign Language
Egan, Jennifer*	AVID
Hoffman, Teresa	College and Career
Nemeth, Leanne	Math
Pellicane, Andrea	Counseling
Quesnell, Casey	Physical Education
Ramirez, Trista	Administration
Reichert, Jennifer	English
Remeta, Cecilia	Foreign Language
Robertson, Graham	Science
Roth, Robin	English
Scheerle, Michael	Science
Sesay, Abdul	Support
Sheridan, Tamara*	Foreign Language
Shimizu, Arlene	Secretary
Thompson, Bobbi Jo	Special Education
Vela, Rene	Art
Warren, Jennifer	Art
Whalen, Jim	Math
Wilson, Christopher	Social Studies

Parents

Delphin, Tin Tin
Shoemaker-Edwards, Jill
Wong, Margaret

Students

Kuhn, Zoë (10)
Hayden, Rose (10)
Mar, Nicole (9)
Miao, Mary (12)
O'Brien, Matthew (11)
Wong, Daron (10)
Wong, Trent (10)

C. Instruction

- Student Learning
- Classroom
- Classes

Focus Group C: Instruction

*Indicates Focus Lead

Faculty and Staff	Department
Aranda, Shelly	Spec. Support
Balogh, Christine	Spec. Support
Capozzola, Renee	Science
Colabella, Melanie	Spec. Support
Damon, Cindy	English
Exner, Sara	English
Gaylord, Tim	Foreign Language
Harley, Louis	Social Studies
Hwang, Winnie	Spec. Support
Kuhn, Marie*	Science
Millar, Robin	Secretary
Miller, Dugan	Social Studies
Moriarty, Kelly	Special Education
Munoz, Julie*	Science
Pavelka, Susan	English
Pinkelman, Joe	Art
Stapleton, Paula	Counseling
Stengel, Kimberly	Math
Stevenson, Jan	Secretary
Swatek, Michael	Math
Sylvester, Maria	Foreign Language
Trevett, Marissa	Support
Wong, Chris	Spec. Support
Zientek, Geri	Secretary Athletics

Parents

Abraham, Christy
Robinson, Julie
Zimmerman, Ann

Students

Carmack, Olivia (9)
Lin, Pecko (11)
Mello, Taylor (11)
Waung, Benison (11)

Focus Group D: Assessment and Accountability

*Indicates Focus Lead

D. Assessment

- Assessment
- Student Performance

Faculty and Staff	Department
Barton, Tecia*	Social Studies
Broughton, Alex	Math
Fujinaga, Evan	Social Studies
Gallagher, Colm	Special Education
Helin, Hank	Math
Ihde, Butch	Custodial
James, Carlos	Spec. Support
Klabe, Allyson	Special Education
Lancey, Gailene	Foreign Language
Lewis, Joanne	Spec. Support
Maemoto, Julie	Science
Mancussi, Vickie	Student Store
Mertens, Edward	Math
Mirosavich, Jeff	English
Murgia, Diane	Spec. Support
Parkinson, Shellie	Art
Thompson, Nicole	Art/English
Windes, Ann	Foreign Language
Wood, Marta	Science

Parents

Furkiota, Angela
Robinson, Anne

Students

Abraham, Sage (10)
Hopkins, Ben (11)
Lopes, Jennifer (12)
Miller, Sarah (12)
Parazette-Tillar, Zac (12)

Focus Group E: Culture and Climate

*Indicates Focus Lead

E. School Culture

- Leadership
- Activities
- Programs

Faculty and Staff	Department
Astiazaran, Diane	Support
Calizar, Jason	Math
Cormier, Terrence	Social Studies
De Lorenzo, Jeanne	Registrar
Emery, Leith	Special Education
Foster, Laurie	Spec. Support
Heffernan, Rich	Social Studies
Huber, Kristen	Administration
Jimenez, Kristy	Art
Kuykendall, Brent	Administration
Larkins, Derek	English
Lulejian, Jeff	Security
Lynch, Patrick	Foreign Language
Machi, Geraldine	Secretary
Maltese, Elizabeth	Support
McHugh, Amerika	Counseling
Mitchell, Cindy	Math
Mitchell, Jeff	Security
Mitchell, Linelle	Special Education
Morales, Alex	Foreign Language
Parrott, James	Custodial
Rosales, Rubin	Custodial
Secrist, Cari	English
Shapiro, Brian	Science
Varela, Christina*	Social Studies
Warren, James	Science
Willoughby, Aileen	Library

Parents
Lopes, Helain
Parazette-Tillar, Kate
Quinn, Tina

Students
Graham, Cole (10)
Johnson, Candace (10)
Fujisaki, Kayleigh (12)
Remeta, Grace (9)
Stapleton, Lizzie (12)

