

CRENSHAW LEARN CHARTER HIGH SCHOOL

Midterm Review Visit

For

The Western Association of School and Colleges

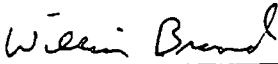
Accrediting Commission for Schools

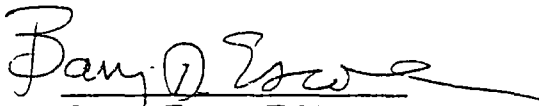
March 9, 2001

Committee Members

**William Brand, Ed.D.
Superintendent
Santa Paula Union High School District**

**Barry Escoe, Ed.D.
Director, Special Youth Services
Anaheim Union High School District**


**William Brand, Ed.D.
Committee Chairperson**


**Barry Escoe, Ed.D.
Committee Member**

Crenshaw Learn Charter High School
Los Angeles Unified District

Original Visit: April 28, 1997
On-Site Review: March 9, 2001

I. Introduction

General Comments about the school and its setting:

A. Crenshaw High School first opened its doors in January 1968 to relieve overcrowding at the other nearby high school campuses. The school is one of forty-nine public comprehensive high schools serving grades 9-12 in the Los Angeles Unified School District. The school has four magnet programs on the site the Gifted/High Ability, Media, Career Excellence and Teacher Training in California. Crenshaw Adult School and Whitney Young Continuation School share the same campus with Crenshaw High School.

In 1997, Crenshaw High School became a Charter School along with seventeen other schools in the Crenshaw/Dorsey Cluster. This decision was based on the sincere desire to remedy some problems that have plagued the school community for several years: student attrition, low test scores, high absenteeism, and school/community safety.

The student enrollment has increased gradually since the last WASC visit. The current 2000-01 enrollment is 2646 students, which includes students in special education, GATE, ELL, and the magnet programs. The ethnic breakdown of the school is 21% Hispanic, 78% African American, and 1% other. Sixty-nine percent of the students participate in the Federal Meal Program.

The certificated staff totals 139 and the classified staff number 77. The faculty and staff represent all ethnic groups. The school and students excel in curricular and extra curricular areas.

B. Significant changes or developments that have affected the school since the last visit include:

- o The School Leadership Team has changed
- o New bell schedule

- o School returned to the traditional class periods
- o School has become Crenshaw Learn Charter High School
- o A solid Leadership Team has been put together to address the WASC recommendations for 1996
- o Significant turn over in staff has occurred
- o The school has become a Digital High School
- o New Coordinators in the areas of ELL, Student Information Systems, Special Education, Title I, Pupil Service and Attendance, School Psychologist and Career Services
- o Twenty-three new teachers have been added
- o Two full time campus security aides, one dean and state of the art surveillance system have been added
- o Media Operational Academy
- o Eight new portables
- o A School Nurse and implementation of the TUBE program

C. Description of the Follow-Up Process

The Instructional Planning Committee and Focus Group Chairpersons make up the Leadership Team, which continues to spearhead the school's improvement efforts. The team addressed the critical areas for follow-up recommended by the 1996-97 WASC Visiting Committee. The areas needing improvement in their schoolwide action plan have been integrated with the critical areas for follow-up to bring about a more comprehensive and coordinated effort. The Follow-up Committee/Leadership Team represents all stakeholders. New staff members were assigned a Focus Group to participate in as members.

The Focus Groups (6groups) met to review findings of the Mid-Term Visiting Committee. Through a process of staff development, WASC Accreditation, and CCR the staff and school community saw what was needed to do as a school.

The student data was examined during staff development meetings. The staff determined that student identified needs must be their Focus from this point forward. The Focus Groups have met on a regular basis to implement standards-based instruction, assessment and accountability systems.

The process to improve student achievement levels of all students at Crenshaw High School is ongoing. All stakeholders remain committed to this improvement process and the resolve of the school is to make a difference is stronger than ever. The staff appears to have recognized the potential the WASC process as a viable vehicle for change and improvements in the area of student achieve.

II. Follow-up Process

- A. Develop an Assessment Plan to measure the success of all students meeting the ESLRs.**

- Re-emphasized the importance of linking the ESLRs to the Standards
- Purchased additional computers and software to assist the students in achieving the ESLRs
- Incorporated an ESLR Rubric into the grading system, increased the use of student portfolios; utilized a template to demonstrate instructional activities linked to ESLRs and monitored the effectiveness of the plan

B. Develop a systematic assessment plan to measure the improvement levels of student achievement in all programs at Crenshaw High School.