WASC Focus Group Leaders

- A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES **Allyson Klabe, Tracey Bly**
- B. CURRICULUM **Julia Lathin, Ashley Brockman**
- C. INSTRUCTION **Eva Stamper, Dan Rho**
- D. ASSESSMENT AND ACCOUNTABILITY **Marta Wood, Karen Kostrencich**
- E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH **Nicole Thompson, Christina Sunada**

*Gather evidence

*WASC Visiting Committee

*WASC Focus Group Meetings

*Help write the report (September 2017)

WASC Timeline

September 21 - WASC Meeting #1

November 2 - WASC Meeting #2

December 14 - WASC Meeting #3

February 8 - WASC Meeting #4

March 13 - WASC Meeting #5

September 2017 - Review Report

October 2017 - Review Report (Chair will visit)

November 2017 - Review Report (Chair will visit)

December 2017 - Finish Report (Chair will visit)

January 2018 - Print & Send Report

February - April 2018 - WASC Visit

- Advanced Placement
- AVID
- CAASSP
- Competition Teams
- Cornell Notes
- CSF
- Departments
- Library
- Mission
- NHS
- PEIS
- PVID
- PVIT
- WASC
- Work Experience



PALOS VERDES HIGH SCHOOL

600 Cloyden Road • Palos Verdes Estates, CA 90274
310-378-8471 • www.pvhigh.com



PVHS Critical Needs 2012

Outcomes of Critical Needs at PVHS as identified by the school and the Self Study report.

1. Algebraic Proficiency

Evidence

- In the last three years, only 8 to 12% of PVHS freshmen received proficient or better scores on the Algebra I CST
- From test results, students continue to struggle in tenth grade geometry
- In grade 11, the deficit in students' Algebra skills is evident
- Algebra II CST scores show that close to 90% of the students are scoring below basic or far below basic
- CAHSEE pass rates and academic classroom grades support the conclusions that students who take Algebra 1B in the ninth grade continue to struggle in high school mathematics

2. Support for Special Education Students

Evidence

- API scores for students with disabilities have consistently decreased over the last four years with the lowest score, a 620, recorded in 2010
- Special education students CST measures have decreased the last three years
- Special education CAHSEE scores have decreased the last three years
- Special education students classroom grades have decreased the last three years

PVHS Critical Needs 2012

3. Consistent Implementation of School Policies

Evidence

- Results of certificated employees survey indicate that 60% agree that the administration has a serious approach to student discipline
- Only 54% of certificated employees feel that the administration is consistent with school wide expectations and policies
- Results of the classified employees survey indicate that only 54% agree that the administration is consistent with policy enforcement
- Open-ended comments from parent surveys indicate that consistent school rules, policies, and the enforcement of them is an area of concern and possibly an impediment to a productive learning environment
- Parents expressed specific concerns and lack of policy consistency in three areas: dress code, drugs and alcohol, and cheating

Visiting Committee Feedback Key Issues 2012

- Upgrade technology
- Improve communication with feeder schools
- Continue improving communication and collaboration between administration, faculty, staff, and community
- Analyze testing results and evaluation of data through collaboration
- Foster collaboration (departmentally, inter-departmentally, and with feeder schools with regard to best practices, assessment, and evaluation)
- Increase use of data analysis by all teachers to inform instruction
- Through Focus Group discussions, teachers expressed the desire for expanded technological services while recognizing the fiscal impact
- More opportunities for collaboration to develop new, cross-curricular learning experiences
- Increased use of data assessment software/data assessment by all teachers to inform instruction

Visiting Committee Feedback Key Issues 2012

- Use a wider variety of data and data analysis to identify specific areas of student needs
- Use current technology more effectively across the curriculum
- Provide collaboration time to share teaching strategies and best practices and evaluate performance data.
- Continue proactive action to avoid problems on campus (tardy policy, attendance)
- Reassess the discipline plan that informs students of expected behavior and consequences
- Continue to keep dialogue open between administrators, teachers, and students
- Through focus group discussions, teachers expressed a desire for expanded technological services while recognizing the fiscal impact

Visiting Committee Schoolwide Strengths 2012

- Successful and superior results on state and national examinations as well as matriculation into colleges and universities.
- The aspiration of all stakeholders to continue to exceed beyond current levels of excellence.
- The staff, administration, students, the parents, and the community enthusiastically and professionally work together.
- The staff demonstrates a caring and compassionate attitude toward their students.
- The staff is highly qualified.
- Students are encouraged to pursue multiple passions, that are not only limited to sports and academics, but includes a variety of other interests.
- The school offers many extracurricular and co-curricular opportunities for students.
- The school's guidance department implements a proactive and comprehensive counseling program.
- Multiple forms of communication with parents and students are frequent and informative.

The end.