The high school made progress in measuring the student improvement through the following system:

- Staff development to analyze student outcomes data
- Students who received two or more failures were recommended for interventions
- Stanford 9 has been analyzed by gender, grade level, ethnicity, subgroup and subjects
- Analyzed SAT-9 content cluster weakness areas
- Implemented standards-based instructional assessment strategies
- Assessment criteria is measured based on student performance, SAT-9 scores, graduation ratio, commitment to post-secondary education/career choices
- The same criteria is used to measure student success in areas of focused areas such as the Gifted/High Ability Magnet, Teacher Training Magnet, Media academy and the Career Excellence Academy

C. Examine the factors within the school control that will enable students to complete a four-year course of study.

- The school established an action plan that included: setting goals, analyzing the effectiveness of the schools programs and developing additional resources to meet the school goals

D. Increase Student Motivation and Eventual Achievement through a comprehensive staff development plan linked to the ESRLs.

- Crenshaw High School has refocused from teacher centered to student centered staff development and training activities
- The student centered staff development training included: data analysis; backward planning model; standards-based instruction; test taking strategies, scoring guides and generic rubrics

E. Raise expectation levels and strengthen the instructional practices geared to all LEP (English Language Learners).

- ELL Teachers developed a systematic approach to instructional delivery
- Teachers must hold a CLAD Credential and participate in training

- Teachers are participating in staff development programs for adapting State and District Learning Standards for ELL students
- All instructional materials are aligned to the standards
- Students who are re-designated fluent in English are given additional instructional support to promote success in the general curriculum
- ELL Teachers use a scoring guide to determine a student's progress towards mastery of each ELL Learning Standard
- Established a Bilingual Advisory Council
- Encouraged ELL students to be involved in school activities

F. Use of different successful instructional strategies that engage all students as active learners.

- Instruction will be textbook driven
- Collaborative group instruction is assigned
- Textbooks will be one of many tools for instruction
- Teacher training to create prompts, scoring guides, models and rubrics
- Teachers will provide daily lesson plans
- Established special reading classes for students with low ability
- Students that graduate will have a clear understanding of subject matter and will be able to prove proficiency

III. Commendations/Recommendation

A. Commendations:

- Outstandingly prepared Mid-Term Report with exceptional collaboration.
- The "Teacher Helping Teacher" program.
- Implementation of Standards-Based Instruction and assessment strategies.
- Gifted/High Achiever Magnet and Counselor Ms. Gavin.
- Choral Program under the direction of Professor Stevenson.
- Co-curricular and extra activities offered to the students.
- The MCJROTC Program for students.
- The Parent Involvement.
- Use of ESLRS as the driving force for student achievement.
- The Leadership Team under the direction of Principal Travis Kiel.

B. Recommendations:

- Continued effort to improve on all standardized test scores taken by students.
- Raise teacher and student expectations and use student achievement as the driving force behind school wide improvement.
- Use the WASC Mid-Term Report as the blueprint to the future for student achievement.
- Provide staff development opportunities that will emphasize improved instructional strategies, which will enhance student achievement.

- Create an Intervention/Remedial Program for students who have not successfully passed the EXIT Examination.
- Create a model to improve ongoing parent communications and use of parents in the classrooms.

Additional Recommendations

The on-site review committee makes no additional recommendations to the school nor has it identified areas of new concerns. Under the new administration, Crenshaw High School has worked toward the completion of the Action Plans established after the 1996 visit. The on-site committee found a number of positive changes taking place throughout the school and community. Most notable were the advancements in the area of technology with the Digital High School grant, safety, higher teachers and student expectations, commitment of staff to the WASC process and the use of standards based instruction. The trust level is as high as it has been in recent memory and a spirit of collegiality continues to grow under the direction of the Leadership Team. The potential for success is within reach.

IV. Confidential On Site Review Justification Statement

It is the opinion of the review team that Crenshaw Learn Charter High School has given serious consideration to the recommendations contained in the original accreditation report. The school established a Follow-up Committee that carried out its function in a timely manner, and from all indications will continue to function during the next two years. Therefore, we recommend that Crenshaw Learn Charter High School not be subject to any additional visitations during the remaining two years of their accreditation period and that no new conditions be imposed.

William Brand

William Brand, Ed.D.
Chairperson

Barry Escoe

Barry Escoe, Ed.D.
Committee Member